

# AZTEC'S CORRELATION

To

# THE FOUNDATIONS SERIES

Aligned to TABE Level M



# Foundations Lesson List

Revised 2/8/16

## Reading

### Words and Sounds

- Beginnings and Endings of Words
- Reading Hard Words
- Advanced Sight Words

### Becoming a Good Reader

- Stories about Social Media
- Stories about Cars
- Stories about Holidays
- Stories about Technology
- Stories about Family

### Understanding What You Read

- Summarizing What You Read
- Reading Actively

### Learning New Words

- Words in a Thesaurus

Abstract Words

Formal Words

Scientific Words

### Looking at Stories

- Point of View
- Reading Smarter
- Figurative Language
- Structure of Stories

### Reading in Diverse Media Formats

- Using Dictionaries in Writing
- Reading Graphics to Get Information
- Understanding Technology
- Using Technology: Planning a Vacation

### Comparing Texts

Compare, Contrast, and Comprehend

## Using Language

### Capitalization, Spelling, and Punctuation

- Using Capital Letters
- Using Apostrophes, Contractions, and Possessives
- Spelling – Trouble Words
- Using Commas
- Editing for Punctuation and Mechanics

### Grammar and Usage

- Using Verbs
- Using Pronouns
- Antecedent Agreement
- Comparative and Superlative Adjectives and Adverbs
- More about Adjectives and Adverbs
- Using Adjectives and Adverbs
- Using Negative Words
- Frequently Confused Words
- Using Conjunctions, Prepositions, and Interjections

Using Your Grammar Skills

### Writing

- Using Compound Sentence Parts and Modifiers
- Good Sentence Structure
- Expanding, Combining, and Reducing Sentences
- Developing Paragraphs with Details and Examples
- Developing Paragraphs with Facts, Figures, and Reasons
- Developing Paragraphs with Sequence
- Using Words and Phrases for Effect
- Connecting Ideas
- Structuring Passages
- Types of Writing
- The Introduction
- Developing the Topic
- Writing Conclusions
- Parts of a Letter
- Editing and Revising

## Math

### Numbers and Counting

- Understanding Place Value
- The Meaning of Place Value

### Addition with Whole Numbers

- Basic Addition of Whole Numbers with Carry Over Part 1
- Basic Addition of Whole Numbers with Carry Over Part 2
- Addition with More than Two Numbers

### Subtraction with Whole Numbers

- Basic Subtraction of Whole Numbers with Borrowing Part 1
- Basic Subtraction of Whole Numbers with Borrowing Part 2
- Basic Subtraction of Whole Numbers with Borrowing Part 3

### Multiplication with Whole Numbers

- Basic Multiplication of Whole Numbers with Carry Over Part 1
- Basic Multiplication of Whole Numbers with Carry Over Part 2

### Division with Whole Numbers

- Basic Division of Whole Numbers
- Basic Division of Whole Numbers with Remainders
- Using Divisibility Tests

### Factors and Multiples

- Finding Factors
- Finding Multiples

### Using Fractions

- Comparing Fractions
- Adding and Subtracting Fractions with the Same Denominators
- Adding and Subtracting Fractions with Unlike Denominators

Adding and Subtracting Mixed Numbers

Multiplying Fractions

Dividing Fractions

### Using Decimals

- Comparing Decimals
- Adding and Subtracting Decimals
- Multiplying and Dividing Decimals
- Converting Between Decimals and Fractions

### Everyday Math Skills

- Math Problems with Multiple Operations
- Math Problems Using Money
- Finding the Average

### Math with Measurement

- Measuring Temperature
- Problem Solving in Measurement

### Math with Geometry

- Angles and Measurement
- Area and Perimeter
- Figures and Volume
- Lines
- Introduction to Graphing on a Coordinate Plane

### Data Analysis

Reading and Creating Graphs and Charts

### Preparing for Algebra

- Algebra Vocabulary
- Writing Basic Equations
- Introduction to Patterns

# Aztec Foundations Series

Correlation with  
College and Career Readiness Standards

English/Language Arts Standards	
BASIC READING SKILLS	
<i>RI and RL Standards are from Career and College Readiness Anchor Standards, Reading for Information and Reading Literature, at Levels 4 and 5</i>	
Reading	
STANDARD	AZTEC ALIGNMENT
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)	<b>Becoming a Good Reader</b> Stories about Cars Stories about Holidays Stories about Technology Stories about Social Media Stories about Families  <b>Looking at Stories</b> Reading Smarter
Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)	<b>Understanding What You Read</b> Summarizing What You Read Reading Actively
Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)	<b>Understanding What You Read</b> Summarizing What You Read Reading Actively  <b>Looking at Stories</b> Reading Smarter
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)	<b>Looking at Stories</b> Structure of Stories
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	<b>Understanding What You Read</b> Summarizing What You Read
VOCABULARY SKILLS	
STANDARD	AZTEC ALIGNMENT
Determine the meaning of general academic and domain-specific words and	<b>Learning New Words</b> Formal Words Scientific Words

phrases in a text relevant to a topic or subject area. (RI.5.4)	
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)	<b>Words and Sounds</b> Advanced Sight Words <b>Looking at Stories</b> Figurative Language
Use context (e.g., definitions, examples, restatements, cause / effect relationships, and comparisons in text) as a clue to the meaning of a word or phrase. (L.4.4.A)	<b>Looking at Stories</b> Figurative Language
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis). (L.4.4.B)	<b>Words and Sounds</b> Beginning and Ends of Words Reading Hard Words
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4.C)	<b>Reading in Diverse Media Formats</b> Using Dictionaries in Writing Words in a Thesaurus
Recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5.B)	<b>Looking at Stories</b> Figurative Language
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5.C)	<b>Learning New Words</b> Words in a Thesaurus
Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, and stammered). (L.4.6.A)	<b>Learning New Words</b> Abstract Words Formal Words Scientific Words
Acquire and use accurately level-appropriate general academic and domain-	<b>Learning New Words</b> Formal Words Scientific Words

specific words and phrases, including those that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6.B)	
Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6.A).	<b>Learning New Words</b> Abstract Words Formal Words Scientific Words
<b>TEXT STRUCTURE</b>	
<b>STANDARD</b>	<b>AZTEC ALIGNMENT</b>
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)	<b>Looking at Stories</b> Structure of Stories
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. (RI.5.5)	<b>Looking at Stories</b> Structure of Stories
<b>POINT OF VIEW</b>	
<b>STANDARD</b>	<b>AZTEC ALIGNMENT</b>
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)	<b>Comparing Texts</b> Compare, Contrast, and Comprehend <b>Looking at Stories</b> Point of View
Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.5.6)	<b>Looking at Stories</b> Point of View
<b>READING IN DIVERSE MEDIA FORMATS</b>	
<b>STANDARD</b>	<b>AZTEC ALIGNMENT</b>

<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)</p>	<p><b>Reading in Diverse Media</b> Reading Graphics to Get Information</p>
<p>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. (RI.5.7)</p>	<p><b>Reading in Diverse Media</b> Understanding Technology Using Technology: Planning a Vacation</p>
<p><b>COMPARING TEXTS</b></p>	
<p><b>STANDARD</b></p>	<p><b>AZTEC ALIGNMENT</b></p>
<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	<p><b>Comparing Texts</b> Compare, Contrast, and Comprehend</p>

## English/Language Arts Standards

### LANGUAGE AND WRITING

*W and L Standards are from Career and College Readiness Anchor Standards, Writing and Language, at Levels 4 and 5*

#### Writing

STANDARD	AZTEC ALIGNMENT
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. (W.5.1.A)	<b>Writing</b> The Introduction
Provide logically ordered reasons that are supported by facts and details. (W.5.1.B)	<b>Writing</b> Developing the Topic Structuring Passages
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (W.5.1.C)	<b>Writing</b> Connecting Ideas
Provide a concluding statement or section related to the opinion presented. (W.5.1.D)	<b>Writing</b> Writing Conclusions
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)	<b>Writing</b> Types of Writing Parts of a Letter
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.F)	<b>Writing</b> Good Sentence Structure
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.A)	<b>Writing</b> Using Compound Sentence Parts and Modifiers Expanding, Combining, and Reducing Sentences
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.4.2.A)	<b>Writing</b> Structuring Passages
Develop the topic with facts, definitions, concrete details, quotations, or other	<b>Writing</b> Developing the Topic

information and examples related to the topic. (W.4.2.B)	
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (W.4.2.B)	<b>Writing</b> Connecting Ideas
Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”). (W.5.9.A)	<b>Writing</b> Developing Paragraphs with Details and Examples
Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9.B)	<b>Writing</b> Developing Paragraphs with Facts, Figures, and Reason
With guidance and support from peers and others, 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 at this level.) (W.5.5)	<b>Writing</b> Editing and Revising Edit for Punctuation and Mechanics
With some guidance and support, 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 one page in a single sitting. (W.4.6)	<b>Reading in Diverse Media</b> Using Technology: Planning a Vacation
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)	<b>Reading in Diverse Media</b> Using Technology: Planning a Vacation
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and	<b>Reading in Diverse Media</b> Using Technology: Planning a Vacation



finished work, and provide a list of sources. (W.5.8)	
<b>Language Grammar and Usage</b>	
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (L.4.1.B)	<b>Grammar and Usage</b> Using Verbs
Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (L.4.1.C)	<b>Grammar and Usage</b> Using Verbs
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (L.5.1.B)	<b>Grammar and Usage</b> Using Verbs
Use verb tense to convey various times, sequences, states, and conditions. (L.5.1.C)	<b>Grammar and Usage</b> Using Verbs
Recognize and correct inappropriate shifts in verb tense. (L.5.1.D)	<b>Grammar and Usage</b> Using Verbs
Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (L.4.1.A)	<b>Grammar and Usage</b> Using Pronouns
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1.D)	<b>Grammar and Usage</b> More About Adjectives and Adverbs
Correctly use frequently confused words (e.g., to, too, two; there, their). (L4.1.F)	<b>Grammar and Usage</b> Frequently Confused Words
Form and use prepositional phrases. (L.4.1.E)	<b>Grammar and Usage</b> Using Conjunctions, Prepositions, and Interjections
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1.A)	<b>Grammar and Usage</b> Using Conjunctions, Prepositions, and Interjections
Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1.E)	<b>Grammar and Usage</b> Using Conjunctions, Prepositions, and Interjections

<b>Capitalization, Punctuation, and Spelling</b>	
Choose punctuation for effect. (L.4.3.B)	<b>Capitalization, Spelling, and Punctuation</b> Using End Marks
Use correct capitalization. (L.5.2.A)	<b>Capitalization, Spelling, and Punctuation</b> Using Capital Letters
Use commas and quotation marks to mark direct speech and quotations from a text. (L.5.2.B)	<b>Capitalization, Spelling, and Punctuation</b> Using Commas
Use punctuation to separate items in a series. (L.5.2.C)	<b>Capitalization, Spelling, and Punctuation</b> Using Commas
Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.D)	<b>Capitalization, Spelling, and Punctuation</b> Using Commas
Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (L.5.2.E)	<b>Capitalization, Spelling, and Punctuation</b> Using Commas
Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.F)	<b>Capitalization, Spelling, and Punctuation</b> ?
Use a comma before a coordinating conjunction in a compound sentence. (L.5.2.G)	<b>Capitalization, Spelling, and Punctuation</b> Using Commas
Spell grade-appropriate words correctly, consulting references as needed. (L.5.2.H)	<b>Capitalization, Spelling, and Punctuation</b> Spelling – Trouble Words Using Apostrophes, Contractions, and Possessives
<b>Knowledge of Language</b>	
Choose words and phrases to convey ideas precisely. (L.4.3.A)	<b>Writing</b> Using Words and Phrases for Effect
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3.C)	<b>Writing</b> Using Words and Phrases for Effect
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3.B)	<b>Writing</b> Using Words and Phrases for Effect

# Mathematics Standards

## MATH

*Career and College Readiness Anchor Standards at Levels 4 and 5*

### Numbers and Operations: Base Ten

STANDARD	AZTEC ALIGNMENT
Understand place value.	
<p>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. For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division. (4.NBT.1)</p>	<p><b>Numbers and Counting</b> Understanding Place Value</p>
<p>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 <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons. (4.NBT.2)</p>	<p><b>Numbers and Counting</b> ?</p>
<p>Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.3)</p>	<p><b>Numbers and Counting</b> ?</p>
<p>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 <math>1/10</math> of what it represents in the place to its left. (5.NBT.1)</p>	<p><b>Numbers and Counting</b> ?</p>
<p>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. (5.NBT.2)</p>	<p><b>Numbers and Counting</b> ?</p>
<p>Read, write, and compare decimals to thousandths. (5.NBT.3)</p>	<p><b>Numbers and Counting</b> Comparing Decimals</p>
<p>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times</math></p>	<p><b>Numbers and Counting</b> Comparing Decimals</p>

$10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ . (5.NBT.3a)	
Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. (5.NBT.3b)	<b>Numbers and Counting</b> Comparing Decimals
Use place value understanding to round decimals to any place. (5.NBT.4)	<b>Numbers and Counting</b> Comparing Decimals
<b>Use place value understanding and properties of operations to add and subtract.</b>	
Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4.NBT.4)	<b>Addition with Whole Numbers</b> Basic Addition of Whole Numbers with Carry Over: Part 1 Basic Addition of Whole Numbers with Carry Over: Part 2 Addition with More Than Two Numbers <b>Subtraction with Whole Numbers</b> Basic Subtraction of Whole Numbers with Borrowing: Part 1 Basic Subtraction of Whole Numbers with Borrowing: Part 2 Basic Subtraction of Whole Numbers with Borrowing: Part 3
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. (4.NBT.5)	<b>Multiplication with Whole Numbers</b> Basic Multiplication of Whole Numbers with Carry Over: Part 1 Basic Multiplication of Whole Numbers with Carry Over: Part 2
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. (4.NBT.6)	<b>Numbers and Counting</b> Understanding Place Value <b>Division with Whole Numbers</b> Basic Division of Whole Numbers Basic Division of Whole Numbers with Remainders Using Divisibility Tests
<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	
Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5)	<b>Addition with Whole Numbers</b> Basic Addition of Whole Numbers with Carry Over: Part 1 Basic Addition of Whole Numbers with Carry Over: Part 2 Addition with More Than Two Numbers (M)

<p>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. (5.NBT.6)</p>	<p><b>Numbers and Counting</b>  Understanding Place Value  <b>Division with Whole Numbers</b>  Basic Division of Whole Numbers  Basic Division of Whole Numbers with Remainders  Using Divisibility Tests</p>
<p>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. (5.NBT.7) [Note from panel: Applications involving financial literacy should be used.]</p>	<p><b>Numbers and Counting</b>  Understanding Place Value  <b>Using Decimals</b>  Adding and Subtracting Decimals  Multiplying and Dividing Decimals  <b>Everyday Math Skills</b>  Math Problems Using Money</p>
<p><b>Number and Operations: Fractions</b></p>	
<p><b>STANDARD</b></p>	<p><b>AZTEC ALIGNMENT</b></p>
<p>Develop understanding of fractions as numbers.</p>	
<p>Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times 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. (4.NF.1)</p>	<p><b>Using Fractions</b>  Comparing Fractions</p>
<p>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. (4.NF.2)</p>	<p><b>Using Fractions</b>  Comparing Fractions</p>
<p>Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</p>	
<p>Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>. (4.NF.3)</p>	<p><b>Using Fractions</b>  Comparing Fractions</p>

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (4.NF.3a)	<b>Using Fractions</b> Adding and Subtracting Fractions with the Same Denominator
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. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ . (4.NF.3b)	<b>Using Fractions</b> Adding and Subtracting Fractions with the Same Denominator
Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (4.NF.3c)	<b>Using Fractions</b> Adding and Subtracting Fractions with the Same Denominator
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. (4.NF.3d)	<b>Using Fractions</b> Adding and Subtracting Fractions with the Same Denominator
Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4)	<b>Using Fractions</b> Multiplying Fractions
Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ . For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$ , recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$ . (4.NF.4a)	<b>Using Fractions</b> Multiplying Fractions
Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$ , recognizing this product as $\frac{6}{5}$ . (In general, $n \times (\frac{a}{b}) = (n \times a)/b$ .) (4.NF.4b)	<b>Using Fractions</b> Multiplying Fractions
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. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? (4.NF.4c)	<b>Using Fractions</b> Multiplying Fractions
<b>Understand decimal notation for fractions, and compare decimal fractions.</b>	
Use decimal notation for fractions with denominators 10 or 100. For example, rewrite	<b>Using Decimals</b> Converting Between Decimals and Fractions

<p>0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (4.NF.6)</p>	
<p>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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model. (4.NF.7)</p>	<p><b>Using Decimals</b> Comparing Decimals</p>
<p>Use equivalent fractions as strategy to add and subtract fractions.</p>	
<p>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, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.) (5.NF.1)</p>	<p><b>Using Fractions</b> Adding and Subtracting Fractions with Unlike Denominators</p>
<p>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 <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>. (5.NF.2)</p>	<p><b>Using Fractions</b> Adding and Subtracting Fractions with Unlike Denominators Adding and Subtracting Mixed Numbers</p>
<p>Apply and extend previous understanding of multiplication and division to multiply and divide fractions.</p>	
<p>Interpret a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>). 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 <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. 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? (5.NF.3)</p>	<p><b>Using Fractions</b> Multiplying Fractions Dividing Fractions</p>

<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5.NF.4)</p>	<p><b>Using Fractions</b> Multiplying Fractions</p>
<p>Interpret multiplication as scaling (resizing), by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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 <math>\frac{a}{b} = \frac{n \times a}{n \times b}</math> to the effect of multiplying <math>\frac{a}{b}</math> by 1. (5.NF.5)</li> </ul>	<p><b>Using Fractions</b> Multiplying Fractions</p>
<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (5.NF.6)</p>	<p><b>Using Fractions</b> Multiplying Fractions</p>
<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5.NF.7)</p>	<p><b>Using Fractions</b> Dividing Fractions</p>
<p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(\frac{1}{3}) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(\frac{1}{3}) \div 4 = \frac{1}{12}</math> because <math>(\frac{1}{12}) \times 4 = \frac{1}{3}</math>. (5.NF.7a)</p>	<p><b>Using Fractions</b> Dividing Fractions</p>
<p>Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (\frac{1}{5})</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (\frac{1}{5}) = 20</math> because <math>20 \times (\frac{1}{5}) = 4</math>. (5.NF.7b)</p>	<p><b>Using Fractions</b> Dividing Fractions</p>



<p>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 <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math>-cup servings are in 2 cups of raisins? (5.NF.7c)</p>	<p><b>Using Fractions</b> Dividing Fractions</p>
<p><b>Operations and Algebraic Thinking</b></p>	
<p><b>STANDARD</b></p>	<p><b>AZTEC ALIGNMENT</b></p>
<p>Use the four operations with whole numbers to solve problems.</p>	
<p>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. (4.OA.1)</p>	<p><b>Preparing for Algebra</b> Writing Basic Equations</p>
<p>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. (4.OA.2)</p>	<p><b>Preparing for Algebra</b> Algebra Vocabulary Writing Basic Equations</p>
<p>Solve multistep 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. (4.OA.3)</p>	<p><b>Preparing for Algebra</b> Writing Basic Equations</p>
<p>Gain familiarity with factors and multiples.</p>	
<p>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</p>	<p><b>Factors and Multiples</b> Finding Factors Finding Multiples</p>

given whole number in the range 1–100 is prime or composite. (4.OA.4)	
<b>Generate and analyze patterns.</b>	
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. (4.OA.5)	<b>Preparing for Algebra</b> Patterns
<b>Write and interpret numerical expressions.</b>	
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5.OA.1)	<b>Preparing for Algebra</b> Algebra Vocabulary Writing Basic Equations
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 $3 \times (2100 + 425)$ is three times as large as the $2100 + 425$ , without having to calculate the indicated sum or product. (5.OA.2)	<b>Preparing for Algebra</b> Algebra Vocabulary Writing Basic Equations
<b>Geometry</b>	
<b>STANDARD</b>	<b>AZTEC ALIGNMENT</b>
<b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>	
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4.G.1)	<b>Math with Geometry</b> Lines
<b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>	
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	<b>Math with Geometry</b> Introduction to Graphing on a Coordinate Plane

<p>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). (5.G.1)</p>	
<p>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. (5.G.2)</p>	<p><b>Math with Geometry</b> Introduction to Graphing on a Coordinate Plane</p>
<p>Classify two-dimensional figures into categories based on their properties.</p>	
<p>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. (5.G.3)</p>	<p><b>Math with Geometry</b> Angles and Measurement</p>
<p><b>Measurement and Data</b></p>	
<p><b>STANDARD</b></p>	<p><b>AZTEC ALIGNMENT</b></p>
<p>Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). 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. (5.MD.2) [Note from panel: Plots of numbers other than measurements also should be encouraged.]</p>	<p><b>Data Analysis</b> Reading and Creating Graphs and Charts</p>
<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p>	
<p>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</p>	<p><b>Everyday Math Skills</b> Math Problems Using Money <b>Math with Measurement</b> Measuring Temperature Problem Solving in Measurement</p>

measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4.MD.2)	
Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. (4.MD.3)	<b>Math with Geometry</b> Area and Perimeter
<b>Geometric measurement: understand concepts of angle and measure angles.</b>	
Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: <ul style="list-style-type: none"> <li>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 <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</li> <li>b. An angle that turns through one-degree angles is said to have an angle measure of <math>n</math> degrees. (4.MD.5)</li> </ul>	<b>Math with Geometry</b> Angles and Measurement
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (4.MD.6)	<b>Math with Geometry</b> Angles and Measurement
Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (4.MD.7)	<b>Math with Geometry</b> Angles and Measurement
<b>Convert like measurement units within a given measurement system.</b>	
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	<b>Math with Measurement</b> Problem Solving in Measurement

<p>solving multi-step, real world problems. (5.MD.1)</p>	
<p><b>Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.</b></p>	
<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>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.</p> <p>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. (5.MD.3)</p>	<p><b>Math with Geometry</b> Figures and Volume</p>
<p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.(5.MD.4)</p>	<p><b>Math with Geometry</b> Figures and Volume</p>
<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5.MD.5)</p>	<p><b>Math with Geometry</b> Figures and Volume</p>
<p>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 (5.MD.5a)</p>	<p><b>Math with Geometry</b> Figures and Volume</p>
<p>Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> 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. (5.MD.5b)</p>	<p><b>Math with Geometry</b> Figures and Volume</p>
<p>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. (5.MD.5c)</p>	<p><b>Math with Geometry</b> Figures and Volume</p>