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correlated to

Illinois Mathematics Assessment Framework Grades 3-5

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correlated to
Illinois Mathematics Assessment Framework
Grade 3

State Goal 6: Number Sense

Standard 6A – Representations and Ordering

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>Read, Write, and Represent Numbers</p> <p>6.3.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000.</p>	<p>Teacher’s Guide: 23-25, 55-58, 69-70, 80-83, 93-97, 108-110, 121-124, 132-133, 140, 144, 145, 149, 151, 155, TR27</p>
<p>6.3.02 Identify and write (in words and standard form) whole numbers up to 100,000.</p>	<p>Teacher’s Guide: 23-25, 55-58, 69-70, 80-83, 93-97, 108-110, 121-124, 132-133</p>
<p>6.3.03 Recognize a fraction represented with a pictorial model.</p>	<p>Teacher’s Guide: 53, 88-89, 93, 116-117, 138, 148, 153</p>
<p>6.3.04 Represent multiplication as repeated addition</p>	<p>Teacher’s Guide: 66-68, 77, 81, 83</p>
<p>Order and Compare Numbers</p> <p>6.3.05 Order and compare whole numbers up to 10,000 using symbols (>, <, or =) and words (e.g., greater (more) than, less than, equal to, between).</p>	<p>Teacher’s Guide: 55-57, 69-70, 80-82, 139, 148, 154, TR28</p>
<p>6.3.06 Order and compare decimals expressed using monetary units.</p>	<p>Teacher’s Guide: 71, 125</p>
<p>Number Line</p> <p>6.3.07 Identify and locate whole numbers and halves on a number line.</p>	<p>Teacher’s Guide: 24, 39, 55, 69, 81, 94, 109</p>
<p>Classification of Numbers</p> <p>6.3.08 Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).</p>	<p>Teacher’s Guide: 18-20, 23-25, 32-33, 39-40, 48-49, 55-57, 64-65, 66-68, 69-70, 74-78, 80-82, 88-91, 93-95, 108-109, 118-119, 121-123, 130-131, 132-134, TR27, TR28</p>

Standards 6B, 6C – Computation, Operations, Estimation, and Properties

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>Number Operations</p> <p>6.3.09 Solve problems and number sentences involving addition and subtraction with regrouping.</p>	<p>Teacher’s Guide: 26-27, 33-35, 57-58, 82-83</p>
<p>6.3.10 Solve problems involving the value of a collection of bills and coins whose total value is \$10.00 or less, and make change.</p>	<p>Teacher’s Guide: 58-59, 71, 83-84, 97-98, 110-111, 125, 134, 139, 141, 146, 149, 151, 154, 156</p>
<p>6.3.11 Model and apply basic multiplication facts (up to 10 _ 10), and apply them to related multiples of 10 (e.g., $3 \times 4 = 12$, $30 \times 4 = 120$).</p>	<p>Teacher’s Guide: 39-40, 66-68, 70, 76-78, 80-82, 83, 88, 90-91, 93-95, 118-119, 121-123</p>
<p>Properties</p> <p>6.3.12 Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems (e.g., $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$).</p>	<p>Teacher’s Guide: 20-23, 34-35, 50-51</p>
<p>6.3.13 Solve problems involving the multiplicative identity of one (e.g., $3 \times 1 = 3$) and the additive identity of zero (e.g., $3 + 0 = 3$).</p>	<p>Teacher’s Guide: 21, 77, 91, 122</p>
<p>Estimation</p> <p>6.3.14 Make estimates appropriate to a given situation with whole numbers.</p>	<p>Teacher’s Guide: 26-27, 41-42, 69-70, 71, 82-83, 109-110, 123-124, 133, 134, 139, TR27</p>

State Goal 7: Measurement

Standards 7A, 7B, 7C – Units, Tools, Estimation, and Applications

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>Elapsed Time 7.3.01 Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).</p>	<p>Teacher’s Guide: 37-39, 53-54, 68, 107-108, 141, 146, 156</p>
<p>Measurement Tools 7.3.02 Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).</p>	<p>Teacher’s Guide: 35-39, 51-54, 68, 78-80, 107-108, 139, 144, 145, 150, 154</p>
<p>Area, Perimeter, and Circumference 7.3.03 Solve problems involving the perimeter of a polygon with given side lengths or a given non-standard unit (e.g., paperclip).</p>	<p>Teacher’s Guide: 78-80, 150, TR28</p>
<p>7.3.04 Solve problems involving the area of a figure when whole and half square units are shown within the figure.</p>	<p>Teacher’s Guide: 78-80, TR28</p>
<p>Estimation 7.3.05 Compare and estimate length (including perimeter), area, and weight/mass using referents.</p>	<p>Teacher’s Guide: 35-37, 51-53, 78-80, 105-106, 145</p>
<p>Measurement Conventions 7.3.07 Solve problems involving simple unit conversions within the same measurement system for time and length.</p>	<p>Teacher’s Guide: 35-39, 51-55, 68, 91-93, 105-106, 107-108, 120-121, 139, 144, 154</p>

State Goal 8: Algebra

Standard 8A – Representations, Patterns, and Expressions

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
Patterns 8.3.01 Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).	Teacher's Guide: 18-20, 23-25, 32-33, 48-49, 55-57, 64-65, 74-76, 88-89, 102-103, 108-109, 116-117, 121-123, 140, 143, 146, 148
Write and Simplify Expressions 8.3.02 Write an expression to represent a given situation.	Teacher's Guide: 50-51, 90-93, 66-67, 69-70, 82-83, 103-105, 150

Standards 8C, 8D – Writing, Interpreting, and Solving Equations

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
Write Equations and Inequalities 8.3.03 Represent simple mathematical relationships with number sentences (equations and inequalities).	Teacher's Guide: 20-25, 33-35, 39-40, 49-51, 57-58, 66-68, 69-70, 76-78, 81-83, 90-91, 93-95, 103-105, 108-109, 118-119, 121-123, 130-131, 138, 140, 141, 143, 148, 150, 153, 155
Solve Equations and Inequalities 8.3.04 Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + \quad = 5$, $6 - \quad = 1$).	Teacher's Guide: 25, 143, 144
8.3.05 Solve word problems involving unknown quantities.	Teacher's Guide: 20-23, 33-35, 48-49, 66-68, 76-78, 80-82, 102-103, 118-119, 139, 141, 143, 146, 148, 149, 151, 156

State Goal 9: Geometry

Standard 9A – Properties of Single Figures and Coordinate Geometry

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>Properties of Single Figures 9.3.01 Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices.</p>	<p>Teacher’s Guide: 18-20, 32-33, 48-49, 64-65, 138, 140, 143, 145, 153, 155, TR27</p>
<p>9.3.02 Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).</p>	<p>Teacher’s Guide: 74-76, 128-129, 155, TR28</p>
<p>Coordinate Geometry 9.3.03 Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., _ is 2 units below _, point A is 3 units to the right of point B).</p>	<p>Teacher’s Guide: 60-61</p>
<p>Symmetry 9.3.04 Identify whether or not a figure has a line of symmetry, and sketch or identify the line of symmetry.</p>	<p>Teacher’s Guide: 116-117, TR28</p>
<p>Transformations 9.3.05 Identify images resulting from flips (reflections), slides (translations), or turns (rotations).</p>	<p>Teacher’s Guide: 18-20, 48-49, 64-65, 74-76, 78-80, 128-129, TR27</p>

Standard 9B – Relationships Between and Among Multiple Figures

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>Relationships Between Two- and Three-Dimensional Objects 9.3.07 Identify the two-dimensional components of a three-dimensional object (e.g., a cube has square faces).</p>	<p>Teacher’s Guide: 74-76, TR28</p>
<p>Composing and Decomposing Figures 9.3.09 Predict the result of putting shapes together (composing) and taking them apart (decomposing).</p>	<p>Teacher’s Guide: 65, 79, 150</p>

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
Congruence and Similarity 9.3.10 Identify congruent and similar figures by visual inspection.	Teacher's Guide: 48-49, 64-65, 78-80
Distance 9.3.11 Determine the distance between two points on the number line in whole numbers.	Teacher's Guide: 39-40, 55-57, 69-70, 80-82, 93-95, 108-109, 121-123, 132-133

State Goal 10: Data Analysis, Statistics, and Probability

Standards 10A, 10B – Data Analysis and Statistics

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
Read and Interpret Displays 10.3.01 Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.	Teacher's Guide: 28-29, 41-42, 44-45, 48-49, 58-60, 84-85, 112-113, 134-135, 141, 144, 149, 151, 156
Complete and Create Displays 10.3.02 Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.	Teacher's Guide: 28-29, 41-42, 44-45, 48-49, 58-60, 84-85, 112-113, 134-135, 144, 149
Statistics 10.3.03 Determine the mode, given a set of data or a graph.	Teacher's Guide: 44-45, 84-85, 112-113, 134-135

Standard 10C – Probability

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
Probability 10.3.04 Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.	Teacher's Guide: 28-29, 49, 98-99
10.3.05 Describe the chances associated with a context presented visually, including using the response format "3 out of 4."	Teacher's Guide: 98-99



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Grade 4

State Goal 6: Number Sense

Standard 6A – Representations and Ordering

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Read, Write, and Represent Numbers</p> <p>6.4.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000,000.</p>	<p>Teacher’s Guide: 21-26, 34-36, 40-41, 50-52, 56-57, 63-66, 70-71, 79-80, 84-86, 94-95, 97-98, 108-109, 111-112, 122-124, 128-130, 136-139, 144, 147, 149, 154, 159</p>
<p>6.4.02 Identify and write (in words and standard form) whole numbers up to 1,000,000.</p>	<p>Teacher’s Guide: 21-23, 34-36, 50-52, 63-66, 79-80, 94-95, 108-109, 122-124, 136-137</p>
<p>6.4.03 Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction.</p>	<p>Teacher’s Guide: 54-56, 68-70, 82-84, 126-128, 145, 150, 155, 160</p>
<p>6.4.04 Represent multiplication as repeated addition.</p>	<p>Teacher’s Guide: 40-41, 56-57, 70-71, 84-86, 97-98, 111-112, 128-130</p>
<p>Order and Compare Numbers</p> <p>6.4.05 Order and compare whole numbers up to 100,000.</p>	<p>Teacher’s Guide: 36-37, 66-67, 81-82</p>
<p>6.4.06 Order and compare decimals through hundredths.</p>	<p>Teacher’s Guide: 26-28, 66-67</p>
<p>6.4.07 Order and compare fractions having like denominators with or without models.</p>	<p>Teacher’s Guide: 36-37, 54-56, 66-67, 81-82</p>
<p>Number Line</p> <p>6.4.08 Identify and locate whole numbers, halves, and fourths on a number line.</p>	<p>Teacher’s Guide: 23-26, 40-41, 55-57, 70-71, 84-86, 97-98, 111-112, 128-130</p>

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Classification of Numbers</p> <p>6.4.09 Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).</p>	<p>Teacher's Guide: 18-20, 23-26, 32-34, 40-41, 43-44, 48-52, 56-57, 62-63, 70-71, 79-80, 84-86, 92-94, 97-98, 106-108, 111-112, 122-126, 128-130, 137-139, 142, 150, 152, 155, 157, 160, TR23, TR24</p>

Standards 6B, 6C – Computation, Operations, Estimation, and Properties

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Number Operations</p> <p>6.4.10 Solve problems and number sentences involving addition and subtraction with regrouping and multiplication (up to three-digit by one-digit).</p>	<p>Teacher's Guide: 21-23, 34-36, 40-41, 50-52, 56-59, 62-66, 72-73, 79-80, 84-86, 92-95, 97-98, 108-109, 111-112, 122-124, 136-139, 142, 144, 148, 150, 157</p>
<p>6.4.11 Solve problems involving the value of a collection of bills and coins whose total value is \$100.00 or less, and make change.</p>	<p>Teacher's Guide: 26-28, 42, 57-59, 72-73, 87-88, 99-100, 113-115, 143, 148, 153, 158</p>
<p>6.4.12 Model and apply basic multiplication and division facts (up to 12×12), and apply them to related multiples of 10 (e.g., $3 \times 9 = 27$, $30 \times 9 = 270$, $6 \div 3 = 2$, $600 \div 3 = 200$).</p>	<p>Teacher's Guide: 23-26, 32-34, 40-41, 50-52, 56-57, 63-66, 70-71, 79-80, 84-86, 97-98, 111-112, 122-124, 128-130, 136-139, 144, 148, 153, 155, 159</p>
<p>6.4.13 Model situations involving addition and subtraction of fractions with like denominators.</p>	<p>Teacher's Guide: 36-37, 52-56, 68-70, 81-84, 109-111, 126-128</p>
<p>Properties</p> <p>6.4.14 Solve problems involving the commutative and distributive properties of operations on whole numbers [e.g., $8 + 7 = 7 + 8$, $27 \times 5 = (20 \times 5) + (7 \times 5)$].</p>	<p>Teacher's Guide: 26, 41, 98, 112</p>
<p>6.4.15 Use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences and solve problems (e.g., $4 \times 3 = 12$, $12 \div 3 = \underline{\quad}$).</p>	<p>Teacher's Guide: 26, 41, 71, 86, 98, 112</p>
<p>Estimation</p> <p>6.4.16 Make estimates appropriate to a given situation with whole numbers.</p>	<p>Teacher's Guide: 21-23, 34-37, 50-53, 63-67, 72, 79-82, 94-95, 108-111, 113, 122-123, 136-137, TR23</p>

State Goal 7: Measurement

Standards 7A, 7B, 7C – Units, Tools, Estimation, and Applications

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Elapsed Time 7.4.01 Solve problems involving elapsed time in compound units (e.g., 1 hour and 40 minutes) that occur in the same half day (a.m. only or p.m. only).</p>	<p>Teacher’s Guide: 43-44, 59, 72-73, 100-101, 113-115, 130-131, 145, 148, 150, 153, 155, 158, 160</p>
<p>Measurement Tools 7.4.02 Select and use appropriate standard units and tools to measure length (to the nearest 1/2 inch or 1/2 cm), time, and temperature.</p>	<p>Teacher’s Guide: 36-37, 43-45, 59, 66-67, 72-73, 100-101, 113-117, 130-131</p>
<p>Area, Perimeter, and Circumference 7.4.03 Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring (may include sketching a figure from its description).</p>	<p>Teacher’s Guide: 94-95, 124-126, 144, 155, 159, TR24</p>
<p>Estimation 7.4.04 Compare and estimate length (including perimeter), area, volume, and weight/mass using referents.</p>	<p>Teacher’s Guide: 36-37, 52-54, 66-67, 81-82, 94-95, 109-111, 124-126, 155</p>
<p>Measurement Conventions 7.4.06 Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass.</p>	<p>Teacher’s Guide: 36-37, 52-54, 66-67, 81-82, 109-111, 143, 153</p>

State Goal 8: Algebra

Standard 8A – Representations, Patterns, and Expressions

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Patterns 8.4.01 Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).</p>	<p>Teacher’s Guide: 18-20, 32-34, 48-50, 62-63, 70-71, 76-78, 87-88, 92-94, 106-108, 111-112, 120-122, 134-136, 142, 147, 152, 157</p>
<p>Write and Simplify Expressions 8.4.02 Write an expression using letters or symbols to represent an unknown quantity.</p>	<p>Teacher’s Guide: 32-34, 70-71, 76-78, 97-98, 144, 148, 153, 159</p>
<p>Describing Change 8.4.04 Identify or represent situations with well-defined patterns using words, tables, and graphs (e.g., represent temperature and time in a line graph).</p>	<p>Teacher’s Guide: 18-20, 25, 32-35, 40-41, 44-45, 48-50, 62-63, 65, 70-71, 76-78, 86-88, 92-94, 98, 106-108, 111-112, 120-122, 134-136, 142, 157</p>
<p>Representations 8.4.05 Translate between different representations (table, written, or pictorial) of whole number relationships.</p>	<p>Teacher’s Guide: 25, 33, 35, 44-45, 57, 65, 71, 78, 80, 86, 98, 108, 112</p>

Standards 8C, 8D – Writing, Interpreting, and Solving Equations

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Write Equations and Inequalities 8.4.06 Represent simple mathematical relationships with number sentences (equations and inequalities).</p>	<p>Teacher’s Guide: 23-26, 40-41, 62, 68-72, 84-86, 92, 97-98, 99-100, 108, 111-112, 120-122, 128-129, 148, 153</p>
<p>Solve Equations and Inequalities 8.4.08 Solve word problems involving unknown quantities.</p>	<p>Teacher’s Guide: 38-40, 63-66, 87-88, 92-94, 95-97, 122-124, 137-139, 142, 143, 147, 148, 152, 153, 157</p>

State Goal 9: Geometry

Standard 9A – Properties of Single Figures and Coordinate Geometry

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Properties of Single Figures 9.4.01 Identify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and right angles.</p>	<p>Teacher’s Guide: 32-34, 106-108, 134-136, 144, 149, 159, TR23, TR24</p>
<p>9.4.02 Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).</p>	<p>Teacher’s Guide: 76-78, 144, 154, 159</p>
<p>9.4.03 Differentiate between polygons and non-polygons.</p>	<p>Teacher’s Guide: 106, 136</p>
<p>Coordinate Geometry 9.4.04 Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).</p>	<p>Teacher’s Guide: 44-45</p>
<p>Symmetry 9.4.05 Identify whether or not a figure has one or more lines of symmetry, and sketch or identify all lines of symmetry.</p>	<p>Teacher’s Guide: 32-34, 48-50, 106-108, 149, TR23</p>
<p>Transformations 9.4.06 Identify images resulting from flips (reflections), slides (translations), or turns (rotations).</p>	<p>Teacher’s Guide: 18-20, 32-34, 48-50, 92-94</p>
<p>Lines, Segments, Rays, and Angles 9.4.07 Identify and sketch parallel and perpendicular lines.</p>	<p>Teacher’s Guide: 18-20, 48-50, 62-63, 144, 154, 159</p>
<p>9.4.08 Identify and sketch right angles.</p>	<p>Teacher’s Guide: 18-20, 48-50, 62-63, 92-94, 134-136, TR23</p>

Standard 9B – Relationships Between and Among Multiple Figures

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Relationships Between Two- and Three-Dimensional Objects 9.4.09 Identify the two-dimensional components of a three-dimensional object.</p>	<p>Teacher’s Guide: 76-78</p>
<p>Composing and Decomposing Figures 9.4.11 Predict the result of composing or decomposing shapes or figures.</p>	<p>Teacher’s Guide: 125</p>
<p>Congruence and Similarity 9.4.12 Identify congruent and similar figures by visual inspection.</p>	<p>Teacher’s Guide: 18-20, 48-50, 135</p>
<p>Distance 9.4.13 Determine the distance between two points on the number line in whole numbers.</p>	<p>Teacher’s Guide: 23-26, 40-41, 56-57, 70-71, 84-86, 97-98, 111-112, 128-130, 137-139</p>

State Goal 10: Data Analysis, Statistics, and Probability

Standards 10A, 10B – Data Analysis and Statistics

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>Read and Interpret Displays 10.4.01 Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.</p>	<p>Teacher’s Guide: 28-29, 44-45, 88-89, 101-103, 115-117, 139, 145, 149, 155, 160</p>
<p>Complete and Create Displays 10.4.02 Create a pictograph, bar graph, tally chart, or table for a given set of data.</p>	<p>Teacher’s Guide: 28-29, 44-45, 88-89, 101-103, 115-117, 139, 145</p>
<p>Statistics 10.4.03 Determine the mode and range, given a set of data or a graph.</p>	<p>Teacher’s Guide: 115-117, 145, 149, TR24</p>

Standard 10C – Probability

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
Probability 10.4.04 Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.	Teacher's Guide: 28-29, 101-103
10.4.05 Describe the chances associated with a context presented visually, including using the response format "3 out of 4" or $\frac{3}{4}$.	Teacher's Guide: 28-29, 50-52, 101-103



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State Goal 6: Number Sense

Standard 6A – Representations and Ordering

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Read, Write, and Represent Numbers</p> <p>6.5.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000,000.</p>	<p>Teacher’s Guide: 21-25, 37-38, 41-44, 50-51, 54-55, 63-64, 66-68, 76-78, 90-91, 130-132, 138, 141, 151, 153</p>
<p>6.5.02 Read, write, recognize, model, and interpret numerical expressions from a given description or situation.</p>	<p>Teacher’s Guide: 21-25, 37-38, 41-44, 50-51, 54-55, 63-64, 66-68, 76-78, 90-91, 130-132</p>
<p>6.5.03 Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.</p>	<p>Teacher’s Guide: 25-28, 39-41, 44-45, 51-53, 56, 64-65, 70-71, 81, 92-94, 121, 133, 141, 143, 146, 151, 153, TR29</p>
<p>6.5.04 Recognize, translate between, and model multiple representations of decimals, fractions less than one (halves, quarters, fifths, and tenths), and percents (0%, 25%, 50%, 75%, and 100%).</p>	<p>Teacher’s Guide: 25-28, 44-45, 56, 79-71, 81, 98-99, 110, 121, 133, 136, 141, 147, 151</p>
<p>6.5.05 Read, write, recognize, and model decimals and their place values through thousandths.</p>	<p>Teacher’s Guide: 25-28, 44-45, 56, 79-71, 81, 98-99, 110, 121, 133</p>
<p>6.5.06 Represent multiplication as repeated addition.</p>	<p>Teacher’s Guide: 24</p>
<p>Order and Compare Numbers</p> <p>6.5.07 Order and compare whole numbers up to 1,000,000.</p>	<p>Teacher’s Guide: 21-25, 50-51</p>
<p>6.5.08 Order and compare decimals through hundredths.</p>	<p>Teacher’s Guide: 25-28, 44-45, 70-71, 81, 98-99, 110, 121, 133</p>

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
6.5.09 Order and compare fractions having like or unlike denominators with or without models.	Teacher's Guide: 25-28, 44-45, 70-71, 81, 98-99, 110, 121, 133
Number Line 6.5.10 Identify and locate whole numbers, halves, fourths, and thirds on a number line.	Teacher's Guide: 25-28, 39-41, 44-45, 51-53, 56, 64-65, 70-71, 81, 92-94, 121, 133
Classification of Numbers 6.5.11 Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers).	Teacher's Guide: 18-21, 41-44, 54-55, 63-67, 66-68, 74-78, 82-83, 90-91, 130-132, TR29

Standards 6B, 6C – Computation, Operations, Estimation, and Properties

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
Number Operations 6.5.12 Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.	Teacher's Guide: 21-25, 37-38, 41-44, 50-51, 54-55, 63-64, 66-68, 76-78, 90-91, 130-132
6.5.13 Solve problems and number sentences involving addition and subtraction of decimals through hundredths (with or without monetary labels).	Teacher's Guide: 57-59, 70-71, 98-99, 119, 136, 146, 151
6.5.14 Model situations involving addition and subtraction of fractions.	Teacher's Guide: 40-41, 53, 65, 70-71, 86, 94, 137, 147, 151, 152
Properties 6.5.15 Solve problems involving the commutative, distributive, and identity properties of operations on whole numbers (e.g., $37 _ 46 = 46 _ 37$, $270 _ 5 = (200 _ 5) + (70 _ 5)$).	Teacher's Guide: 42-43, 54-55, 66-68, 76-78, 90-91, 130-132
Estimation 6.5.16 Make estimates appropriate to a given situation with whole numbers, fractions, and decimals.	Teacher's Guide: 21-25, 37-38, 50-51, 124, 136, 141

Standard 6D – Ratios, Proportions, and Percents

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Identify and Express Ratios 6.5.17 Identify and express ratios using appropriate notation (i.e., a/b, a to b), and identify equivalent ratios.</p>	<p>Teacher’s Guide: 28-31, 86, 112-113</p>
<p>Proportional Reasoning 6.5.18 Solve problems involving proportional relationships, including unit pricing (e.g., one apple costs 20¢, so four apples cost 80¢).</p>	<p>Teacher’s Guide: 86</p>
<p>Percents 6.5.19 Read, write, recognize, and model percents (0%, 25%, 50%, 75%, and 100%).</p>	<p>Teacher’s Guide: 25-28, 44-45, 56, 70-71, 81, 98-99, 110, 121, 133, 137, 143, 152</p>

State Goal 7: Measurement

Standards 7A, 7B, 7C – Units, Tools, Estimation, and Applications

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Elapsed Time 7.5.01 Solve problems involving elapsed time in compound units.</p>	<p>Teacher’s Guide: 69-70, 86, 137, 146, 152</p>
<p>Measurement Tools 7.5.02 Select and use appropriate standard units and tools to measure length (to the nearest $1/4$ inch or mm), mass/weight, capacity, and angles.</p>	<p>Teacher’s Guide: 34-37, 57-59, 79-80, 91-98, 106-109, 116-120, 148</p>
<p>Area, Perimeter, and Circumference 7.5.03 Solve problems involving the perimeter and area of a triangle, rectangle, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).</p>	<p>Teacher’s Guide: 55, 82-83, 91, 109</p>
<p>Estimation 7.5.04 Compare and estimate length (including perimeter), area, volume, weight/mass, and angles (0° to 180°) using referents.</p>	<p>Teacher’s Guide: 34-37, 55, 57-59, 79-80, 82-83, 91-98, 106-109, 116-120</p>

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Measurement Conventions</p> <p>7.5.06 Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass, including compound units (e.g., 5 ft 5 in, 2 lbs 2 oz).</p>	<p>Teacher's Guide: 57-59, 79-80, 86, 96-98, 118-120, 136, 142, 147, 151, 152, 153</p>

State Goal 8: Algebra

Standard 8A – Representations, Patterns, and Expressions

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Patterns</p> <p>8.5.01 Determine a missing term in a sequence, extend a sequence, and identify errors in a sequence when given a description or sequence.</p>	<p>Teacher's Guide: 18-21, 34-37, 48-49, 63-64, 74-76, 82-83, 89, 102-104, 116-118, 128-130, 136, 141, 146, 151</p>
<p>8.5.02 Construct and identify a rule that can generate the terms of a given sequence.</p>	<p>Teacher's Guide: 18-21, 34-37, 48-49, 63-64, 74-76, 82-83, 89, 102-104, 116-118, 128-130, 136, 141, 146, 151</p>
<p>Write and Simplify Expressions</p> <p>8.5.03 Write an expression using variables to represent unknown quantities.</p>	<p>Teacher's Guide: 20, 48-49, 83, 117-118</p>
<p>Evaluate Algebraic Expressions</p> <p>8.5.04 Evaluate algebraic expressions with a whole number variable value (e.g., evaluate $m + m + 3$ when $m = 4$).</p>	<p>Teacher's Guide: 20, 48-49, 83, 117-118</p>
<p>Describing Change</p> <p>8.5.05 Demonstrate, in simple situations, how a change in one quantity results in a change in another quantity (e.g., input-output tables).</p>	<p>Teacher's Guide: 20, 48-49, 83, 117-118, 129</p>
<p>Representations</p> <p>8.5.06 Translate between different representations (table, written, or pictorial) of whole number relationships.</p>	<p>Teacher's Guide: 18-25, 34-38, 41-44, 48-49, 50-51, 54-55, 63-64, 66-68, 74-78, 82-83, 89, 90-91, 102-104, 116-118, 128-132</p>

Standards 8C, 8D – Writing, Interpreting, and Solving Equations

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Write Equations and Inequalities</p> <p>8.5.07 Represent problems with equations and inequalities.</p>	<p>Teacher's Guide: 117-118</p>

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
Solve Equations and Inequalities 8.5.08 Solve for the unknown in an equation with one operation (e.g., $2 + n = 20$, $n \div 2 = 6$).	Teacher's Guide: 117-118
8.5.09 Solve word problems involving unknown quantities.	Teacher's Guide: 117-118

State Goal 9: Geometry

Standard 9A – Properties of Single Figures and Coordinate Geometry

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
Properties of Single Figures 9.5.01 Classify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse).	Teacher's Guide: 18-20, 34-36, 48-49, 74-76, 89, 106-109, 116-118, 139, 143, 148, 154, TR29
9.5.02 Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).	Teacher's Guide: 87-90, 139, 148, 149, 154, TR30
9.5.03 Solve problems using properties of triangles (e.g., sum of interior angles of a triangle is 180°).	Teacher's Guide: 34-37, 48-49
Circles 9.5.04 Identify, describe, and sketch circles, including radius and diameter.	Teacher's Guide: 31, 106-109, 116-118
Coordinate Geometry 9.5.05 Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).	Teacher's Guide: 83, 118
Transformations 9.5.07 Identify, describe, and predict results of reflections, translations, and rotations of two-dimensional shapes.	Teacher's Guide: 18-21, 48-49, 109, 116-118, 143, TR29
Lines, Segments, Rays, and Angles 9.5.08 Identify and sketch parallel, perpendicular, and intersecting lines.	Teacher's Guide: 18-21, 74-76, 102-104, TR29, TR30

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
9.5.09 Identify and sketch acute, right, and obtuse angles.	Teacher's Guide: 18-21, 34-37, 74-76, 106-109, 116-118, TR29

Standard 9B – Relationships Between and Among Multiple Figures

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
Relationships Between Two- and Three-Dimensional Objects 9.5.10 Identify the two-dimensional components of a three-dimensional object.	Teacher's Guide: 87-90
9.5.11 Identify a three-dimensional object from its net.	Teacher's Guide: 87-90
Composing and Decomposing Figures 9.5.12 Predict the result of composing or decomposing shapes or figures.	Teacher's Guide: 87-90
Congruence and Similarity 9.5.13 Identify congruent and similar figures by visual inspection.	Teacher's Guide: 18-21, 34-37, 48-49, 74-76, 116-118, TR29
Distance 9.5.15 Determine the distance between two points on a horizontal or vertical number line in whole numbers.	Teacher's Guide: 83, 118

State Goal 10: Data Analysis, Statistics, and Probability

Standards 10A, 10B – Data Analysis and Statistics

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
Read and Interpret Displays 10.5.01 Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.	Teacher's Guide: 28-31, 57-59, 82-83, 91, 111-112, 120, 129
Complete and Create Displays 10.5.02 Create a pictograph, bar graph, chart/table, or line graph for a given set of data	Teacher's Guide: 28-31, 82-83, 111-112, 118, 122-125, 129

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Statistics 10.5.03 Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.</p>	<p>Teacher's Guide: 57-59, TR29</p>

Standard 10C – Probability

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>Probability 10.5.04 Solve problems involving the probability of a simple event, including representing the probability as a fraction between zero and one.</p>	<p>Teacher's Guide: 28-31, 94, 112-113, 118-120</p>



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