

***The Community Clinic***

Correlated to the Common Core Standards Grade 6 for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Grades 4, 5, and 6 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. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1–8	3, 22, 31–33, 73, 75, 101–103	13, 67, 113, 153, 197, 248, 289, 339	LL 9, 10, 21, 22 SCP 4, 7 SSP 9, 14
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	1–8	3, 22, 24–26, 31–33, 94, 101–103	13, 67, 113, 153, 197, 248, 289, 339	LL 3, 7, 9, 10, 23 SCP 3, 6, 16 SSP 4, 5, 7, 16
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	7		294–295	LL 11, 14, 15
<b>Craft and Structure</b> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4, 5		157, 194, 206	SSP 9
5.				
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.				LL 20
<b>Integration of Knowledge and Ideas</b> 7. Integrate information presented in different media or	3	31		

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formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	5	68–69	202, 203–205	LL 18, 19
9.				
<b>Range of Reading and Level of Text Complexity</b> 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2, 4, 5, 7, 8		74–75, 157, 202, 203–205, 295–296, 334–337	LL 1–25 SCP 3–10, 16 SSP 3–10, 16
<b>Writing Standards</b> <b>Text Types and Purposes</b> 1. Write arguments to support claims with clear reasons and relevant evidence.	2, 3, 5, 7	27, 34, 62, 97	103, 110–111, 145, 195, 233, 323	
a. Introduce claim(s) and organize the reasons and evidence clearly.				
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	2, 3, 5, 7	27, 34, 97	104, 110–111, 136, 234, 324	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	2, 3, 5, 7	27, 34, 97	104, 110–111, 136, 234, 324	
d. Establish and maintain a formal style.	2, 3, 5, 7	27, 34, 97	104, 110–111,	

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			136, 234, 324	
e. Provide a concluding statement or section that follows from the argument presented.	2, 3, 5, 7	27, 34, 97	104, 110–111, 136, 234, 324	
2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	1, 4, 7, 8	13, 55, 95, 96, 111	54, 159–160, 189, 371	SCP 14, 15, 17, 18, 20 SSP 14, 15, 17, 18, 20
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	1, 4, 8	13, 55, 11	55, 159–160, 190, 372	
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	1, 4, 8	13, 55	55, 190, 372	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	1, 4, 8	13, 55	55, 190, 372	
e. Establish and maintain a formal style.	1, 4, 8	13, 55	55, 190, 372	
f. Provide a concluding statement or section that follows from the information or explanation presented.	1, 4, 8	13, 55	55, 159–160, 190, 372	SCP 17 SSP 17
3. Write narratives to develop real or imagined experiences or events using effective technique,	6	74, 76	244–245, 281	

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relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	6	74, 76	244–245, 281	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	6		281	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6	74, 76	244–245, 281	
e. Provide a conclusion that follows from the narrated experiences or events.	6	74, 76	244–245, 282	
<b>Production and Distribution of Writing</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	1–8	5, 27, 62, 111	54, 103, 159, 189, 234, 281, 323, 371	
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	4	54	158	SCP 18 SSP 18

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approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)				
6. 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 three pages in a single sitting.	1, 2, 5		20, 21, 77, 206	SCP 7
<b>Research to Build and Present Knowledge</b> 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	1, 2, 3		21, 77, 119	SCP 1–21 SSP 1–21
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	1, 3, 5, 6, 7, 8		20–21, 119, 206, 207, 255– 256, 297, 345	SCP 2, 3, 5, 6, 11, 12–13, 14 SSP 2, 3, 6, 9, 10, 11, 12–13, 15, 19
9. a.				
b.				
<b>Range of Writing</b> 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.	1–8	5, 27, 34, 55, 62, 74, 76, 97, 111	54–55, 103– 104, 110–111, 145–146, 159– 160, 189–190, 233–234, 244– 245, 254, 255,	LL 23 SCP 14, 15, 17, 18, 20 SSP 14, 15, 17, 18, 20

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			281–282, 323– 324, 371–372	
<b>Speaking and Listening Standards Comprehension and Collaboration</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	1–8		10–17, 66–71, 112–116, 152– 156, 196–200, 246–251, 288– 292, 338–342	LL 10, 23, 25
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	1–8		10–17, 66–71, 76, 112–116, 118, 152–156, 196–200, 246– 251, 288–292, 338–342	LL 10, 15, 16, 23, 24
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	1–8		10–17, 66–71, 112–116, 152– 156, 163, 196– 200, 246–251, 288–292, 338– 342	LL 3, 24, 25 SCP 8
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	1–8			

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d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	4, 8		163, 344	SCP 14
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	4		162–163	SCP 10
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6		255	
<b>Presentation of Knowledge and Ideas</b> 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	1–8		20, 21, 76, 119, 162, 206, 207, 254, 255, 297, 345	LL 16 SCP 3, 8, 20 SSP 20
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	1, 2, 3, 4, 6, 7		20, 21, 77, 119, 162, 255, 297, 298	SCP 3, 10, 19 SSP 19
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	8		345	SCP 10
<b>Language Standards</b>	4	54		

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<b>Conventions of Standard English</b>				
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).				
b.				
c. Recognize and correct inappropriate shifts in pronoun number and person.*	4	54		
d.				
e.				
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	4	54		
b. Spell correctly.	1–8	13, 27, 34, 53, 54, 97, 111	55, 104, 146, 158, 190, 234, 282, 324, 372	
<b>Knowledge of Language</b>				SSP 6, 19
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.*				
b. Maintain consistency in style and tone.*				SCP 10



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				SSP 16, 20
<b>Vocabulary Acquisition and Use</b>	1–8	2, 23, 30, 51, 65, 72, 93, 100	4, 107, 149, 285	SSP 8
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	1–8	2, 23, 30, 51, 65, 72, 93, 100	242	
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	1–8	2, 23, 30, 51, 65, 72, 93, 100	242	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	1–8		5, 14, 64, 108, 150, 194, 242, 286, 332	SCP 3, 10
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	1–8	2, 23, 30, 51, 65, 72, 93, 100	63–65	SCP 9 SSP 12
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.	4, 5		157, 194, 206	SSP 9

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b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	5		202	SSP 7
c.				
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1–8	2, 23, 30, 51, 65, 72, 93, 100	4–5, 64, 107–108, 150, 193–194, 242, 286, 332	LL 8, 11, 12, 15, 16, 18 SCP 3, 5, 9, 12 SSP 5, 12
<b>Reading Standards for Literacy in History/Social Studies</b> <b>Key Ideas and Details</b> 1. Cite specific textual evidence to support analysis of primary and secondary sources.				LL 9, 10 SSP 9, 14
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.				LL 7, 9, 10, 23 SSP 4, 5, 7, 16
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).				LL 11
<b>Craft and Structure</b> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.				SSP 5, 12

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5. Describe how a text presents information (e.g., sequentially, comparatively, causally).				LL 8, 14, 15, 16, 17, 18, 19
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).				LL 20
<b>Integration of Knowledge and Ideas</b> 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	1		21	LL 2 SSP 5, 6, 9
8. Distinguish among fact, opinion, and reasoned judgment in a text.				LL 18, 19
9.				
<b>Range of Reading and Level of Text Complexity</b> 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.				LL 10, 11, 12, 14, 15, 19, 22, 23 SSP 3–10, 16
<b>Reading Standards for Literacy in Science and Technical Subjects</b> <b>Key Ideas and Details</b> 1. Cite specific textual evidence to support analysis of science and technical texts.	1–8	3, 22, 24–26, 31–33, 73, 75, 101–103	13, 67, 113, 153, 197, 248, 289, 339	SCP 4
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	1–8	3, 22, 24–26, 31–33, 94, 101–103	13, 67, 113, 153, 197, 248, 289, 339	LL 7, 23 SCP 3, 6, 16
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or	1–8		10–17, 66–71, 112–116, 152–	

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performing technical tasks.			156, 196–200, 246–251, 288– 292, 338–342	
<b>Craft and Structure</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .		2, 23, 30, 51, 65, 72, 93, 100	4–5, 64, 107– 108, 150, 194, 242, 286, 332	SCP 3, 5, 9, 12
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	7		295–296	LL 8, 14, 15, 16, 17, 18, 19
6.				
<b>Integration of Knowledge and Ideas</b> 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	1–8	31–33	10–17, 66–71, 112–116, 152– 156, 196–200, 246–251, 288– 292, 338–342	
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	5	68–69	202–203, 205	LL 18, 19
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	2		76–77	
<b>Range of Reading and Level of Text Complexity</b> 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text	2, 8		74–75, 334– 337	SCP 3–10, 16

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)
complexity band independently and proficiently.				
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b> <b>Text Types and Purposes</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	2, 5, 7	62, 97	103, 233, 323	
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	2, 5, 7	62, 97	104, 234, 324	
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	2, 5, 7	62, 97	104, 234, 324	
d. Establish and maintain a formal style.	2, 5, 7	62, 97	104, 234, 324	
e. Provide a concluding statement or section that follows from and supports the argument presented.	2, 5, 7	62	104, 234, 324	
2. Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and	4	55	189	SCP 14, 15, 17, 18, 20 SSP 14, 15, 17, 18, 20

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information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	4	55	190	SCP 14, 15, 17, 18, 20 SSP 14, 15, 17, 18, 20
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	4	55	190	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	4	55	190	
e. Establish and maintain a formal style and objective tone.	4	55	190	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	4	55	190	SCP 17 SSP 17
<b>Production and Distribution of Writing</b> 4. Produce clear and coherent writing in which the	2, 4, 5, 7	97	103, 189, 233, 323	

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development, organization, and style are appropriate to task, purpose, and audience.				
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	4		158	SCP 18 SSP 18
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	1, 2, 5		20, 21, 77, 206, 207	SCP 7
<b>Research to Build and Present Knowledge</b> 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	1, 2, 3		21, 77, 119	SCP 1–21 SSP 1–21
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	1, 3, 5, 6, 7, 8		20, 21, 119, 206, 255–256, 297, 345	SCP 2, 3, 5, 6, 11, 12–13, 14 SSP 2, 3, 4, 6, 9, 10, 11, 12– 13, 15, 19
9. Draw evidence from informational texts to support analysis reflection, and research.				SCP 14, 15, 17, 18 SSP 14, 15, 17,

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				18
<b>Range of Writing</b> 10. Write routinely over extended time frames (time for 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.	1–8	55, 62	16, 70, 115, 156, 200, 233, 251, 292, 341	SCP 14, 15, 17, 18, 20 SSP 14, 15, 17, 18, 20



Standards Math	Simulation Episode	Student Workbook	Teacher Handbook 1	Teacher Handbook 2 Math Links (ML) Science Project (SCP)
<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>	3, 8	37, 39–41	345–346	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, 8	9, 12, 16, 18, 20, 37, 39–41, 44, 45, 58, 59, 61	65, 345–346	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>				ML 9

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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.	7		298	ML 1
3. Use place value understanding to round multi-digit whole numbers to any place.	5	59		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, 5, 8	9, 58, 59, 61, 110		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.	8	107, 109		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.				ML 4, 18
<b>Grade 5</b> <b>Number and Operations in Base Ten 5.NBT</b> <b>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.	6, 7	86, 88	249	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	4, 9	48, 90		ML 9

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denote powers of 10.				
3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.	7	86, 88		ML 7
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.	5	59		ML 10
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	3, 4, 8	37, 40–41, 46, 107, 110	118–119, 345–346	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, 2, 4, 5	12, 16, 18, 44–45, 48, 59, 61	151	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.	4, 6, 7, 8	45, 46, 48, 82, 83, 86, 88, 90, 108, 109, 110	249	ML 7, 8, 10
<b>Grade 4</b>	3, 7, 8	37, 39–41, 86,	119	ML 6, 9, 14, 15

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<p><b>Number and Operations—Fractions</b> 4.NF</p> <p><b>Extend understanding of fraction equivalence and ordering.</b></p> <p>1. Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \div a)/(n \div b)</math> 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.</p>		88, 108		
<p>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 <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	7		298	
<p><b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b></p> <p>3. Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	6		249	ML 6, 10
<p>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</p>				ML 6

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a visual fraction model.				
c.				
d. Solve word problems involving addition and 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.	6		249	ML 6, 10
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> 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> .	2	20		ML 9
6. Use decimal notation for fractions with denominators 10 or 100.	6		249	
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	7		298	

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<b>Grade 5</b> <b>Number and Operations—Fractions 5.NF</b> <b>Use equivalent fractions as a strategy to add and subtract fractions.</b> 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.	6		249	ML 6
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.	6		249	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.	1, 5	12, 59, 61		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	6		249	ML 10

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partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \times b$ .				
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.	3	37, 39–41	118–119	ML 14, 15 SCP 1, 19, 21
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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.	7, 8	86, 88, 108		ML 10
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.	2	20		ML 10
7. a.				
b.				
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.	2	20		



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<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. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	1		13	
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.	4, 6, 8	45, 46, 107, 109, 110	162, 249	ML 20
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	3	37, 39–41	118	ML 11, 13, 23
<b>Represent and interpret data.</b> 4.				
<b>Geometric measurement: understand concepts of angle and measure angles.</b> 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle	7		90	

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measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.				
b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	7		90	
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	7		90	
7.				
<b>Grade 5 Measurement and Data 5.MD Convert like measurement units within a given measurement system.</b> 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.	1		13	
<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.				ML 12

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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.				
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.				ML 12
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. 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.				ML 12
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 Geometry 4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>	6, 7	79–81, 90	253	

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1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.				
2.				
3.				
<b>Grade 5 Geometry 5.G 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.				
4.				
<b>Grade 6 Ratios and Proportional Relationships 6.RP Understand ratio concepts and use ratio reasoning to solve problems.</b>	3	37–41	119	ML 14, 15 SCP 1, 19, 21
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.				
2. Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship.	4	44		
3. a.				
b. Solve unit rate problems including those involving unit pricing and constant speed.	4	44, 45, 46		
c. Find a percent of a quantity as a rate per 100	1, 2, 4, 6, 7, 8	12, 48, 86, 88,	13, 21, 255	ML 8, 9

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(e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.		90, 107–110		
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	1, 3	37–41	13	
<b>Grade 6</b> <b>The Number System 6.NS</b> <b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b> 1.				
<b>Compute fluently with multi-digit numbers and find common factors and multiples.</b> 2. Fluently divide multi-digit numbers using the standard algorithm.	4, 5	44, 59		ML 4
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	3, 4, 5, 6, 7, 8	37, 39–41, 44, 46, 48, 60, 61, 82, 83, 86, 88, 90, 108–110		ML 7, 8, 9, 14, 15
4. <b>Apply and extend previous understandings of numbers to the system of rational numbers.</b> 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use	2, 3, 5, 6, 8	21, 35, 63, 105	247, 288, 339	

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positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.				
6. a.				
b.				
c.				
7.				
b.				
c.				
d.				
8.				
<b>Grade 6</b> <b>Expressions and Equations 6.EE</b> <b>Apply and extend previous understandings of arithmetic to algebraic expressions.</b> 1.				
2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers.				ML 22
b.				
c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	4		162	ML 11, 12, 13, 23
3.				

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4.				
<p><b>Reason about and solve one-variable equations and inequalities.</b></p> <p>5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>				ML 11, 12, 23, 25
<p>6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>				ML 22, 23, 24, 25
7.				
8.				
<p><b>Represent and analyze quantitative relationships between dependent and independent variables.</b></p> <p>9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>				ML 21
<p><b>Grade 6 Geometry 6.G</b></p>				

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<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>				
1.				
2.				
3.				
4.				
<b>Grade 6 Statistics and Probability 6.SP Develop understanding of statistical variability.</b>				
1.				
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	1, 2, 4	9, 16, 18, 59–61	13, 14, 65	ML 16, 17, 18, 24
3.				
<b>Summarize and describe distributions.</b>				
4.				
5. a. Reporting the number of observations.				
b.				
c. Giving quantitative measures of center (median and/or mean) and variability (inter-quartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	1, 2, 4	9, 16, 18, 59–61	13, 14, 65	ML 16, 17, 18, 24
d.				