

**Correlation of Continental Press's *New York State Mathematics* workbook
to the *Grades 3–8 Mathematics Testing Program Guidance, September–April/May–June*
released by the NY State Education Department**

Grade 5

Performance Indicator Code	Performance Indicator	Sept.-April/ May-June Instructional Periods	New York State Mathematics Workbook
Number Sense and Operations Number Systems			
5.N.1	Read and write whole numbers to millions	September-April	Pages 13–16
5.N.2	Compare and order numbers to millions	September-April	Pages 13–16
5.N.3	Understand the place value structure of the base ten number system 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand 10 thousands = 1 ten thousand 10 ten thousands = 1 hundred thousand 10 hundred thousands = 1 million	September-April	Pages 13–16
5.N.4	Create equivalent fractions, given a fraction	September-April	Pages 17–20
5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) Note: Commonly used fractions such as those that might be indicated on a ruler, measuring cup, etc.	September-April	Pages 21–24
5.N.6	Understand the concept of ratio	September-April	Pages 41–44
5.N.7	Express ratios in different forms	September-April	Pages 41–44
5.N.8	Read, write, and order decimals to thousandths	September-April	Pages 29–32, 33–36
5.N.9	Compare fractions using $<$, $>$, or $=$	September-April	Pages 21–24
5.N.10	Compare decimals using $<$, $>$, or $=$	September-April	Pages 33–36
5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals	September-April	Pages 37–40
Number Sense and Operations Number Theory			
5.N.12	Recognize that some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite)	September-April	Pages 49–52
5.N.13	Calculate multiples of a whole number and the least common multiple of two numbers	September-April	Pages 53–56
5.N.14	Identify the factors of a given number	September-April	Pages 53–56
5.N.15	Find the common factors and the greatest common factor of two numbers	September-April	Pages 53–56
Number Sense and Operations Operations			
5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/multiplicand should be done using technology.	September-April	Pages 65–68



Performance Indicator Code	Performance Indicator	Sept.-April/ May-June Instructional Periods	New York State Mathematics Workbook
Number Sense and Operations Operations			
5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology.	September-April	Pages 69–72
5.N.18	Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction, and parentheses	September-April	Pages 57–60
5.N.19	Simplify fractions to lowest terms	September-April	Pages 73–76
5.N.20	Convert improper fractions to mixed numbers, and mixed numbers to improper fractions	September-April	Pages 73–76
5.N.21	Use a variety of strategies to add and subtract fractions with like denominators	September-April	Pages 77–80
5.N.22	Add and subtract mixed numbers with like denominators	September-April	Pages 77–80
5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths	September-April	Pages 81–84
Number Sense and Operations Estimation			
5.N.24	Round numbers to the nearest hundredth and up to 10,000	September-April	Pages 89–92
5.N.25	Estimate sums and differences of fractions with like denominators	September-April	Pages 93–96
5.N.26	Estimate sums, differences, products, and quotients of decimals	September-April	Pages 97–100
5.N.27	Justify the reasonableness of answers using estimation	September-April	Pages 89–92, 93–96, 97–100
Algebra Variables and Expressions			
5.A.1	Define and use appropriate terminology when referring to constants, variables, and algebraic expressions	September-April	Pages 105–108
5.A.2*	Translate simple verbal expressions into algebraic expressions	September-April	Pages 105–108
5.A.3*	Substitute assigned values into variable expressions and evaluate using order of operations	September-April	Pages 109–112
Algebra Equations and Inequalities			
5.A.4*	Solve simple one-step equations using basic whole-number facts	September-April	Pages 113–116
5.A.5*	Solve and explain simple one-step equations using inverse operations involving whole numbers	September-April	Pages 113–116
5.A.6	Evaluate the perimeter formula for given input values	September-April	Pages 137-140



Performance Indicator Code	Performance Indicator	Sept.-April/ May-June Instructional Periods	New York State Mathematics Workbook
Algebra Patterns, Relations, and Functions			
5.A.7	Create and explain patterns and algebraic relationships (e.g., 2,4,6,8...) algebraically: $2n$ (doubling)	September-April	Pages 117–120
5.A.8	Create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)	September-April	Pages 117–120
Geometry Shapes			
5.G.1	Calculate the perimeter of regular and irregular polygons	September-April	Pages 137–140
Geometry Geometric Relationships			
5.G.2	Identify pairs of similar triangles	September-April	Pages 149–152
5.G.3	Identify the ratio of corresponding sides of similar triangles	September-April	Pages 149–152
5.G.4	Classify quadrilaterals by properties of their angles and sides	September-April	Pages 129–132
5.G.5	Know that the sum of the interior angles of a quadrilateral is 360 degrees	September-April	Pages 129–132
5.G.6	Classify triangles by properties of their angles and sides	September-April	Pages 133–136
5.G.7	Know that the sum of the interior angles of a triangle is 180 degrees	September-April	Pages 133–136
5.G.8	Find a missing angle when given two angles of a triangle	September-April	Pages 133–136
5.G.9	Identify pairs of congruent triangles	September-April	Pages 145–148
5.G.10	Identify corresponding parts of congruent triangles	September-April	Pages 145–148
Geometry Transformational Geometry			
5.G.11	Identify and draw lines of symmetry of basic geometric shapes	September-April	Pages 153–156
Geometry Coordinate Geometry			
5.G.12	Identify and plot points in the first quadrant	May-June	Pages 157–160
5.G.13	Plot points to form basic geometric shapes (identify and classify)	May-June	Pages 157–160
5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)	May-June	Pages 157–160
Measurement Units of Measurement			
5.M.1	Use a ruler to measure to the nearest inch, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ inch	September-April	Pages 165–168
5.M.2	Identify customary equivalent units of length	September-April	Pages 165–168
5.M.3	Measure to the nearest centimeter	September-April	Pages 169–172



Performance Indicator Code	Performance Indicator	Sept.-April/ May-June Instructional Periods	New York State Mathematics Workbook
Measurement Units of Measurement			
5.M.4	Identify equivalent metric units of length	September-April	Pages 169–172
5.M.5	Convert measurement within a given system	September-April	Pages 173–176
Measurement Tools and Methods			
5.M.6	Determine the tool and technique to measure with an appropriate level of precision: lengths and angles	September-April	Pages 125–128
Measurement Units			
5.M.7	Calculate elapsed time in hours and minutes	September-April	Pages 177–180
5.M.8	Measure and draw angles using a protractor	September-April	Pages 125–128
Measurement Estimation			
5.M.9	Determine personal references for customary units of length (e.g., your pace is approximately 3 feet, your height is approximately 5 feet, etc.)	September-April	Pages 181–184
5.M.10	Determine personal references for metric units of length	September-April	Pages 181–184
5.M.11	Justify the reasonableness of estimates	September-April	Pages 181–184
Statistics and Probability Collection of Data			
5.S.1	Collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)	September-April	Pages 189–192
Statistics and Probability Organization and Display of Data			
5.S.2	Display data in a line graph to show an increase or decrease over time	September-April	Pages 193–196
Statistics and Probability Analysis of Data			
5.S.3	Calculate the mean for a given set of data and use to describe a set of data	September-April	Pages 189–192
Statistics and Probability Predictions from Data			
5.S.4	Formulate conclusions and make predictions from graphs	September-April	Pages 193–196



Performance Indicator Code	Performance Indicator	Sept.-April/ May-June Instructional Periods	New York State Mathematics Workbook
Statistics and Probability			
Probability			
5.S.5	List the possible outcomes for a single-event experiment	May-June	Pages 197–200
5.S.6	Record experiment results using fractions/ratios	May-June	Pages 197–200
5.S.7	Create a sample space and determine the probability of a single event, given a simple experiment (e.g., rolling a number cube)	May-June	Pages 197–200

Key to Performance Indicator Code:	5.N.22 5 = 5th Grade N = Number Sense & Operations 22 = Performance Indicator Number
---	---

