Ready®

5 Mathematics
ASSESSMENTS
Teacher Guide

$2 \div \frac{1}{3} = 6$

$2 \times 2 \times 3$

0.25×10

Table of Contents

What is *Ready® Assessments, Mathematics*?

Ready® Assessments, Mathematics is a series of three assessments that assess the Common Core Mathematics standards and help prepare students to demonstrate their mastery of the Common Core.

The item rigor and test structure of *Ready Assessments* were informed by analysis of materials from the Smarter Balanced and PARCC testing consortia, as well as New York and North Carolina departments of education—all leading organizations in the development of next-generation assessments.

How does *Ready Assessments* correlate to the Common Core State Standards for Mathematics?

Each of the three *Ready Assessments* address key skills in the following Common Core Mathematics strands:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations—Fractions
- Measurement and Data
- Geometry

Each assessment question correlates directly to one or more CCSS standards for mathematical content. These correlations are given on the Answer Key and Correlations charts on pages 19–24, which also shows the Depth of Knowledge (DOK) rating for each item.

Ready Teacher Toolbox

If you subscribe to *Ready Teacher Toolbox* (*http://www.teacher-toolbox.com/*), you can project *Ready Assessments* items in front of the class and review them together. You also have access to *Ready Instruction* lessons, Tools for Instruction, and Guided Interactive Tutorials.

When should I administer *Ready Assessments, Mathematics*?

Use the three assessments throughout the year to benchmark student progress. Alternatively, you can use all or specific items of an assessment as homework or review of specific standards. Use the correlation charts beginning on page 13 to identify standard alignments for items.

How do I introduce my students to *Ready® Assessments, Mathematics*?

Let students know that this assessment may differ from assessments they've taken in the past. Tell students that they will need to answer two kinds of questions:

- Selected-response, which give a number of possible answers to choose from. Some questions may have five or more answers to choose from, and some will have more than one correct answer.

- Constructed-response, which ask students to write the answer.

Additionally, many items have multiple parts, which may combine different kinds of questions.

Selected- and constructed-response items should be completed within the assessment booklet itself. Ensure that each student knows how to fill in the answer bubbles for all types of answer choices. See page 4 for examples to photocopy and review with students.

Inform students of the amount of time they will have to complete the assessment. Students should complete one assessment of the *Ready Assessments* in two days. Allow approximately 60 minutes per day.

How do I administer each assessment?

1. Provide each student with a student book and two sharpened No. 2 pencils with a good eraser.

2. Have students read the introduction on the inside front cover of the student book. Read aloud and discuss the tips for answering selected-response questions.

3. Remind students to answer the selected- and constructed-response items within the assessment booklet.

4. Have students remove the answer form and fill in the personal information section. Ensure that each student knows how to fill in the answer bubbles for all types of answer choices. Remind students that if they change an answer, they should fully erase their first answer.

What is the correction procedure?

Score the selected-response items using either the Answer Key on pages 19–24 or the completed Answer Forms on pages 5–7 of this teacher guide. Score the constructed-response items using the Answers to Constructed-Response Questions on pages 8–12.

Once students have covered a significant portion of the *Ready Mathematics Instruction* program, you may wish to correct the assessment orally after completion. If so, review the answers, explaining concepts that students may not fully understand, and encourage them to discuss the thought process they used to answer the questions.

Machine-Scoring Guidelines

The selected-response questions in each *Ready Assessments* assessment collectively assess all grade-level standards. To capture the constructed-response scores, fill in the appropriate score on each student's answer form in the "Teacher Use Only" box for each item.

How should I use the results of *Ready Assessments, Mathematics* ?

Ready Assessments can be a useful diagnostic tool to identify standards that need further study and reinforcement. Use the *Ready Assessments* Answer Key and Correlations, beginning on page 19, to identify the standard that each question has been designed to evaluate. For students who answer a question incorrectly, provide additional instruction and practice through *Ready Mathematics Instruction*. For a list of the Common Core State Standards that *Ready Assessments* assess, see the correlation chart beginning on page 13.

Innovative Item Type Examples

To familiarize students with the innovative item types in *Ready Assessments* and where to record their answers, it may be especially helpful to display and review these examples:

- Multiple correct: One or more answer choices may be correct. There may be as many as 10 choices to pick from. The student fills in the appropriate bubbles on the answer form (see example at right).

**15** Which of the following numbers are greater than 10? Mark all that apply.

15. Ⓐ ● Ⓒ ● Ⓔ ●

A	9	**D**	45
B	11	**E**	0
C	3	**F**	75

- Constructed response: The student writes out the answer in the assessment booklet, often needing to show work in order to receive full credit. These items are often multi-part, indicated by "Part A, Part B," and so on.

15

Part A

Draw lines to match each number with the correct word form.

Numeral	Word
6	five
2	nine
9	two
5	six
1	one
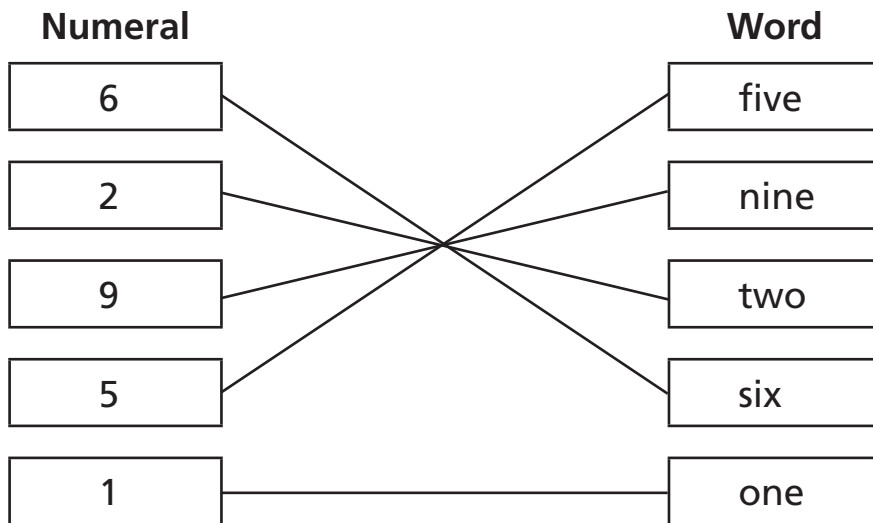
Part B

Write the numbers above in order from least to greatest.

1, 2, 5, 6, 9

Name_____

Teacher_____ Grade_____

School_____ City_____ State_____

Assessment 1

1A. ● Ⓑ Ⓒ ●
1B. ● Ⓑ ● Ⓓ

2A. ● Ⓑ Ⓒ Ⓓ
2B. Ⓐ ● Ⓒ ●

3. Ⓐ ● Ⓒ Ⓓ

4. See page 8.

5. See page 8.

6. ● Ⓑ Ⓒ ● Ⓔ

7A. Ⓐ Ⓑ ● Ⓓ
7B. Ⓐ ● Ⓒ Ⓓ

8. See page 8.

9A. ● Ⓑ Ⓒ ●
9B. Ⓐ ● Ⓒ ●

10. ● Ⓑ Ⓒ Ⓓ

11A. ● Ⓑ Ⓒ Ⓓ
11B. Ⓐ ● Ⓒ Ⓓ

12. See page 8.

13. ● Ⓑ Ⓒ Ⓓ

14. Ⓐ Ⓑ Ⓒ ●

15A. Ⓐ ● ● Ⓓ
15B. ● ● Ⓒ Ⓓ

16. See page 8.

17. Ⓐ Ⓑ ● Ⓓ

18. ● Ⓑ Ⓒ Ⓓ

19A. Ⓐ Ⓑ Ⓒ ●
19B. Ⓐ ● Ⓒ ●

20. See page 8.

21. See page 8.

22. Ⓐ Ⓑ Ⓒ ●

23. Ⓐ Ⓑ Ⓒ ●

24. See page 9.

25. Ⓐ ● Ⓒ Ⓓ

26. ● Ⓑ Ⓒ Ⓓ

27. Ⓐ ● Ⓒ ●

28. See page 9.

29. ● Ⓑ Ⓒ Ⓓ

30. See page 9.

31. Ⓐ Ⓑ Ⓒ ●

32. See page 9.

33. Ⓐ ● Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

34. See page 9.

35. Ⓐ Ⓑ ● Ⓓ

36. See page 9.

37. Ⓐ Ⓑ Ⓒ ●

38. ● Ⓑ Ⓒ ●

39. ● Ⓑ Ⓒ Ⓓ

40. See page 9.

Record student scores for constructed-response items in the "For Teacher Use Only" box on the student Answer Form.

Name_____

Teacher_____ Grade_____

School_____ City_____ State_____

Assessment 2

1A. ● ● Ⓒ ● Ⓔ
1B. Ⓐ ● Ⓒ Ⓓ

2A. Ⓐ Ⓑ ● Ⓓ
2B. Ⓐ ● Ⓒ ●

3. Ⓐ ● Ⓒ Ⓓ

4. See page 9.

5A. ● Ⓑ Ⓒ ●
5B. Ⓐ Ⓑ ● ●

6. ● Ⓑ Ⓒ Ⓓ ●

7. ● Ⓑ Ⓒ Ⓓ Ⓔ

8. See page 9.

9. See page 9.

10. ● Ⓑ Ⓒ Ⓓ

11. Ⓐ Ⓑ ● Ⓓ

12. See page 9.

13A. ● Ⓑ ● ●
13B. Ⓐ Ⓑ Ⓒ ●

14. ● Ⓑ Ⓒ Ⓓ

15. Ⓐ ● Ⓒ Ⓓ

16. See page 9.

17. Ⓐ Ⓑ ● Ⓓ

18. Ⓐ ● Ⓒ Ⓓ

19. See page 9.

20. See page 10.

21. ● Ⓑ Ⓒ ●

22. Ⓐ ● ● Ⓓ

23. Ⓐ Ⓑ ● Ⓓ

24. See page 10.

25. Ⓐ Ⓑ Ⓒ ●

26A. Ⓐ Ⓑ ● ●
26B. Ⓐ Ⓑ Ⓒ ●

27. Ⓐ Ⓑ ● Ⓓ

28. See page 10.

29A. ● Ⓑ Ⓒ Ⓓ
29B. ● ● Ⓒ ●

30. Ⓐ ● Ⓒ Ⓓ

31. ● Ⓑ Ⓒ Ⓓ

32. See page 10.

33. Ⓐ ● Ⓒ Ⓓ

34. Ⓐ Ⓑ Ⓒ ●

35. See page 10.

36. See page 10.

37. Ⓐ ● Ⓒ Ⓓ

38. See page 10.

39. Ⓐ ● Ⓒ Ⓓ

40. See page 11.

Record student scores for constructed-response items in the "For Teacher Use Only" box on the student Answer Form.

6

Ready® Assessments, Mathematics , Level 5
Answer Form

Name_____

Teacher_____ Grade_____

School_____ City_____ State_____

Assessment 3

1A. Ⓐ ● Ⓒ ●
1B. ● Ⓑ ● Ⓓ

2A. Ⓐ ● ● Ⓓ
2B. Ⓐ ● Ⓒ ●

3. Ⓐ Ⓑ ● Ⓓ

4. See page 11.

5. ● ● Ⓒ ● Ⓔ

6. See page 11.

7. Ⓐ Ⓑ Ⓒ ●

8. See page 11.

9. Ⓐ Ⓑ ● Ⓓ

10. Ⓐ Ⓑ ● ●

11. Ⓐ ● Ⓒ Ⓓ

12. See page 11.

13A. Ⓐ ● ● Ⓓ
13B. ● Ⓑ ● Ⓓ

14. Ⓐ Ⓑ ● Ⓓ

15. Ⓐ Ⓑ ● Ⓓ

16. See page 12.

17. ● ● Ⓒ Ⓓ

18. Ⓐ ● Ⓒ Ⓓ

19. Ⓐ ● Ⓒ Ⓓ

20. See page 12.

21. Ⓐ ● Ⓒ Ⓓ

22. Ⓐ Ⓑ Ⓒ ●

23. See page 12.

24. See page 12.

25. Ⓐ ● Ⓒ Ⓓ

26A. Ⓐ Ⓑ Ⓒ ●
26B. ● ● ● Ⓓ

27A. Ⓐ ● Ⓒ Ⓓ
27B. Ⓐ Ⓑ ● Ⓓ

28. See page 12.

29. See page 12.

30. Ⓐ ● Ⓒ Ⓓ

31A. Ⓐ ● Ⓒ Ⓓ
31B. Ⓐ Ⓑ Ⓒ ●

32. See page 12.

33A. ● ● Ⓒ Ⓓ
33B. Ⓐ ● ● Ⓓ

34. ● Ⓑ Ⓒ Ⓓ

35. Ⓐ ● Ⓒ Ⓓ

36. See page 12.

37. Ⓐ Ⓑ ● Ⓓ

38. See page 12.

39. Ⓐ ● Ⓒ Ⓓ

40. See page 12.

Record student scores for constructed-response items in the "For Teacher Use Only" box on the student Answer Form.

Answers to Constructed-Response Questions

Assessment 1 pages 1–29

Assign 1 point for each Part, except where otherwise noted. For 2-point Parts, assign 1 point for correct answer/solution and 1 point for valid reasoning/equations.

4. *Part A:* Possible student model:
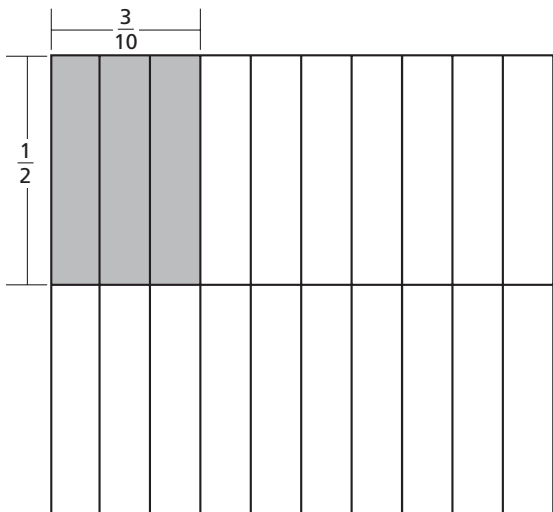
Part B: $\frac{3}{20}$ square meter

Part C: 15

Part D: $\frac{15}{100}$ m²; Sample work:
Area of Square $= \frac{1}{10}$ m $\times \frac{1}{10}$ m $= \frac{1}{100}$ m²
Area of Mat $= 15$ squares $\times \frac{1}{100}$ m² $= \frac{15}{100}$ m²
Sample explanation: The area is the same because $\frac{15}{100}$ can be reduced to $\frac{3}{20}$.

5. 3,360

8. *Part A:* $25.50
Part B: *[2 points]* $499.80

12. *Part A:* No; Possible explanation: Amy's estimate is not accurate because $\frac{1}{7}$ is less than both $\frac{1}{3}$ and $\frac{1}{4}$, so the sum of $\frac{1}{3}$ and $\frac{1}{4}$ would be much greater than $\frac{1}{7}$.
*Part B:* $\frac{5}{12}$ of her time

Part C: Possible explanation: Amy spent $\frac{7}{12}$ of her time working on her math and science homework, and she spent $\frac{5}{12}$ of her time working on her history homework. Since the fractions have the same denominator, you can just compare the numerators. Since $7 > 5$, Amy spent more time working on her math and science homework than her history homework.

16. *Part A:* No; Possible explanation: In the expression $6 \times 4 + 5$, 6 is first multiplied by 4 and the product is added to 5.

Part B: Possible response: $6 \times (4 + 5)$, $(4 + 5) \times 6$; Possible explanation: Both expressions represent the product of 6 and the sum of 4 and 5. The value of each expression is the same—54.

Part C: Possible explanation: Parentheses can change the value of an expression if addition or subtraction needs to happen before multiplication or division. For example, parentheses are needed to multiply the sum of 4 and 5 by 6: $(4 + 5) \times 6$. Parentheses would not be needed if you needed to add a product to another number, such as adding 4 to the product of 5 and 6: $4 + 5 \times 6$.

20. *Part A:* Possible response:
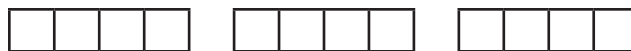
Part B: $g = 3 \div \frac{1}{4}$
Part C: 12

21. 90

24. *Part A:* 2,240 cubic feet

Part B: [2 points] 640 cubic feet

28. *Part A:* 589.26

Part B: 10; 1; $\frac{1}{10}$; $\frac{1}{100}$; $\frac{1}{1,000}$; 58.926

Part C: Possible explanation: You can divide a number by 10 by decreasing the place value of each digit by one place. This means each digit will move one place value to the right.

Part D: 14.278; Sample work: $142.78 \div 10 = 1\left(\frac{100}{10}\right)$ $+ 4\left(\frac{10}{10}\right) + 2\left(\frac{1}{10}\right) + 7\left(\frac{1}{100}\right) + 8\left(\frac{1}{1,000}\right) = 14.278$

30. 20 cm ÷ 100 = 0.2 m

$$\begin{aligned} \text{Volume} &= l \times w \times h \\ &= 3 \times 3 \times 0.2 \\ &= 1.8 \text{ cubic meters} \end{aligned}$$

1.8 < 2, so Owen does have enough sand to fill the sandbox.

32. *Part A:* [2 points] Tayshaun; 2; Jackie

Part B: [2 points] 3; 6; Jackie

Part C: [2 points] 17; 19

34. *Part A:* [1 point] Drawing should show a rectangle with diagonals drawn. Lengths of diagonals may be included.

Part B: [2 points; 1 point for correct conclusion, 1 point for valid reasoning] Yes, diagonals of any square must be the same length because all squares are rectangles.

36. *Part A:* Possible explanation: The product 4.26×10^5 is greater. I estimated this is greater because the 10 has a greater exponent.

Part B: 10^4

Part C: The place values of the digits in a number will increase the same number of places as the exponent in the power of 10.

Part D: 4,260; 426,000

40. *Part A:* [2 points] lower; 134

Part B: Possible explanation: Yes, Andre is right. The volume of the first room is 90 cubic feet, and the volume of the second room is 224 cubic feet. To find the total volume of the tree fort, you should add 90 and 224 to get 314 cubic feet. Molly multiplied 90 and 224, which is incorrect.

Assessment 2 pages 30–61

Assign 1 point for each Part, except where otherwise noted. For 2-point Parts, assign 1 point for correct answer/solution and 1 point for valid reasoning/ equations.

4. *Part A:* $w = 6.88 - 4.96$

Part B: 1.92

Part C: 3.04

8. *Part A:* 165

Part B: 660

Part C: No; Possible explanation: The width cannot be covered by complete $\frac{3}{4}$-inch tiles with no gaps or overlaps. 7 tiles would be $5\frac{1}{4}$ inches and 8 tiles would be 6 inches.

9. 30 cm ÷ 100 = 0.3 m

$$\begin{aligned} \text{Volume} &= l \times w \times h \\ &= 4 \times 2 \times 0.3 \\ &= 2.4 \text{ cubic meters} \end{aligned}$$

2.4 > 2, so Maeve does not have enough soil to fill the garden bed.

12. *Part A:* 31,500

Part B: 56,700

Part C: 25,200

16. *Part A:* [2 points]

Competitor	Second Jump	Third Jump
Kara	$4\frac{1}{4}$ feet	$4\frac{5}{12}$ feet
Abby	$4\frac{1}{6}$ feet	$4\frac{2}{3}$ feet

Part B: [2 points] Kara, $\frac{1}{12}$

Part C: [2 points] Abby, $\frac{1}{6}$

19. 2.34

20. **Part A:** 2, 4, 6, 8

Part B: 4, 8, 12, 16

Part C: 2

Part D: Possible explanation: No, the relationship from Part C would not have been true if Meg's first number and Theo's first number were not 0. For example, if Meg's first number and Theo's first number were 1, then Meg's second number would have been 3, and Theo's second number would have been 5. Five is not 2 times 3, so the relationship does not hold.

24. **Part A:** >, <, can

Part B: >, =, cannot

Part C: Possible explanation: A box of cereal that can be sold is one with 16.131 ounces of cereal, because 16.131 > 16.118 and 16.131 < 16.134. A box of cereal that cannot be sold is one with 16.115 ounces of cereal, because 16.115 < 16.118 and 16.115 < 16.134.

28. **Part A:** Possible student grid:
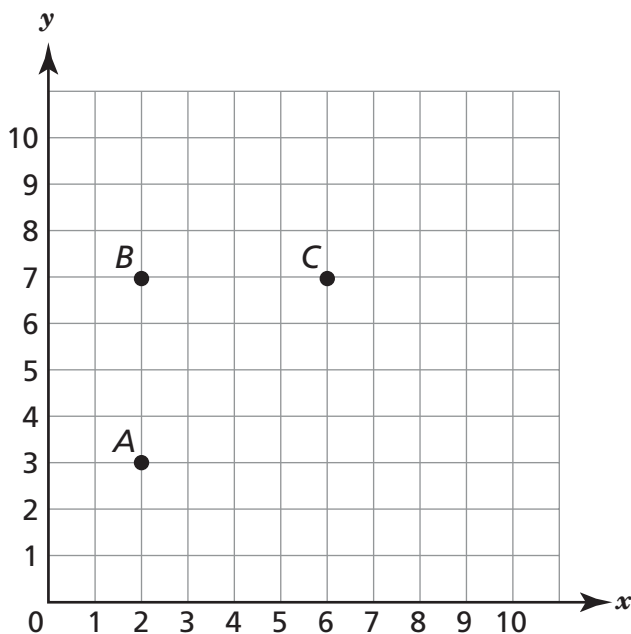
Part B: 2, 3; 2, 7

Part C: Possible explanation: Vernon should plot Point D at (6, 3). A square has all sides the same length and the corners are right angles. The distance from A to B and from B to C is 4 units. To make a right angle and a side parallel to AB, go 4 units down from Point C to (6, 3) which is also 4 units right of Point A, and makes a side AD that is parallel to BC and perpendicular to CD.

32. **Part A:** Possible explanation: Greg is not correct because he did not compare numbers in the same form. $\frac{37}{2}$ is equivalent to $18\frac{1}{2}$, which is less than 19.

Part B: Possible explanation: Greg's list is correct because he ordered products with a common factor by comparing the non-common factors in the same form.

Part C: *[2 points]* Possible explanation: Greg should put $18 \times 19\frac{1}{2}$ at the end of the list because it will be greater than $18 \times \frac{37}{2}$ since $19\frac{1}{2}$ is greater than $\frac{37}{2}$.

35. **Part A:** *[1 point]* Drawing should show a parallelogram. Side lengths may be included.

Part B: *[2 points; 1 point for correct conclusion, 1 point for valid reasoning]* Yes, rhombi all have two pairs of opposite sides the same length because they are all parallelograms.

36. **Part A:** 32.2, 32.16

Part B: tenth, hundredth

Part C: Possible explanation: No, the answer for Part B will not be true for any decimal. The reason why it was true for 32.158 is because when the number was rounded to the nearest tenth, it was rounded up. However, not all numbers are rounded up when rounded to the nearest tenth. For example, 45.326 would be rounded down to 45.3. When rounded to the nearest hundredth, it would become 45.33, so the number rounded to the nearest hundredth is greater than the number rounded to the nearest tenth.

38. 7.5

40. *Part A:* 18

Part B: Possible explanation: The volume of Michael's prism could have been any number of cubic units slightly higher than 18 cubic units. This is because the 18 unit cubes that Michael used took up 18 cubic units of space, and the small gaps between some of the unit cubes took up some additional space.

Part C: 22

Part D: Possible explanation: The volume of Sue's prism could have been any number of cubic units slightly lower than 22 cubic units. This is because the 22 unit cubes that Sue used would have taken up 22 cubic units of space if they had not overlapped, but because they overlapped, some of the space inside the prism was taken up by more than one unit cube.

Assessment 3 pages 62–92

Assign 1 point for each Part, except where otherwise noted. For 2-point Parts, assign 1 point for correct answer/solution and 1 point for valid reasoning/ equations.

4. *Part A:* Possible explanation: Yes, all squares have four right angles, because all rectangles have four right angles, and all squares are rectangles.

Part B: Possible explanation: Yes, all squares have two pairs of parallel sides, because all parallelograms have two pairs of parallel sides, all rectangles are parallelograms, and all squares are rectangles.

Part C: No; Possible explanation: All rectangles are not squares, so not all rectangles have the properties of squares, such as four sides the same length.
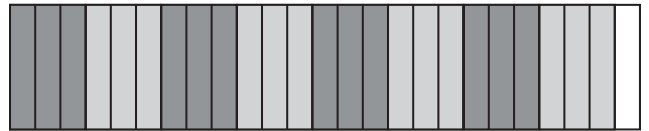
6. 84

8. *Part A:* 46 inches

Part B: $19\frac{1}{2}$ feet

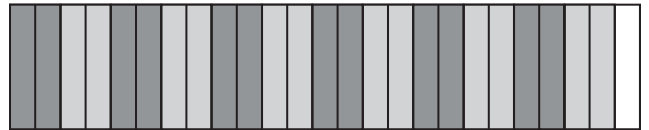*Part C:* $4\frac{1}{3}$ yards

12. *Part A:* Possible diagram:

between 8 and 9 kilometers

Part B: $8\frac{1}{3}$ kilometers

Part C: Possible diagram:

$12\frac{1}{2}$ kilometers

Part D: No; Possible explanation: Shonice ran $12\frac{1}{2}$ kilometers in the same time that Amber ran $8\frac{1}{3}$ kilometers. $12\frac{1}{2}$ is not twice $8\frac{1}{3}$.

16. **Part A:** Box A; Volume of
Box A = 12 × 12 × 24 = 3,456 cubic inches;
Volume of Box B = 12 × 16 × 16 = 3,072 cubic
inches; 3,456 > 3,072

Part B: *[2 points]* No; Possible explanation: The
presents have a total height of 9 + 6 = 15 inches
and a length of 15 inches, which won't fit in the
dimension of Box A.

Part C: 804; Volume of the presents =
(9 × 12 × 6) + (12 × 15 × 9) = 648 + 1,620 =
2,268 cubic inches; 3,072 − 2,268 = 804

Part D: Possible answer: $V = (s \times s \times s) - 2{,}268$

Part E: 1,107 cubic inches;
$V = (15 \times 15 \times 15) - 2{,}268 = 1{,}107$

20. **Part A:** 5

Part B: Possible explanation: When you multiply
8 by 10^5, you get 800,000. The decimal point is
after the last zero, so there are 5 zeros before the
decimal point. There will always be 5 zeros before
the decimal point when you multiply a whole
number by 10^5, except when the number has one or
more zeros in it. For example, if you multiply 80 by
10^5, there will be 6 zeros before the decimal point.

Part C: 4

Part D: Possible answer: When you divide 8 by 10^5,
you get 0.00008. There are 4 zeros after the
decimal point. There will always be 4 zeros after
the decimal point when you divide a one-digit
number by 10^5, but not when the number has more
than one digit. For example, if you divide 80 by
10^5, there will be 3 zeros before the decimal point.

23. 10 cm ÷ 100 = 0.1 m

Volume = $l \times w \times h$

$\qquad$ = 8 × 6 × 0.1

$\qquad$ = 4.8 cubic meters

4.8 < 5, so Meg can afford the concrete for the
basketball court.

24. **Part A:** $\frac{1}{6}$

Part B: *[2 points]* 8

28. **Part A:** 12,800

Part B: *[2 points]* 40, 40, 8 or 40, 80, 4

29. 32

32. **Part A:** hundredths, thousandths

Part B: Possible explanation: The 5 has a greater
place value in the number 203.45 because its place
is farther left than the place of the 5 in 203.405. Or,
the 5 in 203.45 has a greater place value because it
is in the hundredths, but the 5 in 203.405 is in the
thousandths. A hundredth is ten times as great as a
thousandth.

Part C: 10, $\frac{1}{10}$

36. **Part A:** Possible explanation: The students have
eaten the macaroni and cheese from 3 out of the
5 trays. The expression can represent $\frac{3}{5}$ trays of
250 servings of macaroni and cheese.

Part B: *[2 points]* Possible explanation: Both are
correct. Jamie: (3 × 250) ÷ 5 = 750 ÷ 5 = 150
Mary: (250 ÷ 5) × 3 = 50 × 3 = 150

38. **Part A:** *[1 point]* Drawing should show a
parallelogram. Angle measures may be included.

Part B: *[2 points; 1 point for correct conclusion,
1 point for valid reasoning]* Drawing should show a
trapezoid. No, not all trapezoids are
parallelograms, so not all trapezoids will have the
same properties as parallelograms. A trapezoid
could have 0 pairs or 1 pair of opposite sides that
are the same length.

40. **Part A:**
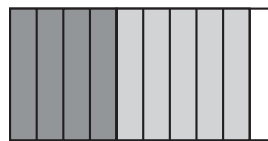
or any other valid visual model

Part B: $\frac{2}{5} \times \frac{2}{2} = \frac{4}{10}$;

$\qquad$ $\frac{1}{2} \times \frac{5}{5} = \frac{5}{10}$;

$\qquad$ $\frac{4}{10} + \frac{5}{10} = \frac{4+5}{10} = \frac{9}{10}$

Part C: *[2 points]* Possible explanation: Luke's
house could be as far as $\frac{9}{10}$ mile or as close as
$\frac{1}{10}$ mile from the mall. Student could draw a
line diagram and use points to represent the
mall, house, and library. The farthest distance is
$\frac{2}{5} + \frac{1}{2} = \frac{9}{10}$ mile and shortest distance
is $\frac{1}{2} - \frac{2}{5} = \frac{1}{10}$ if Luke went past his house
from the library to the mall.

Correlation Charts

Standards Coverage by *Ready® Assessments, Mathematics*

The chart below correlates each Common Core State Standard to the **Ready® Assessments, Mathematics** item(s) that assess it, and to the instruction lesson(s) that offer(s) comprehensive instruction on that standard. Use this chart to determine which lessons your students should complete based on their mastery of each standard.

Common Core State Standards for Grade 5 — Mathematics Standards	Content Emphasis	Assessments Item Number(s)			Instruction Lesson(s)
		Assessment 1	Assessment 2	Assessment 3	
Operations and Algebraic Thinking					
Write and interpret numerical expressions.					
5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Supporting/ Additional	7	—	14	19
5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*	Supporting/ Additional	6, 16	3, 6	5, 25	19
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. *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.*	Supporting/ Additional	18	14, 20	—	20
Number and Operations in Base Ten					
Understand the place value system.					
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.	Major	31	30	3, 32	1
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.	Major	13, 36	10	20, 30	2
5.NBT.A.3 Read, write, and compare decimals to thousandths.	Major	—	—	—	3, 4

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

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Common Core State Standards for Grade 5 — Mathematics Standards	Content Emphasis	Ready® Instruction and Assessments			
		Assessments Item Number(s)			*Instruction Lesson(s)*
		Assessment 1	Assessment 2	Assessment 3	

Number and Operations in Base Ten (*continued*)

Understand the place value system. (*continued*)

5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right) + 2 \times \left(\frac{1}{1000}\right)$.	Major	25, 28	15, 36	—	3
5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Major	—	24, 26	10	4
5.NBT.A.4 Use place value understanding to round decimals to any place.	Major	2	37	2	4

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Major	11	13	31	5
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.	Major	21	—	12, 15	6
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.	Major	8	4, 19	—	7, 8, 9

Number and Operations—Fractions

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. *For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{(ad + bc)}{bd}$.)*	Major	39	27	37	10
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. *For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.*	Major	3, 12	16, 39	35, 40	11

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Common Core State Standards for Grade 5 — Mathematics Standards	Content Emphasis	*Assessments* Item Number(s)			*Instruction* Lesson(s)
		Assessment 1	Assessment 2	Assessment 3	
Number and Operations—Fractions *(continued)*					
Apply and extend previous understandings of multiplication and division.					
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator $\left(\frac{a}{b} = a \div b\right)$. 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. *For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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?*	Major	26, 20	11	39	12
5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Major	—	—	—	13, 14
5.NF.B.4a Interpret the product $\left(\frac{a}{b}\right) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $\left(\frac{2}{3}\right) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $\left(\frac{2}{3}\right) \times \left(\frac{4}{5}\right) = \frac{8}{15}$. (In general, $\left(\frac{a}{b}\right) \times \left(\frac{c}{d}\right) = \frac{ac}{bd}$.)*	Major	33	—	11, 36	13
5.NF.B.4b 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.	Major	4, 10	8, 34	19	14
5.NF.B.5 Interpret multiplication as scaling (resizing), by:	Major	—	—	—	15
5.NF.B.5a 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.	Major	23	32	33	15

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Common Core State Standards for Grade 5 — Mathematics Standards		Content Emphasis	**Ready® Instruction and Assessments**			
			Assessments Item Number(s)			*Instruction Lesson(s)*
			Assessment 1	Assessment 2	Assessment 3	
Number and Operations—Fractions (*continued*)						
Apply and extend previous understandings of multiplication and division. (*continued*)						
5.NF.B.5b	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.	Major	35	23	—	15
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.	Major	37	31	18	16
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]	Major	—	—	—	17, 18
5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for* $\left(\frac{1}{3}\right) \div 4$, *and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that* $\left(\frac{1}{3}\right) \div 4 = \frac{1}{12}$ *because* $\left(\frac{1}{12}\right) \times 4 = \frac{1}{3}$.	Major	—	7	13	17
5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for* $4 \div \left(\frac{1}{5}\right)$, *and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that* $4 \div \left(\frac{1}{5}\right) = 20$ *because* $20 \times \left(\frac{1}{5}\right) = 4$.	Major	17	25	—	17
5.NF.B.7c	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. *For example, how much chocolate will each person get if 3 people share* $\frac{1}{2}$ *lb of chocolate equally? How many* $\frac{1}{3}$-*cup servings are in 2 cups of raisins?*	Major	27	—	24, 29	18

[1] 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.

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Common Core State Standards for Grade 5 — Mathematics Standards	Content Emphasis	Ready® Instruction and Assessments			
		Assessments Item Number(s)			Instruction Lesson(s)
		Assessment 1	Assessment 2	Assessment 3	
Measurement and Data					
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.	Supporting/ Additional	1, 30	9, 38	1, 8, 23	21, 22
Represent and interpret data.					
5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit $\left(\frac{1}{2}, \frac{1}{4}, \frac{1}{8}\right)$. Use operations on fractions for this grade to solve problems involving information presented in line plots. *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.*	Supporting/ Additional	19, 32	2	26	23
Geometric measurement: understand concepts of volume.					
5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Major	—	—	—	24
5.MD.C.3a 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.	Major	—	17	17	24
5.MD.C.3b 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.	Major	38	40	34	24
5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Major	14	29	7	25
5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Major	—	—	—	25, 26, 27
5.MD.C.5a 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.	Major	22	1	—	25, 26
5.MD.C.5b 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.	Major	24	12	21, 28	26
5.MD.C.5c 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.	Major	40	22	6, 16	27

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Common Core State Standards for Grade 5 — Mathematics Standards	Content Emphasis	*Ready*® **Instruction and Assessments**			
		Assessments **Item Number(s)**			*Instruction* **Lesson(s)**
		Assessment 1	Assessment 2	Assessment 3	
Geometry					
Graph points on the coordinate plane to solve real-world and mathematical problems.					
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).	Supporting/ Additional	34	28, 33, 35	9, 38	28
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.	Supporting/ Additional	9	—	27	29
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. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	Supporting/ Additional	29	18	4	30
5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	Supporting/ Additional	15	5	22	31

Ready® Assessments, Mathematics Answer Key and Correlations

The charts below show the answers to multiple-choice items in the **Ready® Assessments, Mathematics** assessment, plus the depth-of-knowledge (DOK) index, primary standard, additional standard(s), and corresponding **Ready® Mathematics Instruction** lesson(s) for every item. For selected-response items, score 1 point for each stand-alone item or each Part of a multi-part item; see scoring information in Answers to Constructed-Response Questions beginning on page 8. Use this information to adjust lesson plans and focus remediation.

Question	Key	DOK	SMP	Primary Standard	Additional Standard(s)	Ready® Mathematics Instruction Lesson(s)
1	Part A: A and D Part B: A and C	1	7	5.MD.A.1	5.NBT.B.7, 5.NF.B.6	21, 22
2	Part A: A Part B: B and D	1	7, 8	5.NBT.A.4	—	4
3	B	2	4, 5	5.NF.A.2	—	11
4	See page 8.	3	2, 3, 5, 6	5.NF.B.4b	5.NF.B.6	14
5	See page 8.	1	5	5.MD.C.5b	5.NBT.B.5	26
6	A and D	1	—	5.OA.A.2	—	19
7	Part A: C Part B: B	1	—	5.OA.A.1	—	19
8	See page 8.	2	4, 5, 7	5.NBT.B.7	—	7, 8, 9
9	Part A: A and D Part B: B and D	2	5	5.G.A.2	5.G.A.1	29
10	A	1	5	5.NF.B.4b	—	14
11	Part A: A Part B: B	1	6, 8	5.NBT.B.5	—	5
12	See page 8.	3	2, 3, 5, 6, 7	5.NF.A.2	—	11
13	A	2	2	5.NBT.A.2	—	2
14	D	1	—	5.MD.C.4	5.MD.C.3b	25
15	Part A: B and C Part B: A and B	2	3, 6	5.G.B.4	5.G.B.3	31
16	See page 8.	3	3, 6, 7	5.OA.A.2	5.OA.A.1	19
17	C	2	2, 4	5.NF.B.7b	—	17
18	A	2	2, 3, 7	5.OA.B.3	—	20
19	Part A: D Part B: B and D	2	5	5.MD.B.2	5.NF.A.2	23
20	See page 8.	2	1, 4, 5	5.NF.B.3	5.NF.B.7b	12
21	See page 8.	2	2, 7	5.NBT.B.6	—	6
22	D	2	5	5.MD.C.5a	5.MD.C.3b	25, 26
23	D	3	3, 8	5.NF.B.5a	—	15
24	See page 9.	2	4, 5, 7	5.MD.C.5b	5.NBT.B.5	26
25	B	1	5	5.NBT.A.3a	—	3
26	A	3	3	5.NF.B.3	5.NBT.B.6	12
27	B and D	2	2, 7	5.NF.B.7c	5.NF.B.6	18
28	See page 9.	3	3, 7, 8	5.NBT.A.3a	5.NBT.A.1	3
29	A	2	2, 6	5.G.B.3	—	30

Assessment 1 *(continued)*						
Question	Key	DOK	SMP	Primary Standard	Additional Standard(s)	*Ready® Mathematics Instruction* Lesson(s)
30	See page 9.	2	1, 2, 7	5.MD.A.1	5.MD.C.5b, 5.NBT.A.3b, 5.NBT.B.7	31, 32
31	D	2	6, 7	5.NBT.A.1	—	1
32	See page 9.	2	4, 5	5.MD.B.2	5.NF.A.2	23
33	B	2	4, 7	5.NF.B.4a	—	13
34	See page 9.	3	3	5.G.A.1	—	28
35	C	2	3, 7, 8	5.NF.B.5b	—	15
36	See page 9.	3	3, 7, 8	5.NBT.A.2	5.NBT.A.3b	2
37	D	2	5, 7	5.NF.B.6	—	16
38	A and D	1	2, 4	5.MD.C.3b	—	24
39	A	2	1	5.NF.A.1	—	10
40	See page 9.	3	2, 3, 5, 6	5.MD.C.5c	5.MD.C.5b	27

Assessment 2						
Question	**Key**	**DOK**	**SMP**	**Primary Standard**	**Additional Standard(s)**	***Ready*® Mathematics Instruction Lesson(s)**
1	Part A: A, B, and D Part B: B	2	4, 7	5.MD.C.5a	5.MD.C.3b, 5.MD.C.5b	25, 26
2	Part A: C Part B: B and D	2	5	5.MD.B.2	5.NF.A.2	23
3	B	2	4	5.OA.A.2	—	19
4	See page 9.	2	4, 5, 7	5.NBT.B.7	—	7, 8, 9
5	Part A: A and D Part B: C and D	2	3, 6	5.G.B.4	5.G.B.3	31
6	A and E	1	—	5.OA.A.2	—	19
7	A	2	2, 4	5.NF.B.7a	5.NF.B.7c	17
8	See page 9.	3	2, 3, 5, 6	5.NF.B.4b	—	14
9	See page 9.	2	1, 2, 7	5.MD.A.1	5.MD.C.5b, 5.NBT.A.3b, 5.NBT.B.7	21, 22
10	A	2	8	5.NBT.A.2	—	2
11	C	1	—	5.NF.B.3	—	12
12	See page 9.	2	4, 5, 7	5.MD.C.5b	5.NBT.B.5	26
13	Part A: A, C, and D Part B: D	2	2	5.NBT.B.5	—	5
14	A	2	2	5.OA.B.3	5.NBT.B.5	20
15	B	1	4	5.NBT.A.3a	—	3
16	See page 9.	2	1, 4, 5	5.NF.A.2	—	11
17	C	1	6	5.MD.C.3a	—	24
18	B	2	3, 6	5.G.B.3	5.G.B.4	30
19	See page 9.	1	2	5.NBT.B.7	—	7, 8, 9
20	See page 10.	3	3, 6, 8	5.OA.B.3	—	20
21	A and D	2	3, 7, 8	5.NF.B.5a	—	15
22	B and C	2	4	5.MD.C.5c	5.MD.C.5b	27
23	C	2	4, 7	5.NF.B.5b	—	15
24	See page 10.	2	4, 7	5.NBT.A.3b	—	4
25	D	1	4, 6	5.NF.B.7b	—	17
26	Part A: C and D Part B: D	2	1, 2, 7	5.NBT.A.3b	—	4
27	C	2	1	5.NF.A.1	—	10
28	See page 10.	3	2, 3, 5, 6	5.G.A.1	5.G.A.2	28
29	Part A: C Part B: A, B, and D	2	5	5.MD.C.4	5.MD.C.3b, 5.MD.C.5b	25
30	B	2	7	5.NBT.A.1	—	1
31	A	2	1	5.NF.B.6	5.NF.A.2	16
32	See page 10.	3	3, 6, 7, 8	5.NF.B.5a	—	15
33	B	1	5	5.G.A.1	—	28

				Assessment 2 *(continued)*		
Question	Key	DOK	SMP	Primary Standard	Additional Standard(s)	*Ready® Mathematics Instruction* Lesson(s)
34	D	1	4	5.NF.B.4b	—	14
35	See page 10.	3	3	5.G.A.1	—	28
36	See page 10.	3	3, 6, 7	5.NBT.A.3a	5.NBT.A.4, 5.NBT.A.3b	3
37	B	2	—	5.NBT.A.4	5.NBT.B.7	4
38	See page 10.	1	7	5.MD.A.1	—	21, 22
39	B	3	2, 3	5.NF.A.2	—	11
40	See page 11.	3	3, 6, 7	5.MD.C.3b	—	24

				Primary	Additional	*Ready® Mathematics*

Question	Key	DOK	SMP	Primary Standard	Additional Standard(s)	*Ready® Mathematics* *Instruction* Lesson(s)
1	Part A: B and D Part B: A and C	1	7	5.MD.A.1	—	21, 22
2	Part A: B and C Part B: B and D	1	7, 8	5.NBT.A.4	—	4
3	C	2	7	5.NBT.A.1	—	1
4	See page 11.	3	3, 5, 6, 7	5.G.B.3	—	30
5	A, B, and D	1	—	5.OA.A.2	—	19
6	See page 11.	2	5	5.MD.C.5c	5.MD.C.5b	27
7	D	1	—	5.MD.C.4	5.MD.C.3b, 5.MD.C.5b	25
8	See page 11.	2	1, 4, 6	5.MD.A.1	5.NBT.B.7, 5.NF.A.2	21, 22
9	C	1	—	5.G.A.1	—	28
10	C and D	2	2	5.NBT.A.3b	—	4
11	B	2	4	5.NF.B.4a	5.NF.B.6	13
12	See page 11.	3	1, 3, 5, 6	5.NBT.B.6	5.NF.B.3	6
13	Part A: B and C Part B: A and C	1	4, 6	5.NF.B.7a	5.NF.B.7b	17
14	C	2	—	5.OA.A.1	—	19
15	C	2	4	5.NBT.B.6	—	6
16	See page 12.	2	2, 3, 5, 6	5.MD.C.5c	5.MD.C.5b, 5.NBT.B.5	27
17	A and B	1	6	5.MD.C.3a	—	24
18	B	2	—	5.NF.B.6	—	16
19	B	1	4	5.NF.B.4b	—	14
20	See page 12.	3	3, 6, 7, 8	5.NBT.A.2	—	2
21	B	2	1	5.MD.C.5b	—	26
22	D	2	5	5.G.B.4	—	31
23	See page 12.	2	1, 2, 7	5.MD.A.1	5.MD.C.5b, 5.NBT.A.3b, 5.NBT.B.7	21, 22
24	See page 12.	2	2, 4, 5, 7	5.NF.B.7c	5.NF.A.2	18
25	B	2	1	5.OA.A.2	—	19
26	Part A: D Part B: A, B, and C	3	2, 5	5.MD.B.2	5.NF.A.2	23
27	Part A: B Part B: C	1	5	5.G.A.2	5.G.A.1	29
28	See page 12.	2	4, 5, 7	5.MD.C.5b	—	26
29	See page 12.	2	—	5.NF.B.7c	—	18
30	B	2	2, 7	5.NBT.A.2	—	2

| Question	Key	DOK	SMP	Primary Standard	Additional Standard(s)	*Ready® Mathematics Instruction* Lesson(s)
31	Part A: B Part B: D	1	—	5.NBT.B.5	—	5
32	See page 12.	3	2, 3, 6, 7	5.NBT.A.1	5.NBT.A.3b	1
33	Part A: A and B Part B: B and C	2	2, 7, 8	5.NF.B.5a	—	15
34	A	1	6	5.MD.C.3b	—	24
35	B	3	3, 7	5.NF.A.2	—	11
36	See page 12.	3	3, 6, 7	5.NF.B.4a	5.OA.A.2	13
37	C	2	1	5.NF.A.1	—	10
38	See page 12.	3	3	5.G.A.1	—	28
39	B	2	2	5.NF.B.3	5.NF.B.6	12
40	See page 12.	3	1, 3, 4, 5, 6	5.NF.A.2	—	11

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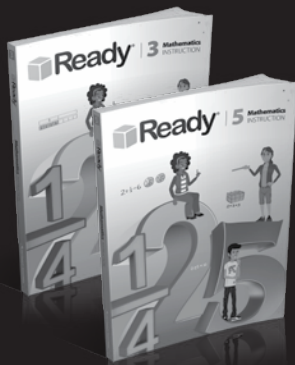
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