

**The Chelsea Bank**

Correlated to the Common Core Standards Grade 5 for English Language Arts and Grades 4 and 5 for Mathematics

Standards Language Arts/ Literacy Reading	Simulation Episode	Student Workbook	Teacher Handbook 1	Teacher Handbook 2 Literacy Links (LL) Science Project (SCP) Social Studies Project (SSP)
<b>Reading Standards for Informational Text</b> <b>Key Ideas and Details</b> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1, 2, 4, 5, 6, 8, 10, 12, 13	3, 18, 43, 53, 93, 116	149–150, 191, 232–234, 323, 404, 539, 540–542	LL 9, 10, 21, 22 SCP 4, 5, 6, 8, 14 SSP 4, 14
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	1, 4, 5, 6, 7, 10, 11, 112	3, 37, 43, 53, 66, 93, 103, 113	495, 497–498	LL 3, 9, 10, 23 SCP 5, 6, 8, 14 SSP 89, 14, 16
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	2, 9	18, 85		
<b>Craft and Structure</b> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	1–13	17, 36, 67	4, 60, 105, 117, 145–146, 190, 230, 275–276, 318, 362, 402, 448, 494, 538	SCP 16
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5, 9		192–193, 363	LL 8, 14, 15, 16, 17
6.				

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<b>Integration of Knowledge and Ideas</b> 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	1, 2, 3, 4, 5, 6, 8, 10, 13		20, 73, 119, 159, 160, 202, 203, 244, 331, 417, 552	SCP 2, 4, 6, 7, 9, 10, 11, 12–13 SSP 2, 5, 7, 10, 11, 12–13
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				LL 20
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	1, 3, 7, 10, 13		20, 119, 290, 417, 552	SCP 1–21 SSP 1–21
<b>Range of Reading and Level of Text Complexity</b> 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	1, 3, 4, 5, 6, 8, 10, 11, 12, 13	3, 53	107–109, 149–150, 192–193, 232–234, 320–321, 404, 405–407, 451–452, 497–498, 540–542	LL 1–25 SCP 4, 14
<b>Reading Standards: Foundational Skills</b> <b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in	2, 4, 7, 10, 13	92	60, 146, 286, 401–403, 538	SCP 4

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context and out of context.				
<b>Fluency</b> 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	3, 8		105, 321	LL 4, 12, 18
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	3, 4, 10		108, 193, 406	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	7		286	
<b>Writing Standards Text Types and Purposes</b> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	7, 8, 9, 10, 11	68, 69, 94, 104, 105	287, 288–289, 290, 313, 332, 375, 439	
b. Provide logically ordered reasons that are supported by facts and details.	7, 9, 10, 11	69, 94, 105	288–289, 290, 314, 375, 440	
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).	7, 10, 11	69, 94, 105	314, 440	
d. Provide a concluding statement or section related to the opinion presented.	7, 10, 11	69, 94, 105	289, 314, 440	

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2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	1, 3, 4, 5, 6, 8, 9, 11, 12	5, 24–25, 44, 55, 84, 115	50, 141, 181, 225, 231, 267, 353, 365–366, 397, 462, 483, 508, 529, 575	SCP 4, 14, 15, 17, 18 SSP 14, 15, 17, 18
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	1, 2, 3, 4, 5, 6, 8, 9, 11, 12	5, 44, 55, 84, 115	51, 74, 142, 182, 226, 268, 354, 365–366, 398, 484, 530, 576	SCP 18 SSP 18
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	1, 3, 4, 5, 6, 8, 9, 11, 12	5, 55, 84, 115	51, 142, 182, 226, 268, 354, 398, 484, 530, 576	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	1, 3, 4, 5, 6, 8, 9, 11, 12	5, 115	51, 142, 182, 226, 268, 354, 365–366, 398, 484, 530, 576	
e. Provide a concluding statement or section related to the information or explanation presented.	1, 3, 4, 5, 6, 8, 9, 11, 12	5, 115	51, 142, 182, 226, 268, 354, 365–366, 398, 484, 530, 576	
3. Write narratives to develop real or imagined experiences or events using effective technique,	2, 12	19	71–72, 95, 508	

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descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	2, 8, 10, 11, 12	19	71–72, 96, 323, 406, 462, 508	
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	2		96	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	2, 11, 12	19	72, 96, 462, 508	
e. Provide a conclusion that follows from the narrated experiences or events.	2	19	96	
<b>Production and Distribution of Writing</b> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	1–13	14, 19, 44, 55, 69, 84, 94, 99, 105, 115	50–51, 74, 95–96, 141–142, 160, 181–182, 225–226, 244, 267–268, 290–291, 313–314, 353–354, 365–366, 375, 397–398, 406, 439–440, 462, 483–	LL 23 SCP 3 SSP 3

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			484, 508, 529– 540, 552, 575– 576	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	3, 4, 7, 8, 12	24–25, 73, 114	159, 287	SCP 18 SSP 16, 19
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	1, 2, 6		21, 74, 244	
<b>Research to Build and Present Knowledge</b> 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	1, 2, 3, 4, 5, 10, 13		20, 119, 159, 203, 417, 552	SCP 1–21 SSP 1–21
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	1–13	6, 15, 26, 34, 45, 56, 65, 75, 95, 106, 116, 126	20, 73, 119, 159, 160, 202, 203, 231, 244, 331, 417, 552	SCP 2, 4, 6, 7, 9, 10, 11, 12– 13 SSP 2, 5, 7, 10, 11, 12–13
9. a.				
b.				

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<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	1–13	14, 19, 44, 55, 69, 84, 94, 99, 105, 115	50–51, 74, 95–96, 141–142, 160, 181–182, 225–226, 244, 267–268, 290–291, 313–314, 353–354, 365–366, 375, 397–398, 406, 439–440, 462, 483–484, 508, 529–540, 552, 575–576	LL 23 SCP 3 SSP 3
<p><b>Speaking and Listening Standards Comprehension and Collaboration</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	1–13		11–17, 62–68, 110–116, 119, 151–157, 194–200, 235–241, 278–284, 322–328, 367–372, 408–414, 453–459, 499–505, 543–549	LL 10, 23, 25
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	1–13		11–17, 62–68, 110–116, 151–157, 194–200,	LL 10, 15, 16, 23, 24

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			235–241, 243, 278–284, 322– 328, 367–372, 408–414, 453– 459, 499–505, 543–549	
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	1–13		11–17, 62–68, 104, 110–116, 119, 151–157, 160, 193, 194– 200, 235–241, 278–284, 289, 322–328, 367– 372, 408–414, 453–459, 499– 505, 543–549	LL 3, 23, 24 SCP 19 SSP 7
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	2, 3, 4, 8, 9, 10		73, 119, 150, 321, 375, 406	SCP 10
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3, 6		119, 243	SSP 5, 9
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	12		495	LL 23 SCP 10
<b>Presentation of Knowledge and Ideas</b>	1, 3, 5, 7, 8, 9,		21, 119, 203,	LL 16

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4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	11, 12		290, 332, 375, 449, 462, 495	SCP 7, 9, 10, 15, 20, 21 SSP 7, 10, 20, 21
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	1, 5, 7, 8		21, 203, 290, 332	SCP 9, 19 SSP 19
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	11, 12		449, 495, 506	SCP 20, 21 SSP 20, 21
<b>Language Standards Conventions of Standard English</b>	9		362	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
b. .				
c. Use verb tense to convey various times, sequences, states, and conditions.	4, 8	38, 39, 74		
d. Recognize and correct inappropriate shifts in verb tense.*	4, 8	38, 39, 74		

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e.				
2. a.				
b.				
c.				
d.				
e. Spell grade-appropriate words correctly, consulting references as needed.	1–13	38, 39, 55, 69, 84, 94, 115	51, 60, 96, 142, 159, 182, 268, 313, 354, 398, 440, 484, 530, 576	
<b>Knowledge of Language</b> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	4, 8	38, 39, 73	159	
b.				
<b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13	2, 22, 42, 52, 72, 82, 92, 102, 112, 122	4–5, 19, 104, 145, 189–190, 229, 230, 373, 447, 537, 550	SCP 8
b.				
c. Consult reference materials (e.g., dictionaries,	1–13		4, 61, 105, 146,	SCP 3

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glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			191, 230, 276, 318, 362, 403, 448, 494, 538	SSP12
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.				SSP 3
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	8		329	
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	4	38, 39		
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	1–13	17, 36, 67	4, 60, 105, 117, 145–146, 190, 192, 230, 275– 276, 318, 362, 402, 405, 448, 494, 538	LL 8, 11, 12, 15, 16, 18 SCP 16

Standards Math	Simulation Episode	Student Workbook	Teacher Handbook 1	Teacher Handbook 2 Math Links
<p><b>Grade 4</b>  <b>Operations and Algebraic Thinking 4.OA</b>  <b>Use the four operations with whole numbers to solve problems.</b></p> <p>1. Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>				ML 3
<p>2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	2, 4, 5, 7, 11, 12	62–63, 108, 118	62–63, 160, 202	ML 3, 4, 12, 16, 18
<p>3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	1, 2, 3, 4, 5, 9, 11	9, 28, 48, 108, 118	62–63, 100, 376	ML 1, 2, 3, 4, 5, 12, 16, 18
<p><b>Gain familiarity with factors and multiples.</b></p> <p>4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given</p>	3	28		ML 9

Standards Math	Simulation Episode	Student Workbook	Teacher Handbook 1	Teacher Handbook 2 Math Links
whole number in the range 1–100 is prime or composite.				
<b>Generate and analyze patterns.</b> 5.				
<b>Grade 5</b> <b>Operations and Algebraic Thinking 5.OA</b> <b>Write and interpret numerical expressions.</b> 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.				ML 22, 23
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.				ML 11
<b>Analyze patterns and relationships.</b> 3.				
<b>Grade 4</b> <b>Number and Operations in Base Ten<sup>2</sup> 4.NBT</b> <b>Generalize place value understanding for multi-digit whole numbers.</b> 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.				ML 1, 2, 3, 9
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.				ML 1
3. Use place value understanding to round multi-digit whole numbers to any place.	10, 13	97, 129		ML 1, 2, 3, 13

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<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b> 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	1, 2, 7, 11	9, 64	62, 63, 73, 460	ML 1, 2
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	3, 6	58–59	118	ML 3
6. Find whole-number quotients and remainders with up to four-digit dividends and one-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.	10, 11, 12	97, 108–109, 118		ML 4, 18
<b>Grade 5 Number and Operations in Base Ten 5.NBT Understand the place value system.</b> 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 1/10 of what it represents in the place to its left.				ML 7
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.	3, 12	28, 118		ML 9
3. Read, write, and compare decimals to thousandths.				ML 7

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a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.				
b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.				ML 9
4. Use place value understanding to round decimals to any place.	10, 13	97, 129		ML 10
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	1, 6, 7, 12	9, 58, 59, 62–64, 118		ML 3, 5
5. Fluently multiply multi-digit whole numbers using the standard algorithm.				
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.	1	9		ML 4, 18
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.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	13, 48, 58, 59, 62–64, 77–79, 87, 97, 98, 108, 109, 118, 119, 124–125, 128	61–62, 73, 118–119, 160, 202, 244, 277, 278–279, 331, 417, 461, 552	ML 7, 8, 10
<b>Grade 4 Number and Operations—Fractions</b> <b>3 4.NF Extend understanding of fraction equivalence and</b>	1, 3	9, 29		ML 6, 9, 14, 15

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<b>ordering.</b> 1. Explain why a fraction $a/b$ is equivalent to a fraction $(n \div a)/(n \div b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.				
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	1, 3	9, 29		ML 6, 9, 14, 15
<b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b> 3. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.				ML 6, 10
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.				ML 6
c.				
d. Solve word problems involving addition and				ML 6, 10

Standards Math	Simulation Episode	Student Workbook	Teacher Handbook 1	Teacher Handbook 2 Math Links
subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.				
4. a.				
b. Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number.				ML 10
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.				ML 10
<b>Understand decimal notation for fractions, and compare decimal fractions.</b>	3, 12	28, 118		ML 9
5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 <sup>4</sup> .				
6. Use decimal notation for fractions with denominators 10 or 100.				ML 9
7.				
<b>Grade 5 Number and Operations—Fractions 5.NF Use equivalent fractions as a strategy to add and subtract fractions.</b>				ML 6
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.				

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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.				ML 6
<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</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.	3	28–29		ML 21
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 $a \times q \div b$ . b.				ML 10
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.				ML 14, 15
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing				ML 10

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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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.				
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.				ML 10
7. a.				
b.				
c.				
<b>Grade 4</b> <b>Measurement and Data 4.MD</b> <b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b> 1.				
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13	9, 12–13, 48, 78–79, 87, 97, 98, 108–109, 124–125, 129	62–63, 118, 160, 202, 244–245, 331–332, 374, 417, 507, 552	ML 20
3. Apply the area and perimeter formulas for				ML 11, 13, 23

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rectangles in real world and mathematical problems.				
<b>Represent and interpret data.</b> 4.				
<b>Geometric measurement: understand concepts of angle and measure angles.</b> 5. a.				
b.				
6.				
7.				
<b>Grade 5 Measurement and Data 5.MD</b> <b>Convert like measurement units within a given measurement system.</b> 1.				
<b>Represent and interpret data.</b> 2.				
<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b> 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.				ML 12
b.				
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.				ML 12
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.				ML 12

Standards Math	Simulation Episode	Student Workbook	Teacher Handbook 1	Teacher Handbook 2 Math Links
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.				
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.				ML 12, 13
c.				
<b>Grade 4</b> <b>Geometry 4.G</b> <b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>				
1.				
2.				
3.				
<b>Grade 5</b> <b>Geometry 5.G</b> <b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>				
1.				
2.				
<b>Classify two-dimensional figures into categories based on their properties.</b>				
3.				

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4.				