Grade 5 PLT Correlations to Minnesota Academic Standards in Mathematics

			Math correlation grade	Pre K-8	Pre K-5	gr 5-8	gr K-8	PreK 8	PreK 8	K-6	K-8	gr 3-6	Gr 1-8	PreK 6	Gr 5-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	gr 4-8	K-8	gr 4-6	gr 4-8	gr 4-8	K-8	gr 4-8	gr 1-8	gr 3-8	gr 5-8
			Project Learning Tree Activity Number:	**4**	**6**	**12**	**16**	**21**	**22**	**25**	**27**	**28**	**32**	**36**	**37**	**38**	**41**	**47**	**48**	**53**	**65**	**66**	**67**	**69**	**70**	**73**	**77**	**80**	**85**
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strand	**Sub-strand**	**Standard**	**benchmark**	Sounds Around	Picture This	Invasive Species	Pass the Plants, Please	Adopt a Tree	Trees as Habitats	Birds and Worms	Every Tree for Itself	Air Plants	A Forest of Many Uses	Pollution Search	Reduce, Reuse, Recycle	Every Drop Counts	How Plants Grow	Are Vacant Lots Vacant?	Field, Forest, and Stream	On the Move	Bursting Buds	Germinating Giants	How Big is Your Tree?	Forest for the Trees	Soil Stories	Waste Watchers	Trees in Trouble	Succeeds Like Succession	In The Driver's Seat
I. Mathematical Reasoning		Apply skills of mathematical representation, communication and reasoning throughout the remaining four content strands.	1. Communicate, reason and represent situations mathematically.																										
			2. Solve problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information and breaking multi-step problems into simpler parts.									**0**				**0**													
			3. Evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.																										
			4. Know when it is appropriate to estimate and when an exact answer with whole numbers, fractions or decimals is needed.																										
			5. Express a written problem in suitable mathematical language, solve the problem and interpret the result in the original context.																										
			6. Support mathematical results using pictures, numbers, and words to explain why the steps in a solution are valid and why a particular solution method is appropriate.																										
			7. Organize, record and communicate math ideas coherently and clearly.																										
II. Number Sense, Computation, & Reasoning	A. Number Sense	Represent fractions, decimals and whole numbers in a variety of ways, to quantify information and to solve real-world and mathematical problems. Understand the concept of negative numbers.	1. Read and write numbers up to three decimal places in numerals and words.																										
			2. Represent and compare positive and negative integers symbolically and on the number line and use them to solve real-world and mathematical problems.																										
			3. Recognize equivalent common fractions, decimals and percentages.																										
			4. Use a variety of estimation strategies such as rounding, truncation, over- and underestimation and decide when an estimated solution is appropriate.																										

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	B. Computation and Operation	Compute fluently and make reasonable estimates with fractions, decimals, and whole numbers, in real-world and mathematical problems. Understand the meanings of arithmetic operations and how they relate to one another.	1. Use addition, subtraction, multiplication and division of multi-digit whole numbers to solve multi-step, real-world and mathematical problems.				O									X				0		0	0			X			X
			2. Add and subtract numbers with up to two decimal places in real-world or mathematical problems.																		0			0						X
			3. Add and subtract, without a calculator, numbers containing up to five digits such as 546.23 - 84.1.																					0						X
			4. Multiply, without a calculator, a two-digit whole number or decimal by a two-digit whole number or decimal, such as 3.2 x 3.4.																					0			X			
			5. Divide, without a calculator, a three-digit whole number or decimal by a one-digit whole number or decimal such as 3.51 divided by 3.																					0						
			6. Model simple problems, arising from concrete situations, involving the addition and subtraction of common fractions and mixed numbers as well as fractions where the common denominator equals one of the denominators.																					0						
			7. Interpret percents as a part of a hundred.																											
III. Patterns, Functions, & Algebra	A. Patterns and Functions	Understand and describe patterns in numbers, shapes, tables and graphs.	1. Identify patterns in numbers, shapes, tables, and graphs and explain how to extend those patterns.																											
	B. Algebra (Algebraic Thinking)	Represent mathematical relationships using equations.	1. Evaluate numeric expressions in real-world and mathematical problems.																											
IV. Data Analysis,	A. Data and Statistics	Represent data and use various measures	1. Determine whether or not a given graph matches a given data set.																											

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Statistics, & Probability		associated with data to draw conclusions and identify trends.	2. Use fractions and percentages to compare data sets.																										
			3. Collect data using measurements, surveys or experiments and represent the data with tables and graphs with labeling.	X		X	X		0	0	X						X	0	0	0					0	0		0	0
			4. Find mean, mode, median, and range of a data set.																										
	B. Probability	Model simple probabilities by displaying the outcomes for real-world and mathematical problems.	1. Represent all possible outcomes for a simple probability problem with tables and grids, and draw conclusions from the results.																										
V. Spatial Sense, Geometry, & Measurement	A. Spatial Sense	Understand the concepts of reflection and rotation symmetry as applied to two-dimensional shapes.	1. Identify reflection and rotation symmetries in two-dimensional shapes and designs.																										
	B. Geometry	Sort, classify, compare and describe two- and three-dimensional objects.	1. Sort three-dimensional objects according to number and shape of faces, number of edges and vertices.																										
			2. Classify, compare and identify acute, right and obtuse angles.																										
			3. Classify polygons as regular or irregular.																										
			4. Know the sum of the angles in triangles and quadrilaterals.																										
	C. Measurement	Measure and calculate length, area and capacity using appropriate tools and units to solve real-world and mathematical problems.	1. Find the area and perimeter of a triangle by measuring or using a grid, and label the answer with appropriate units.																			0	X						
			2. Use a two-dimensional pattern of a cube or rectangular box to compute the surface area.																				X						
			3. Select and apply the appropriate units and tools to measure perimeter, area and capacity.					0				0					0					0	X						

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The Project Learning Tree PreK-8 Activity Guide is written from a comprehensive environmental systems-based perspective and is multidisciplinary and cross-curricular in nature. Many lessons cover a wide spectrum of topics.

This correlations system represents PLT's interpretation of the Minnesota Academic Standards and their relation to the PLT PreK-8 Activity Guide (2006 revision). The activities are correlated to the Minnesota Academic Standards to illustrate the level to which the lessons address the learning benchmarks within the standards. No activities are designed to specifically meet the U.S. National Education Standards or the Minnesota Academic Standards. Individual educators are responsible for addressing specific requirements outlined within the Minnesota Academic Standards. Although each PLT activity provides assessment suggestions, individual educators are responsible for assessing student work. We strongly encourage all educators to modify lessons from the PLT Guide as they best see fit.

The grid below suggests correlations between each PLT activity and the MN Academic Benchmarks it addresses. An "x" means that the activity partially or fully addresses the concepts and language used in the Benchmark. An "o" means that the activity introduces the concepts and language used in the Benchmark.

We welcome your comments and suggestions regarding the accuracy and usefulness of this system.
We sincerely hope you will find these correlations useful as you integrate PLT activities into your curriculum.