

Lesson 5-3 **Reading in the Content Area****Main Idea**

1. Mark the *main idea* with an *M*.
Mark the statement that is *too broad* with a *B*.
Mark the statement that is *too narrow* with an *N*.

_____ 80% means $\frac{80}{100}$.

_____ Setting up a proportion is one way to solve problems involving percents.

_____ We use percents in a variety of situations.

Subject Matter

2. This lesson is mainly about how to _____
 - a. model percents on grid paper.
 - b. solve problems like *22 is what percent of 110*.
 - c. find equivalent fractions.
 - d. use information about the Lewis and Clark Expedition.

Supporting Details

3. In the percent proportion $\frac{3}{5} = \frac{60}{100}$, the base(s) _____
 - a. is the number 3.
 - b. is the number 60.
 - c. are the numbers 5 and 100.
 - d. are the numbers 3 and 60.

Conclusion

4. 100% of 500 is _____
 - a. 1.
 - b. 50.
 - c. 100.
 - d. 500.

Clarifying Details

5. The Concept Summary Box shows _____
 - a. types of percent problems.
 - b. types of rate problems.
 - c. properties that help you solve decimal problems.
 - d. properties that help you solve fraction problems.

Vocabulary in Context

6. A *base* is _____
 - a. the top of something.
 - b. the middle of something.
 - c. the measure of something.
 - d. the bottom of something.