



# Arizona's College and Career Ready Standards Mathematics

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Crosswalks: AZCCRS / 2008

Fifth Grade

**ARIZONA DEPARTMENT OF EDUCATION**  
High Academic Standards for Students  
State Board Approved June 2010  
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Operations and Algebraic Thinking – (OA)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Write and interpret numerical expressions.	5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	M05-S1C2-05	Simplify numerical expressions (including fractions and decimals) using the order of operations with or without grouping symbols.
	5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>	*	
Analyze patterns and relationships.	5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	M03-S3C2-01	Recognize and describe a relationship between two quantities, given by a chart, table, or graph, in which quantities change proportionally, using words, pictures, or expressions.
			M04-S3C1-01	Recognize, describe, create, extend, and find missing terms in a numerical sequence involving whole numbers using all four basic operations.

<b>Number and Operations in Base Ten – (NBT)</b>				
<b>CLUSTER</b>	<b>AZCCRS</b>	<b>ITEM DESCRIPTION</b>	<b>2008 PO</b>	<b>ITEM DESCRIPTION</b>
<b>Understand the place value system.</b>	5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.	*	
	5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	*	
	5.NBT.A.3	Read, write, and compare decimals to thousandths.		
		a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392=3\times 100+4\times 10+7\times 1+3\times (\frac{1}{10})+9\times (\frac{1}{100})+2\times (\frac{1}{1000})$ .	M04-S1C1-01	Express whole numbers, fractions, decimals, and percents using and connecting multiple representations. (Extends to include whole numbers, fractions, and percents)
		b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	M05-S1C1-04	Compare and order positive fractions, decimals, and percents. (Not as specific and includes fractions and percents)
5.NBT.A.4	Use place value understanding to round decimals to any place.	M05-S1C3-01	Make estimates appropriate to a given situation or computation with whole numbers, fractions, and decimals.	
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths</b>	5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	M05-S1C2-02	Multiply multi-digit whole numbers. (Does not specify standard algorithm)
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths</b>	5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	M04-S1C2-04	Use multiple strategies to divide whole numbers.



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Number and Operations in Base Ten – (NBT)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
			M05-S1C2-03	Divide multi-digit whole numbers by whole number divisors with and without remainders.
			M05-S1C2-04	Apply the associative, commutative, and distributive properties to solve numerical problems.
	5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	M05-S1C2-01	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form.
			M05-S1C2-04	Apply the associative, commutative, and distributive properties to solve numerical problems.
			M05-S5C1-01	Analyze common algorithms for adding and subtracting fractions and decimals using the associative, commutative, and distributive properties.
			M06-S1C2-02	Multiply multi-digit decimals through thousandths. (extends through thousandths)
			M06-S1C2-03	Divide multi-digit whole numbers and decimals by decimal divisors with and without remainders.
			M06-S5C1-01	Analyze algorithms for multiplying and dividing fractions and decimals using the associative, commutative, and distributive properties

Number and Operations—Fractions (NF)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</i>	M05-S1C2-01	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form.
			M05-S5C1-01	Analyze common algorithms for adding and subtracting fractions and decimals using the associative, commutative, and distributive properties.
	5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</i>	M05-S1C2-01	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form.
			M05-S1C3-01	Make estimates appropriate to a given situation or computation with whole numbers, fractions, and decimals. (2010 standard does not include estimation)

Number and Operations—Fractions (NF)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	M06-S1C1-03	Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line. (Extends to include locations on a number line and rates)
	5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.		
		a. Interpret the product $(a/b) \times q$ as $a$ parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i>	M06-S1C1-03	Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.
			M06-S1C2-04	Multiply and divide fractions.
			M06-S5C1-01	Analyze algorithms for multiplying and dividing fractions and decimals using the associative, commutative, and distributive properties

Number and Operations—Fractions (NF)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.4	b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	M05-S5C1-02	Develop an algorithm or formula to calculate areas and perimeters of simple polygons.
			M06-S1C2-05	Provide a mathematical argument to explain operations with two or more fractions or decimals.
	5.NF.B.5	Interpret multiplication as scaling (resizing), by:		
		a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	*	
	5.NF.B.5	b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.	M08-S1C2-02	Describe the effect of multiplying and dividing a rational number by <ul style="list-style-type: none"> <li>• a number less than zero,</li> <li>• a number between zero and one,</li> <li>• one, and</li> <li>• a number greater than one.</li> </ul>
			M06-S1C2-04	Multiply and divide fractions.
5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.			

Number and Operations—Fractions (NF)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)		
		a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(\frac{1}{3}) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(\frac{1}{3}) \div 4 = \frac{1}{12}</math> because <math>(\frac{1}{12}) \times 4 = \frac{1}{3}</math>.</i>	M06-S1C1-03	Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.
			M06-S1C2-04	Multiply and divide fractions.
		b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (\frac{1}{5})</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (\frac{1}{5}) = 20</math> because <math>20 \times (\frac{1}{5}) = 4</math>.</i>	M06-S1C1-03	Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.
			M06-S1C2-04	Multiply and divide fractions.

Number and Operations—Fractions (NF)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.7	c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math>-cup servings are in 2 cups of raisins?</i>	M06-S1C1-03	Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.
			M06-S1C2-04	Multiply and divide fractions.

Measurement and Data – (MD)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Convert like measurement units within a given measurement system.	5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	M05-S4C4-02	State an appropriate measure and degree of accuracy in a given context.
			M06-S4C4-02	Solve problems involving conversion within the U.S. Customary and within the metric system.
Represent and interpret data.	5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	*	

Measurement and Data – (MD)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>	5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		
		a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	M06-S4C4-06	Describe the relationship between the volume of a figure and the area of its base.
		b. A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.	M06-S4C4-06	Describe the relationship between the volume of a figure and the area of its base.
	5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	M06-S4C4-06	Describe the relationship between the volume of a figure and the area of its base.
	5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		
		a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	M06-S4C4-06	Describe the relationship between the volume of a figure and the area of its base.
			M07-S4C4-06	Identify the appropriate unit of measure to compute the volume of an object and justify reasoning.



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Measurement and Data – (MD)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.C.5	b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	M06-S4C4-06	Describe the relationship between the volume of a figure and the area of its base.
		c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	M07-S4C4-06	Identify the appropriate unit of measure to compute the volume of an object and justify reasoning.
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Geometry – (G)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
<b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>	5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., $x$ -axis and $x$ -coordinate, $y$ -axis and $y$ -coordinate).	M04-S4C3-01	Name, locate, and graph points in the first quadrant of the coordinate plane using ordered pairs.
			M06-S4C3-01	Graph ordered pairs in any quadrant of the coordinate plane.
	5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	M04-S4C3-01	Name, locate, and graph points in the first quadrant of the coordinate plane using ordered pairs.
			M04-S4C3-02	Plot line segments in the first quadrant of the coordinate plane using a set of ordered pairs in a table.
			M04-S4C3-03	Construct geometric figures with vertices at points on the coordinate plane.
			M06-S3C4-01	Determine a pattern to predict missing values on a line graph or scatterplot. (Includes graphing points)

Geometry – (G)				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
Classify two-dimensional figures into categories based on their properties.	5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	M05-S5C2-10	Construct <i>if... then</i> statements to generalize rules for computation, geometric properties and algebraic functions. (Extends to include computation and algebraic functions; Specifies <i>if...then</i> statements to generalize rules)
	5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	M04-S4C1-03	Describe and classify triangles by angles and sides. (Addresses only triangles)
			M05-S4C1-03	Classify quadrilaterals by their properties. (Addresses only quadrilaterals)



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<b>Standards for Mathematical Practice – (MP)</b>				
<b>CLUSTER</b>	<b>AZCCRS</b>	<b>ITEM DESCRIPTION</b>	<b>2008 PO</b>	<b>ITEM DESCRIPTION</b>
	5.MP.1	Make sense of problems and persevere in solving them.	M05-S5C2-01	Analyze a problem situation to determine the question(s) to be answered.
			M05-S5C2-02	Identify relevant, missing, and extraneous information related to the solution to a problem.
			M05-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M05-S5C2-04	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
			M05-S5C2-05	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
			M05-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
			M05-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
			M05-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	5.MP.2	Reason abstractly and quantitatively.	M05-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
	5.MP.3	Construct viable arguments and critique the reasoning of others.	M05-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
M05-S5C2-08			Make and test conjectures based on data (or information) collected from explorations and experiments.	



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<b>Standards for Mathematical Practice – (MP)</b>				
<b>CLUSTER</b>	<b>AZCCRS</b>	<b>ITEM DESCRIPTION</b>	<b>2008 PO</b>	<b>ITEM DESCRIPTION</b>
	5.MP.4	Model with mathematics.	M05-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M05-S5C2-04	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
			M05-S5C2-05	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	5.MP.5	Use appropriate tools strategically.	M05-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M05-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
			M05-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	5.MP.6	Attend to precision.	M05-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
	5.MP.7	Look for and make use of structure.	M05-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
			M05-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	5.MP.8	Look for and express regularity in repeated reasoning.	M05-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.



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Removed or Moved 2008 Performance Objectives				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
	4.NF.6 AZ6.NS.9	REDISTRIBUTED TO GRADE 4 AND 6	M05-S1C1-01	Determine equivalence by converting between benchmark fractions, decimals, and percents.
	4.OA.4	MOVED TO GRADE 4	M05-S1C1-02	Differentiate between prime and composite numbers; differentiate between factors and multiples for whole numbers.
	6.NS.6	MOVED TO GRADE 6	M05-S1C1-03	Locate integers on a number line.
	6.RP.1 6.RP.2 6.RP.3a, b, d 7.RP.1 7.RP.2b	REDISTRIBUTED TO GRADE 6 AND 7	M05-S1C1-05	Use ratios and unit rates to model, describe and extend problems in context.
	6.NS.5 6.NS.6 6.NS.7b	MOVED TO GRADE 6	M05-S1C1-06	Express or interpret positive and negative numbers in context.
		REMOVED	M05-S2C1-01	Collect, record, organize, and display data using multi-bar graphs or double line graphs.
		REMOVED	M05-S2C1-02	Formulate and answer questions by interpreting and analyzing displays of data, including multi-bar graphs or double line graphs.
	6.SP.5c	MOVED TO GRADE 6	M05-S2C1-03	Use mean, median, mode, and range to analyze and describe the distribution of a given data set.
	7.SP.5	MOVED TO GRADE 7	M05-S2C2-01	Describe the theoretical probability of events and represent the probability as a fraction, decimal, or percent.
	7.SP.6 7.SP.7b	MOVED TO GRADE 7	M05-S2C2-02	Explore probability when performing experiments by <ul style="list-style-type: none"> <li>• predicting the outcome,</li> <li>• recording the data,</li> <li>• comparing outcomes of the experiment to predictions, and</li> <li>• comparing the results of multiple repetitions of the experiment.</li> </ul>
	AZ.4.OA.3.1b	MOVED TO GRADE 4	M05-S2C3-01	Analyze relationships among representations and make connections to the multiplication principle of counting.



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Removed or Moved 2008 Performance Objectives				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
	AZ.4.OA.3.1	MOVED TO GRADE 4	M05-S2C3-02	Solve a variety of counting problems and explain the multiplication principle of counting.
		REMOVED	M05-S2C4-01	Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> <li>• Euler paths,</li> <li>• Euler circuits, and</li> <li>• degree of a vertex.</li> </ul>
		REMOVED	M05-S2C4-02	Solve problems related to Euler paths and circuits.
	4.OA.5	MOVED TO GRADE 4	M05-S3C1-01	Recognize, describe, create, and analyze a numerical sequence involving fractions and decimals using addition and subtraction.
	3.OA.8 4.OA.3 6.EE.5	REDISTRIBUTED TO GRADES 3, 4, and 6	M05-S3C3-01	Create and solve two-step equations that can be solved using inverse operations with whole numbers.
	6.RP.3b	MOVED TO GRADE 6	M05-S3C4-01	Describe patterns of change including constant rate and increasing or decreasing rate.
	7.G.2	MOVED TO GRADE 7	M05-S4C1-01	Draw and label 2-dimensional figures given specific attributes including angle measure and side length.
	8.G.5	MOVED TO GRADE 8	M05-S4C1-02	Solve problems by understanding and applying the property that the sum of the interior angles of a triangle is 180°.
	6.G.4	MOVED TO GRADE 6	M05-S4C1-04	Compare attributes of 2-dimensional figures with 3-dimensional figures by drawing and constructing nets and models.
	3.MD.1 4.MD.2	REDISTRIBUTED TO GRADES 3 and 4	M05-S4C4-01	Solve problems using elapsed time.
	4.MD.5a 4.MD.5b 4.MD.6	MOVED TO GRADE 4	M05-S4C4-03	Measure angles between 0 and 360 degrees.
	6.G.1	MOVED TO GRADE 6	M05-S4C4-04	Solve problems involving the area of 2-dimensional figures by using the properties of parallelograms and triangles
	3.MD.5a 3.MD.5b 3.MD.6	MOVED TO GRADE 3	M05-S4C4-05	Solve problems involving area and perimeter of regular and irregular polygons using reallocation of square units.



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Removed or Moved 2008 Performance Objectives				
CLUSTER	AZCCRS	ITEM DESCRIPTION	2008 PO	ITEM DESCRIPTION
		REMOVED	M05-S5C2-09	Identify simple valid arguments using <i>if...then</i> statements based on graphic organizers.