MCGRAW-HILL
Everyday Mathematics

SADLIER
Common Core Progress Mathematics

Common Core State Standards for Mathematics

Grade 5 Crosswalk

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Unit 1
Number Theory

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
1♦1 Introducing the *Student Reference Book*—TE pp. 16–20	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
	Lesson 5 **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
1♦2 Rectangular Arrays—TE pp. 21–26	**Lesson 5** **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
1♦3 Factors—TE pp. 27–31	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
1♦4 The Factor Captor Game—TE pp. 32–36	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

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		– continued from previous page – *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
	Lesson 18 **Interpret Products of Fractions**—pp. 158–165	5.NF.4a Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*
1♦5 Divisibility—TE pp. 37–41 1♦6 Prime and Composite Numbers—TE pp. 42–46	**Lesson 5** **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
1♦7 Square Numbers—TE pp. 47–51	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
1♦8 Unsquaring Numbers—TE pp. 52–56	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. – continued on next page –

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		For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.
		** Lesson includes content related to: 5.NBT.2
1♦9 Factor Strings and Prime Factorizations—TE pp. 57–61	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
	Lesson 5 **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.

Unit 2
Estimation and Computation

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
2♦1 Estimation Challenge—TE pp. 80–84	**Lesson 5** **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.

Unit 2
Estimation and Computation

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
		Lesson 25	**Convert Customary Measurement Units**—pp. 226–233	5.MD.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.
		Lesson 26	**Convert Metric Measurement Units**—pp. 234–241		
2♦2	Addition of Whole Numbers and Decimals—TE pp. 85–90	**Lesson 5**	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
		Lesson 6	**Read and Write Decimals to Thousandths**—pp. 56–63	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
		Lesson 7	**Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
		Lesson 12	**Add and Subtract Decimals to Hundredths**—pp. 104–111	5.NBT.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	Subtraction of Whole Numbers and Decimals—TE pp. 91–96	**Lesson 5**	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT..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.
		Lesson 6	**Read and Write Decimals to Thousandths**—pp. 56–63	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).

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Estimation and Computation

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 8 **Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
	Lesson 12 **Add and Subtract Decimals to Hundredths**—pp. 104–111	5.NBT.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♦4 Addition and Subtraction Number Stories—TE pp. 97–102	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
	Lesson 6 **Read and Write Decimals to Thousandths**—pp. 56–63	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
	Lesson 12 **Add and Subtract Decimals to Hundredths**—pp. 104–111	5.NBT.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.
		**	Lesson includes content related to: 5.OA.1
2♦5 Estimate Your Reaction Time—TE pp. 103–108	**Lesson 6** **Read and Write Decimals to Thousandths**—pp. 56–63	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).

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Estimation and Computation

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 7 **Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
	Lesson 7 **Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
	Lesson 27 **Problem Solving: Use Line Plots**—pp. 242–249	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 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.*
		**	Lesson includes content related to: 5.NBT.3a, 5.NBT.7
2♦6 Chance Events—TE pp. 109–114		*	***Not correlated to Grade 5 Common Core standards.***
2♦7 Estimating Products—TE pp. 115–119	**Lesson 8** **Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
	Lesson 13 **Multiply Decimals to Hundredths**—pp. 112–119	5.NBT.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.
		**	Lesson includes content related to: 5.NBT.2

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Estimation and Computation

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
2•8	Multiplication of Whole Numbers and Decimals—TE pp. 120–125	**Lesson 6**	**Read and Write Decimals to Thousandths**—pp. 56–63	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
		Lesson 8	**Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
		Lesson 13	**Multiply Decimals to Hundredths**—pp. 112–119	5.NBT.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.
				**	Lesson includes content related to: 5.NBT.2
2•9	The Lattice Method of Multiplication—TE pp. 126–131	**Lesson 5**	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
		Lesson 13	**Multiply Decimals to Hundredths**—pp. 112–119	5.NBT.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•10	Comparing Millions, Billions, and Trillions—TE pp. 132–137	**Lesson 4**	**Understand Place Value**—pp. 40–47	5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
		Lesson 25	**Convert Customary Measurement Units**—pp. 226–233	5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use

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Estimation and Computation

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 26 **Convert Metric Measurement Units**—pp. 234–241		these conversions in solving multi-step, real world problems.

Unit 3
Geometry Explorations and the American Tour

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
3♦1	Introduction to the American Tour—TE pp. 154–159	**Lesson 7**	**Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
3♦2	American Tour: Population Data—TE pp. 160–164	**Lesson 2**	**Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
				**	Lesson includes content related to: 5.NBT.2
3♦3	Exploring Angle Measures—TE pp. 165–169			*	***Not correlated to Grade 5 Common Core standards.***
3♦4	Using a Protractor—TE pp. 170–176	**Lesson 36**	**Analyze Properties to Classify Two-Dimensional Figures**—pp. 320–327	5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

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Geometry Explorations and the American Tour

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
3•5	Using a Compass—TE pp. 177–182	**Lesson 5**	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
				**	Lesson includes content related to: 5.NBT.3b
3•6	Congruent Triangles—TE pp. 183–188	**Lesson 8**	**Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
3•7	Properties of Polygons—TE pp. 189–193	**Lesson 36**	**Analyze Properties to Classify Two-Dimensional Figures**—pp. 320–327	5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
		Lesson 36	**Analyze Properties to Classify Two-Dimensional Figures**—pp. 320–327	5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties
3•8	Regular Tessellations—TE pp. 194–198	**Lesson 5**	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
		Lesson 36	**Analyze Properties to Classify Two-Dimensional Figures**—pp. 320–327	5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

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Geometry Explorations and the American Tour

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
		Lesson 36	**Analyze Properties to Classify Two-Dimensional Figures**—pp. 320–327	5.G.4	Classify two-dimensional figures in a hierarchy based on properties
				**	Lesson includes content related to: 5.NF.5a
3♦9	Angles of Polygons—TE pp. 199–205	**Lesson 6**	**Read and Write Decimals to Thousandths**—pp. 56–63	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
				**	Lesson includes content related to: 5.NBT.2
3♦10	Solving Problems Using the Geometry Template—TE pp. 206–210	**Lesson 4**	**Understand Place Value**—pp. 40–47	*	***Not correlated to Grade 5 Common Core standards.***

Unit 4
Division

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
4♦1	Division Facts and Extensions—TE pp. 230–235	**Lesson 2**	**Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
		Lesson 5	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.

Unit 4
Division

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
		Lesson 10	**Divide Whole Numbers: Use Place Value Strategies**—pp. 88–95	5.NBT.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.
		Lesson 11	**Divide Whole Numbers: Use Properties of Operations**—pp. 96–103		
		Lesson 36	**Analyze Properties to Classify Two-Dimensional Figures**—pp. 320–327	5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
		Lesson 20	**Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
				**	Lesson includes content related to: 5.OA.1
4♦2	The Partial-Quotients Division Algorithm—TE pp. 236–241	**Lesson 10**	**Divide Whole Numbers: Use Place Value Strategies**—pp. 88–95	5.NBT.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.
		Lesson 11	**Divide Whole Numbers: Use Properties of Operations**—pp. 96–103		
4♦3	American Tour: Finding Distances on a Map—TE pp. 242–247			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.OA.1

Unit 4
Division

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
4♦4 Partial-Quotients Algorithm Strategies—TE pp. 248–253	**Lesson 10** **Divide Whole Numbers: Use Place Value Strategies**—pp. 88–95 **Lesson 11** **Divide Whole Numbers: Use Properties of Operations**—pp. 96–103	5.NBT.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.
4♦5 Division of Decimal Numbers—TE pp. 254–258	**Lesson 14** **Divide Decimals to Hundredths**—pp. 120–127	5.NBT.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 Interpreting the Remainder—TE pp. 259–264	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
	Lesson 10 **Divide Whole Numbers: Use Place Value Strategies**—pp. 88–95 **Lesson 11** **Divide Whole Numbers: Use Properties of Operations**—pp. 96–103	5.NBT.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.

Unit 4
Division

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 14 Divide Decimals to Hundredths—pp. 120–127	5.NBT.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♦7 Skills Review with First to 100—TE pp. 265–271		*	***Not correlated to Grade 5 Common Core standards.***
		**	Lesson includes content related to: 5.NBT.3b

Unit 5
Fractions, Decimals, and Percents

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
5♦1 Fraction Review—TE pp. 290–295	**Lesson 17 Interpret Fractions as Division**—pp. 150–157	5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
5♦2 Mixed Numbers—TE pp. 296–301		*	***Not correlated to Grade 5 Common Core standards.***

Unit 5
Fractions, Decimals, and Percents

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
5•3	Comparing and Ordering Fractions—TE pp. 302–307	**Lesson 15**	**Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
		Lesson 16	**Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.A	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 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
5•4	Two Rules for Finding Equivalent Fractions—TE pp. 308–313			*	***Not correlated to Grade 5 Common Core standards.***
5•5	Fractions and Decimals: Part 1—TE pp. 314–318	**Lesson 7**	**Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
		Lesson 8	**Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
5•6	Fractions and Decimals: Part 2—TE pp. 319–324	**Lesson 7**	**Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).

Unit 5
Fractions, Decimals, and Percents

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
		Lesson 8	**Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
		Lesson 17	**Interpret Fractions as Division**—pp. 150–157	5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
5♦7	Fractions and Decimals: Part 3—TE pp. 325–330			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.NBT.3a
5♦8	Using a Calculator to Convert Fractions to Percents—TE pp. 331–336	**Lesson 7**	**Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
				**	Lesson includes content related to: 5.NBT.4
5♦9	Bar and Circle Graphs—TE pp. 337–342	**Lesson 7**	**Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
5♦10	The Percent Circle: Reading Circle Graphs—TE pp. 343–348			*	***Not correlated to Grade 5 Common Core standards.***

Unit 5
Fractions, Decimals, and Percents

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
6♦11 The Percent Circle: Making Circle Graphs—TE pp. 349–354		*	***Not correlated to Grade 5 Common Core standards.***
		**	Lesson includes content related to: 5.NBT.7
5♦12 American Tour: School Days—TE pp. 355–359		*	***Not correlated to Grade 5 Common Core standards.***
		**	Lesson includes content related to: 5.OA.1

Unit 6
Using Data; Addition and Subtraction of Fractions

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
6♦1 Organizing Data—TE pp. 378–383	**Lesson 27 Problem Solving: Use Line Plots**—pp. 242–249	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 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.
		**	Lesson includes content related to: 5.NBT.4
6♦2 Natural Measures of Length—TE pp. 384–388		*	***Not correlated to Grade 5 Common Core standards.***
		**	Lesson includes content related to: 5.NBT.3a, 5.MD.1
6♦3 Stem-and-Leaf Plots for Hand and Finger Measures—TE pp. 389–394		*	***Not correlated to Grade 5 Common Core standards.***

Unit 6
Using Data; Addition and Subtraction of Fractions

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
				**	Lesson includes content related to: 5.NBT.3a
6♦4	Mystery Plots—TE pp. 395–399			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.NBT.4
6♦5	Sample Size and Sound Conclusions—TE pp. 400–404			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.NBT.7
6♦6	Analysis of Sample Data—TE pp. 405–410			*	***Not correlated to Grade 5 Common Core standards.***
6♦7	American Tour: Climate—TE pp. 411–416			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.NBT.7
6♦8	Using Benchmarks with Fraction Addition and Subtraction—TE pp. 417–422	**Lesson 15**	**Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
		Lesson 16	**Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.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.

Unit 6
Using Data; Addition and Subtraction of Fractions

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 17 **Interpret Fractions as Division**—pp. 150–157	5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
6♦9 Clock Fractions and Common Denominators—TE pp. 423–428	**Lesson 15** **Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	Lesson 16 **Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

Unit 6
Using Data; Addition and Subtraction of Fractions

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 19 **Find Areas of Rectangles: Tile and Multiply**—pp. 166–173	5.NBT.5b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
6♦10 Quick Common Denominators—TE pp. 429–433	**Lesson 15** **Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	Lesson 16 **Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

Unit 7
Exponents and Negative Numbers

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
7♦1 Exponential Notation—TE pp. 542–546	**Lesson 5** **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
7♦2 Exponential Notation for Powers of 10—TE pp. 547–551	**Lesson 4** **Understand Place Value**—pp. 40–47	5.NBT.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..
	Lesson 5 **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
7♦3 Scientific Notation—TE pp. 552–556		* ***Not correlated to Grade 5 Common Core standards.***
		** Lesson includes content related to: 5.NBT.2
7♦4 Parentheses in Number Sentences—TE pp. 557–561	**Lesson 1** **Use Grouping Symbols and Evaluate Numerical Expressions**—pp. 10–17	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
	Lesson 2 **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
		** Lesson includes content related to: 5.NBT.2

Unit 7
Exponents and Negative Numbers

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
7♦5	Order of Operations—TE pp. 562–567	**Lesson 1**	**Use Grouping Symbols and Evaluate Numerical Expressions**—pp. 10–17	5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
		Lesson 2	**Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
7♦6	American Tour: Line Graphs—TE pp. 568–572	**Lesson 15**	**Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
7♦7	Using Negative Numbers—TE pp. 573–577	**Lesson 5**	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
				**	Lesson includes content related to: 5.OA.1
7♦8	Addition of Positive and Negative Numbers—TE pp. 578–583			*	***Not correlated to Grade 5 Common Core standards.***
7♦9	Subtraction of Positive and Negative Numbers—TE pp. 584–589	**Lesson 7**	**Compare Decimals to Thousandths**—pp. 64–71	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Unit 7
Exponents and Negative Numbers

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
7♦10 Line Plots—TE pp. 590–595	**Lesson 15** **Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	Lesson 16 **Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
	Lesson 27 **Problem Solving: Use Line Plots**—pp. 242–249	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 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.*
		**	Lesson includes content related to: 5.NBT.5, 5.NBT.6, 5.NBT.7
7♦11 Calculator Practice: Working with Negative Numbers—TE pp. 596–599		*	***Not correlated to Grade 5 Common Core standards.***

Unit 8
Fractions and Ratios

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
8♦1 Review: Comparing Fractions—TE pp. 618–623	**Lesson 15** **Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	Lesson 16 **Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
	Lesson 20 **Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
8♦2 Adding Mixed Numbers—TE pp. 624–629	**Lesson 15** **Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.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

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Unit 8
Fractions and Ratios

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
		– continued from previous page – equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	Lesson 16 **Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
8♦3 Subtracting Mixed Numbers—TE pp. 630–635	**Lesson 15** **Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	Lesson 16 **Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.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 – continued on next page –

Unit 8
Fractions and Ratios

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
		– continued from previous page – estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
		** Lesson includes content related to: 5.G.2, 5.G.3
8♦4 Calculator Practice: Computation with Fractions—TE pp. 636–641	**Lesson 15 Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	Lesson 16 Problem Solving: Add and Subtract Fractions—pp. 142–149	5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.
8♦5 Fractions of Fractions—TE pp. 642–648	**Lesson 18 Interpret Products of Fractions**—pp. 158–165	5.NF.4a 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 $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*

Unit 8
Fractions and Ratios

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 20 **Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	Lesson 21 **Problem Solving: Multiply Fractions and Mixed Numbers**—pp. 182–189	5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
8♦6 An Area Model for Fraction Multiplication—TE pp. 649–653	**Lesson 18** **Interpret Products of Fractions**—pp. 158–165	5.NF.4a	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 $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
	Lesson 20 **Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
	Lesson 20 **Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
	Lesson 21 **Problem Solving: Multiply Fractions and Mixed Numbers**—pp. 182–189	5.NF.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.

Unit 8
Fractions and Ratios

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
8♦7 Multiplication of Fractions and Whole Numbers—TE pp. 654–658	**Lesson 18** **Interpret Products of Fractions**—pp. 158–165	5.NF.4a 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 $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
	Lesson 20 **Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
	Lesson 21 **Problem Solving: Multiply Fractions and Mixed Numbers**—pp. 182–189	5.NF.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.
8♦8 Multiplication of Mixed Numbers—TE pp. 659–663	**Lesson 18** **Interpret Products of Fractions**—pp. 158–165	5.NF.4a 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 $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
	Lesson 19 **Find Areas of Rectangles: Tile and Multiply**—pp. 166–173	5.NF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show

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Unit 8
Fractions and Ratios

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
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					that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
		Lesson 20	**Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
		Lesson 20	**Interpret Multiplication of Fractions as Scaling**—pp. 174–181	5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
		Lesson 21	**Problem Solving: Multiply Fractions and Mixed Numbers**—pp. 182–189	5.NF.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.
8♦9	Finding a Percent of a Number—TE pp. 664–668			*	***Not correlated to Grade 5 Common Core standards.***
8♦10	Relating Fractional Units to the Whole—TE pp. 669–673			*	***Not correlated to Grade 5 Common Core standards.***
8♦11	American Tour: Rural and Urban—TE pp. 674–679			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.NF.2

Unit 8
Fractions and Ratios

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
8♦12 Fraction Division—TE pp. 680–685	**Lesson 22**	**Divide Unit Fractions by Whole Numbers**—pp. 190–197	5.NF.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*
	Lesson 23	**Divide Whole Numbers by Unit Fractions**—pp. 198–205	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*
	Lesson 24	**Problem Solving: Divide Unit Fractions and Whole Numbers**—pp. 206–213	5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Unit 9
Coordinates, Area, Volume, and Capacity

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
9♦1 Hidden Treasure: A Coordinate Game—TE pp. 704–709	**Lesson 5** **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
	Lesson 34 **Understand Points on the Coordinate Plane**—pp. 304–311	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
	Lesson 35 **Graph Points to Represent Problem Situations**—pp. 312–319	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
		** Lesson includes content related to: 5.NF.4a
9♦2 Coordinate Graphs: Part 1—TE pp. 710–715	**Lesson 34** **Understand Points on the Coordinate Plane**—pp. 304–311	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how

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Unit 9
Coordinates, Area, Volume, and Capacity

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
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		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).
	Lesson 35 Graph Points to Represent Problem Situations—pp. 312–319	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
		** Lesson includes content related to: 5.NBT.5
9♦3 Coordinate Graphs: Part 2—TE pp. 716–721	**Lesson 34 Understand Points on the Coordinate Plane**—pp. 304–311	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
	Lesson 35 Graph Points to Represent Problem Situations—pp. 312–319	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Unit 9
Coordinates, Area, Volume, and Capacity

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
		**	Lesson includes content related to: 5.MD.3a, 5.MD.4, 5.MD.5b
9♦4 Areas of Rectangles—TE pp. 722–728	**Lesson 19** **Find Areas of Rectangles: Tile and Multiply**—pp. 166–173	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
	Lesson 22 **Divide Unit Fractions by Whole Numbers**—pp. 190–197	5.NF.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*
	Lesson 23 **Divide Whole Numbers by Unit Fractions**—pp. 198–205	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*
	Lesson 24 **Problem Solving: Divide Unit Fractions and Whole Numbers**—pp. 206–213	5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Unit 9
Coordinates, Area, Volume, and Capacity

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
		Lesson 32	**Problem Solving: Apply Volume Formulas for Prisms**—pp. 282–289	5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
				**	Lesson includes content related to: 5.MD.3a, 5.MD.4
9♦5	The Rectangle Method for Finding Area—TE pp. 729–734	**Lesson 5**	**Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
9♦6	Formulas for the Areas of Triangles and Parallelograms—TE pp. 735–740	**Lesson 16**	**Problem Solving: Add and Subtract Fractions**—pp. 142–149	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
9♦7	Earth's Water Surface—TE pp. 741–746			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.MD.3a, 5.NF.6
9♦8	Volume of Rectangular Prisms—TE pp. 747–752	**Lesson 28**	**Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

Unit 9
Coordinates, Area, Volume, and Capacity

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 28 **Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3b	A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
	Lesson 29 **Measure Volume**—pp. 258–265	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	Lesson 30 **Find Volume: Relate Packing of Unit Cubes to Multiplying**—pp. 266–273	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
	Lesson 31 **Find Volume: Use the Associate Property**—pp. 274–281		
	Lesson 32 **Problem Solving: Apply Volume Formulas for Prisms**—pp. 282–289	5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
		**	Lesson includes content related to: 5.NBT.4, 5.NBT.7
9♦9 Volume of Right Prisms—TE pp. 753–759	**Lesson 28** **Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
	Lesson 32 **Problem Solving: Apply Volume Formulas for Prisms**—pp. 282–289	5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

Unit 9
Coordinates, Area, Volume, and Capacity

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 33 **Problem Solving: Decompose Figures to Find Volume**—pp. 290–297	5.MD.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
9♦10 Capacity: Liter, Milliliter, and Cubic Centimeter—TE pp. 760–765	**Lesson 26** **Convert Metric Measurement Units**—pp. 234–241	5.MD.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.
	Lesson 28 **Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
	Lesson 28 **Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3b	A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
	Lesson 29 **Measure Volume**—pp. 258–265	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	Lesson 30 **Find Volume: Relate Packing of Unit Cubes to Multiplying**—pp. 266–273 **Lesson 31** **Find Volume: Use the Associate Property**—pp. 274–281	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

Unit 9
Coordinates, Area, Volume, and Capacity

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 32 **Problem Solving: Apply Volume Formulas for Prisms**—pp. 282–289	5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

Unit 10
Using Data; Algebra Concepts and Skills

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
10♦1 Pan-Balance Problems—TE pp. 784–790	**Lesson 5** **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
		**	Lesson includes content related to: 5.NF.4a
10♦2 Pan-Balance Problems with Two Balances—TE pp. 791–796	**Lesson 27** **Problem Solving: Use Line Plots**—pp. 242–249	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). 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.*
		**	Lesson includes content related to: 5.NF.5a

Unit 10
Using Data; Algebra Concepts and Skills

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
10♦3 Algebraic Expressions—TE pp. 797–802	**Lesson 2** **Write and Interpret Numerical Expressions**—pp. 18–25	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
		**	Lesson includes content related to: 5.OA1, 5.NBT.2, 5.NBT.5a, 5.NBT.5b
10♦4 Rules, Tables, and Graphs: Part 1—TE pp. 803–808	**Lesson 3** **Analyze Numerical Patterns**—pp. 26–33	5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*
	Lesson 34 **Understand Points on the Coordinate Plane**—pp. 304–311	5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how

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Unit 10
Using Data; Algebra Concepts and Skills

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
		– continued from previous page – 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).
	Lesson 35 **Graph Points to Represent Problem Situations**—pp. 312–319	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
10♦5 American Tour: Old Faithful's Next Eruption—TE pp. 809–813	**Lesson 25** **Convert Customary Measurement Units**—pp. 226–233 **Lesson 26** **Convert Metric Measurement Units**—pp. 234–241	5.MD.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.
10♦6 Rules, Tables, and Graphs: Part 2—TE pp. 814–819	**Lesson 3** **Analyze Numerical Patterns**—pp. 26–33	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*
	Lesson 34 **Understand Points on the Coordinate Plane**—pp. 304–311	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to – continued on next page –

Unit 10
Using Data; Algebra Concepts and Skills

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
		– continued from previous page –
		coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
	Lesson 35 **Graph Points to Represent Problem Situations**—pp. 312–319	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
		** Lesson includes content related to: 5.NBT.7, 5.NF.5
10♦7 Reading Graphs—TE pp. 820–824	**Lesson 34** **Understand Points on the Coordinate Plane**—pp. 304–311	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
		** Lesson includes content related to: 5.NBT.4

Unit 10
Using Data; Algebra Concepts and Skills

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
10♦8 Circumference of a Circle—TE pp. 825–830	**Lesson 8** **Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
10♦9 Area of a Circle—TE pp. 831–836		*	***Not correlated to Grade 5 Common Core standards.***
		**	Lesson includes content related to: 5.NBT.1

Unit 11
Volume

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
11♦1 Review of Geometric Solids: Part 1—TE pp. 856–860	**Lesson 28** **Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
	Lesson 28 **Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3b	A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
	Lesson 29 **Measure Volume**—pp. 258–265	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	Lesson 30 **Find Volume: Relate Packing of Unit Cubes to Multiplying**—pp. 266–273	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
	Lesson 31 **Find Volume: Use the Associate Property**—pp. 274–281		

Unit 11
Volume

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 32 **Problem Solving: Apply Volume Formulas for Prisms**—pp. 282–289	5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
11♦2 Review of Geometric Solids: Part 2—TE pp. 861–865		*	***Not correlated to Grade 5 Common Core standards.***
11♦3 Volume of Cylinders—TE pp. 866–871	**Lesson 8** **Round Decimals: Use Place Value**—pp. 72–79	5.NBT.4	Use place value understanding to round decimals to any place.
	Lesson 25 **Convert Customary Measurement Units**—pp. 226–233 **Lesson 26** **Convert Metric Measurement Units**—pp. 234–241	5.MD.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.
	Lesson 30 **Find Volume: Relate Packing of Unit Cubes to Multiplying**—pp. 266–273 **Lesson 31** **Find Volume: Use the Associate Property**—pp. 274–281	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
	Lesson 32 **Problem Solving: Apply Volume Formulas for Prisms**—pp. 282–289	5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
		**	Lesson includes content related to: 5.MD.3a, 5.MD.3b, 5.MD.4

Unit 11
Volume

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
11♦4 Volume of Pyramids and Cones—TE pp. 872–877	**Lesson 23** **Divide Whole Numbers by Unit Fractions**—pp. 198–205	5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*
		** Lesson includes content related to: 5.NF.7a
11♦5 Finding Volume by a Displacement Method—TE pp. 878–883	**Lesson 25** **Convert Customary Measurement Units**—pp. 226–233 **Lesson 26** **Convert Metric Measurement Units**—pp. 234–241	5.MD.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.
	Lesson 33 **Problem Solving: Decompose Figures to Find Volume**—pp. 290–297	5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
11♦6 Capacity and Weight—TE pp. 884–890	**Lesson 5** **Powers of 10: Use Patterns and Whole-Number Exponents**—pp. 48–55	5.NBT.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.
		** Lesson includes content related to: 5.OA.1, 5.MD.1
11♦7 Surface Area—TE pp. 891–894	**Lesson 15** **Add and Subtract Fractions with Unlike Denominators**—pp. 134–141	5.NF.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

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Unit 11
Volume

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
			– continued from previous page –
			equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
		**	Lesson includes content related to: 5.NF.2, 5.NF.7c, 5.MD.5a, 5.MD.5c

Unit 12
Probability, Ratios, and Rates

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
12♦1 Factor Trees—TE pp. 914–919		*	***Not correlated to Grade 5 Common Core standards.***
		**	Lesson includes content related to: 5.NF.7a, 5.NF.7b, 5.NF.7c
12♦2 Choices, Tree Diagrams, and Probability—TE pp. 920–925		*	***Not correlated to Grade 5 Common Core standards.***
		**	Lesson includes content related to: 5.NBT.7
12♦3 American Tour: Ratio Exploration—TE pp. 926–930	**Lesson 22 Divide Unit Fractions by Whole Numbers**—pp. 190–197	5.NF.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

Unit 12
Probability, Ratios, and Rates

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 23 **Divide Whole Numbers by Unit Fractions**—pp. 198–205	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*
		**	Lesson includes content related to: 5.NF.7c
12♦4 Ratios of Parts to Wholes—TE pp. 931–935		*	***Not correlated to Grade 5 Common Core standards.***
12♦5 Number Models for Ratio Number Stories—TE pp. 936–941	**Lesson 22** **Divide Unit Fractions by Whole Numbers**—pp. 190–197	5.NF.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*
	Lesson 23 **Divide Whole Numbers by Unit Fractions**—pp. 198–205	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*
	Lesson 24 **Problem Solving: Divide Unit Fractions and Whole Numbers**—pp. 206–213	5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

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Unit 12
Probability, Ratios, and Rates

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
		– continued from previous page – *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*
12♦6 Finding Your Heart Rate—TE pp. 942–945		* ***Not correlated to Grade 5 Common Core standards.***
12♦7 Collecting, Graphing, and Interpreting Data—TE pp. 946–951		* ***Not correlated to Grade 5 Common Core standards.***
		** Lesson includes content related to: 5.NBT.4
12♦8 Finding Your Cardiac Output—TE pp. 952–956	**Lesson 34 Understand Points on the Coordinate Plane**—pp. 304–311	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

Projects

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5
1 The Sieve of Eratosthenes—TE pp. 440–442, xxx–951		* ***Not correlated to Grade 5 Common Core standards.***
2 Deficient, Abundant, and Perfect Numbers—TE pp. 443–445, 952–955		* ***Not correlated to Grade 5 Common Core standards.***

Projects

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
				**	Lesson includes content related to: 5.OA.1
3	An Ancient Multiplication Algorithm—TE pp. 446–448, 956–958			*	***Not correlated to Grade 5 Common Core standards.***
4	"Magic" Computation Tricks—TE pp. 449–452, 959–963			*	***Not correlated to Grade 5 Common Core standards.***
5	How Would You Spend $1,000,000?—TE pp. 453–455, 964–966			*	***Not correlated to Grade 5 Common Core standards.***
6	Sports Areas—TE pp. 456–458, 967–971	**Lesson 25**	**Convert Customary Measurement Units**—pp. 226–233	5.MD.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.
		Lesson 26	**Convert Metric Measurement Units**—pp. 234–241		
7	Polygon Areas and Pick's Formula—TE pp. 459–461, 972–975			*	***Not correlated to Grade 5 Common Core standards.***
				**	Lesson includes content related to: 5.OA.1
8	Pendulums—TE pp. 462–466, 972–975	**Lesson 35**	**Graph Points to Represent Problem Situations**—pp. 312–319	5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
9	Adding Volumes of Solid Figures—TE pp. 466A–466D, 972–975	**Lesson 28**	**Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
		Lesson 28	**Understand Concepts of Volume Measurement**—pp. 250–257	5.MD.3b	A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
		Lesson 29	**Measure Volume**—pp. 258–265	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Projects

Everyday Mathematics, Grade 5	Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
	Lesson 32 **Problem Solving: Apply Volume Formulas for Prisms**—pp. 282–289	5.MD.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
	Lesson 33 **Problem Solving: Decompose Figures to Find Volume**—pp. 290–297	5.MD.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
		**	Lesson includes content related to: 5.MD.5a

Algorithm Projects

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5	Common Core State Standards for Mathematics, Grade 5	
1	U.S. Traditional Addition—TE pp. A1–A5		*	***Not correlated to Grade 5 Common Core standards.***
2	U.S. Traditional Addition: Decimals—TE pp. A6–A10	**Lesson 12** **Add and Subtract Decimals to Hundredths**—pp. 104–111	5.NBT.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.
3	U.S. Traditional Subtraction—TE pp. A11–A15		*	***Not correlated to Grade 5 Common Core standards.***
4	U.S. Traditional Subtraction: Decimals—TE pp. A16–A21	**Lesson 12** **Add and Subtract Decimals to Hundredths**—pp. 104–111	5.NBT.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.

Algorithm Projects

Everyday Mathematics, Grade 5		Common Core Progress Mathematics, Grade 5		Common Core State Standards for Mathematics, Grade 5	
5	U.S. Traditional Multiplication—TE pp. A22–A26	**Lesson 9**	**Multiply Fluently with Multi-Digit Numbers**—pp. 80–87	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
6	U.S. Traditional Multiplication: Decimals—TE pp. A26–A30	**Lesson 9**	**Multiply Fluently with Multi-Digit Numbers**—pp. 80–87	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
		Lesson 13	**Multiply Decimals to Hundredths**—pp. 112–119	5.NBT.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.
7	U.S. Traditional Long Division—TE pp. A31–A39	**Lesson 10**	**Divide Whole Numbers: Use Place Value Strategies**—pp. 88–95	5.NBT.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.
		Lesson 11	**Divide Whole Numbers: Use Properties of Operations**—pp. 96–103		
8	U.S. Traditional Long Division with Decimal Dividends—TE pp. A40–A45	**Lesson 14**	**Divide Decimals to Hundredths**—pp. 120–127	5.NBT.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.