

**CORRELATION OF LEVELED MATH READERS® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATHEMATICS GRADES K-2**

KINDERGARTEN	LEVELED MATH READER A-D
<p>K.CC Counting and Cardinality K.CC.A.1 Count to 100 by ones and by tens.</p>	<p>See outside the Guided Reading Level range: H: Fifty Little Penguins: Teacher’s Guide p. 78-79 L: The 100th Day Party: Teacher’s Guide p. 108-109</p>
<p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>Students count forward in activities in the Teacher’s Guide p. 54, 55 See outside the Guided Reading Level range: F: 10 Sleepy Dinosaurs: Teacher’s Guide p. 66-67 H: Fifty Little Penguins: Teacher’s Guide p. 78-79</p>
<p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>Students write numbers in activities in the Teacher’s Guide p.12, 52, 53, 54, 55 See outside the Guided Reading Level range: F: 10 Sleepy Dinosaurs: Teacher’s Guide p. 66-67 H: I Can Write Numbers!: Teacher’s Guide p. 82-83</p>
<p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p>Students count objects in activities in the Teacher’s Guide p. 34, 38, 42, 44, 45, 48, 49, 50 B: One: Teacher’s Guide p. 12-13 B: Two: Teacher’s Guide p. 14-15 B: Three: Teacher’s Guide p. 16-17 B: Four: Teacher’s Guide p. 18-19 B: Five: Teacher’s Guide p. 20-21 B: Six: Teacher’s Guide p. 22-23 B: Seven: Teacher’s Guide p. 24-25 B: Eight: Teacher’s Guide p. 26 B: Nine: Teacher’s Guide p. 28-29 B: Ten: Teacher’s Guide p. 30-31 B: Spot the Square: Teacher’s Guide p. 36-37 D: The Biggest Shoe: Teacher’s Guide p. 50-51 D: My New Piggy Bank: Teacher’s Guide p. 54-55</p>
<p>K.CC.B.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>Students count objects in activities in the Teacher’s Guide p. 34, 38, 42, 44, 45, 48, 49, 50 B: One: Teacher’s Guide p. 12-13 B: Two: Teacher’s Guide p. 14-15 B: Three: Teacher’s Guide p. 16-17 B: Four: Teacher’s Guide p. 18-19 B: Five: Teacher’s Guide p. 20-21 B: Six: Teacher’s Guide p. 22-23 B: Seven: Teacher’s Guide p. 24-25 B: Eight: Teacher’s Guide p. 26 B: Nine: Teacher’s Guide p. 28-29 B: Ten: Teacher’s Guide p. 30-31 B: Spot the Square: Teacher’s Guide p. 36-37 D: The Biggest Shoe: Teacher’s Guide p. 50-51 D: My New Piggy Bank: Teacher’s Guide p. 54-55</p>
<p>K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Students count objects in activities in the Teacher’s Guide p. 34, 38, 42, 44, 45, 48, 49, 50 B: One: Teacher’s Guide p. 12-13 B: Two: Teacher’s Guide p. 14-15 B: Three: Teacher’s Guide p. 16-17</p>

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	B: Four: Teacher's Guide p. 18-19 B: Five: Teacher's Guide p. 20-21 B: Six: Teacher's Guide p. 22-23 B: Seven: Teacher's Guide p. 24-25 B: Eight: Teacher's Guide p. 26 B: Nine: Teacher's Guide p. 28-29 B: Ten: Teacher's Guide p. 30-31 B: Spot the Square: Teacher's Guide p. 36-37 D: The Biggest Shoe: Teacher's Guide p. 50-51 D: My New Piggy Bank: Teacher's Guide p. 54-55
K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.	Students count objects in activities in the Teacher's Guide p. 34, 38, 42, 44, 45, 48, 49, 50 B: One: Teacher's Guide p. 12-13 B: Two: Teacher's Guide p. 14-15 B: Three: Teacher's Guide p. 16-17 B: Four: Teacher's Guide p. 18-19 B: Five: Teacher's Guide p. 20-21 B: Six: Teacher's Guide p. 22-23 B: Seven: Teacher's Guide p. 24-25 B: Eight: Teacher's Guide p. 26-27 B: Nine: Teacher's Guide p. 28-29 B: Ten: Teacher's Guide p. 30-31 B: Spot the Square: Teacher's Guide p. 36-37 D: The Biggest Shoe: Teacher's Guide p. 50-51 D: My New Piggy Bank: Teacher's Guide p. 54-55 See outside the Guided Reading Level range: F: 10 Sleepy Dinosaurs: Teacher's Guide p. 66-67
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration	Students count objects in the text and other activities in the Teacher's Guide p. 12, 13, 14, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, 30, 34, 38, 48, 49, 50, 54, 55 B: Spot the Square: Teacher's Guide p. 36-37 D: The Biggest Shoe: Teacher's Guide p. 50-51 See outside the Guided Reading Level range: G: Ants A-Plenty!: Teacher's Guide p. 70-71 H: Sam's Pizza Spot: Teacher's Guide p. 88
K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Students compare numbers of objects in activities in the Teacher's Guide p. 18, 26 B: Spot the Square D: The Biggest Shoe: Teacher's Guide p. 50-51
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	Students choose the correct written numeral in activities in the Teacher's Guide p. 12, 13, 18, 19, 26, 27, 28, 29, 30, 31 See outside the Guided Reading Level range: F: 10 Sleepy Dinosaurs: Teacher's Guide p. 66-67 H: I Can Write Numbers!: Teacher's Guide p. 82-83
K.OA Operations and Algebraic Thinking K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Students represent addition and subtraction in activities in the Teacher's Guide p. 18, 20, 22, 23, 24, 26, 30 See outside the Guided Reading Level range: F: 10 Sleepy Dinosaurs: Teacher's Guide p. 66-67 H: Ten Racing Rats: Teacher's Guide p. 76-77

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KINDERGARTEN	LEVELED MATH READER A-D
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Students solve addition and subtraction word problems in activities in the Teacher’s Guide p. 18, 20, 22, 23, 24, 25, 26, 28, 30 See outside the Guided Reading Level range: H: Ten Racing Rats: Teacher’s Guide p. 76-77
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Students decompose numbers into pairs in activities in the Teacher’s Guide p. 22, 23 B: Eight: Teacher’s Guide p. 26 B: Nine B: Ten See outside the Guided Reading Level range: H: Ten Racing Rats: Teacher’s Guide p. 76-77
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number	B: Ten See outside the Guided Reading Level range: H: Ten Racing Rats: Teacher’s Guide p. 76-77
K.OA.A.5 Fluently add and subtract within 5.	Students add and subtract within 5 in activities in the Teacher’s Guide p. 18, 20
K.NBT Number and Operations in Base Ten K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones	N/A
K.MD Measurement and Data K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Students describe attributes in activities in the Teacher’s Guide p. 44, 46, 50 A: Full or Empty: Teacher’s Guide p. 6-7 A: Heavy or Light: Teacher’s Guide p. 8-9 A: Short or Long: Teacher’s Guide p. 10-11 B: Nine C: What Comes Next?: Teacher’s Guide p. 40 C: Which One Does Not Belong?: Teacher’s Guide p. 42-43 D: Cylinder: Teacher’s Guide p. 48 D: The Biggest Shoe: Teacher’s Guide p. 50-51 See outside the Guided Reading Level range: H: Summer Fun!: Teacher’s Guide p. 90-91
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.	Students compare attributes in activities in the Teacher’s Guide p. 34, 36, 42, 46, 50 A: Full or Empty: Teacher’s Guide p. 6-7 A: Heavy or Light: Teacher’s Guide p. 8-9 A: Short or Long: Teacher’s Guide p. 10-11 B: Eight B: Spot the Triangle C: What Comes Next?: Teacher’s Guide p. 40 D: Cylinder: Teacher’s Guide p. 48 D: The Biggest Shoe: Teacher’s Guide p. 50-51 See outside the Guided Reading Level range: H: Summer Fun!: Teacher’s Guide p. 90-91
K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Students sort objects into categories in activities in the Teacher’s Guide p. 7, 8, 9, 10, 11, 32, 34, 50, 51 B: Spot the Square: Teacher’s Guide p. 36-37 B: Spot the Triangle

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	<p>C: Which One Does Not Belong?: Teacher’s Guide p. 42-43 See outside the Guided Reading Level range: H: Sam’s Pizza Spot: Teacher’s Guide p. 88 J: What a Mess!: Teacher’s Guide p. 100-101</p>
<p>K.G Geometry K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	<p>B: Spot the Circle: Teacher’s Guide p. 32 B: Spot the Rectangle: Teacher’s Guide p. 34 B: Spot the Square: Teacher’s Guide p. 36 B: Spot the Triangle: Teacher’s Guide p. 38 D: Cone: Teacher’s Guide p. 44 D: Cube: Teacher’s Guide p. 46-47 D: Cylinder: Teacher’s Guide p. 48-49 D: Sphere: Teacher’s Guide p. 50 See outside the Guided Reading Level range: I: Shape Detective: Teacher’s Guide p. 92-93</p>
<p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p>	<p>B: Spot the Circle: Teacher’s Guide p. 32 B: Spot the Rectangle: Teacher’s Guide p. 34 B: Spot the Square: Teacher’s Guide p. 36 B: Spot the Triangle: Teacher’s Guide p. 38 D: Cone: Teacher’s Guide p. 44 D: Cube: Teacher’s Guide p. 46 D: Cylinder: Teacher’s Guide p. 48-49 D: Sphere: Teacher’s Guide p. 50-51 See outside the Guided Reading Level range: I: Shape Detective: Teacher’s Guide p. 92-93</p>
<p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).</p>	<p>B: Spot the Circle: Teacher’s Guide p. 32 D: Cone: Teacher’s Guide p. 44 D: Cube: Teacher’s Guide p. 46 D: Cylinder: Teacher’s Guide p. 48 D: Sphere: Teacher’s Guide p. 50 See outside the Guided Reading Level range: I: Shape Detective: Teacher’s Guide p. 92-93</p>
<p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</p>	<p>B: Spot the Circle: Teacher’s Guide p. 32 B: Spot the Rectangle: Teacher’s Guide p. 34 B: Spot the Square: Teacher’s Guide p. 36 B: Spot the Triangle: Teacher’s Guide p. 38 D: Cone: Teacher’s Guide p. 44 D: Cube: Teacher’s Guide p. 46 D: Cylinder: Teacher’s Guide p. 48-49 D: Sphere: Teacher’s Guide p. 50-51 See outside the Guided Reading Level range: I: Shape Detective: Teacher’s Guide p. 92-93</p>
<p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>B: Spot the Circle: Teacher’s Guide p. 32 B: Spot the Rectangle: Teacher’s Guide p. 34 B: Spot the Square: Teacher’s Guide p. 36 B: Spot the Triangle: Teacher’s Guide p. 38 D: Cone: Teacher’s Guide p. 44 D: Cube: Teacher’s Guide p. 46-47 D: Cylinder: Teacher’s Guide p. 48-49 D: Sphere: Teacher’s Guide p. 50</p>

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KINDERGARTEN	LEVELED MATH READER A-D
K.G.B.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Students use smaller shapes to form larger shapes in activities in the Teacher’s Guide p. 34, 36, 44, 48, 49, 50 B: Spot the Triangle: Teacher’s Guide p. 38 D: Cube: Teacher’s Guide p. 46-47

GRADE 1	LEVELED MATH READER A-I
1.OA Operations and Algebraic Thinking 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions	Students solve addition and subtraction word problems in activities in the Teacher’s Guide p. 18, 20, 22, 23, 24, 25, 26, 28, 30 E: Froggy Song: Teacher’s Guide p. 56 E: Mitten Count!: Teacher’s Guide p. 62-63 G: Bake Sale: Teacher’s Guide p. 72-73 H: Ten Racing Rats: Teacher’s Guide p. 76 I: Will You Dance With Me?: Teacher’s Guide p. 94-95 See outside the Guided Reading Level range: J: Bev’s Birthday Party!: Teacher’s Guide p. 96-97
1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20	E: Mitten Count!: Teacher’s Guide p. 62-63 G: Bake Sale: Teacher’s Guide p. 72-73 I: Will You Dance With Me?: Teacher’s Guide p. 94
1.OA.B.3 Apply properties of operations as strategies to add and subtract. (Commutative and Associative properties of addition)	H: Ten Racing Rats: Teacher’s Guide p. 76 I: Will You Dance With Me?: Teacher’s Guide p. 94-95
1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	Students solve unknown-addend problems in activities in the Teacher’s Guide p. 20, 28 B: Six: Teacher’s Guide p. 22 B: Eight B: Ten G: Bake Sale: Teacher’s Guide p. 72-73 H: Ten Racing Rats: Teacher’s Guide p. 76-77 See outside the Guided Reading Level range: J: Bev’s Birthday Party!: Teacher’s Guide p. 96-97
1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Students relate counting to addition in activities in the Teacher’s Guide p. 18, 20, 24, 25, 28, 62, 63 B: Six: Teacher’s Guide p. 22-23 B: Eight: Teacher’s Guide p. 26 B: Ten: Teacher’s Guide p. 30 E: Froggy Song: Teacher’s Guide p. 56-57 F: 10 Sleepy Dinosaurs: Teacher’s Guide p. 66-67 G: Ants A-Plenty!: Teacher’s Guide p. 70-71 G: Bake Sale: Teacher’s Guide p. 72-73 H: Ten Racing Rats: Teacher’s Guide p. 76-77 H: Good Guess!: Teacher’s Guide p. 80-81 I: Will You Dance With Me?: Teacher’s Guide p. 94-95
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	Students solve addition and subtraction word problems in activities in the Teacher’s Guide p. 18, 20, 24, 25, 28, 30 B: Six: Teacher’s Guide p. 22-23 B: Eight: Teacher’s Guide p. 26 B: Ten: Teacher’s Guide p. 30

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GRADE 1	LEVELED MATH READER A-I
	E: Froggy Song: Teacher’s Guide p. 56 E: Mitten Count!: Teacher’s Guide p. 62-63 G: Ants A-Plenty!: Teacher’s Guide p. 70 G: Bake Sale: Teacher’s Guide p. 72-73 H: Ten Racing Rats: Teacher’s Guide p. 76-77 I: Will You Dance With Me?: Teacher’s Guide p. 94-95 See outside the Guided Reading Level range: J: Bev’s Birthday Party!: Teacher’s Guide p. 96-97
1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	Students use the equal sign in activities in the Teacher’s Guide p. 56, 62, 63 H: Ten Racing Rats: Teacher’s Guide p. 76 I: Will You Dance With Me?: Teacher’s Guide p. 94-95 See outside the Guided Reading Level range: J: Bev’s Birthday Party!: Teacher’s Guide p. 96-97
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	H: Ten Racing Rats: Teacher’s Guide p. 76-77 I: Will You Dance With Me?: Teacher’s Guide p. 94-95 See outside the Guided Reading Level range: J: Bev’s Birthday Party!: Teacher’s Guide p. 96-97
1.NBT Number and Operations in Base Ten 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	E: Froggy Song: Teacher’s Guide p. 56 H: Fifty Little Penguins: Teacher’s Guide p. 78-79 H: Good Guess!: Teacher’s Guide p. 80-81
1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	H: Fifty Little Penguins: Teacher’s Guide p. 78-79
1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”	H: Fifty Little Penguins: Teacher’s Guide p. 78-79
1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	N/A
1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	H: Fifty Little Penguins: Teacher’s Guide p. 78-79
1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	N/A
1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10	E: Froggy Song: Teacher’s Guide p. 56 I: Will You Dance With Me?: Teacher’s Guide p. 94-95
1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	H: Fifty Little Penguins: Teacher’s Guide p. 78-79
1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences)	Students subtract multiples of 10 in activities in the Teacher’s Guide p. 78, 79
1.MD Measurement and Data 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	D: The Biggest Shoe: Teacher’s Guide p. 50-51 E: In the Jungle: Teacher’s Guide p. 58 H: Inch by Inch: Teacher’s Guide p. 84-85
1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;	D: The Biggest Shoe: Teacher’s Guide p. 50-51 E: In the Jungle: Teacher’s Guide p. 58 H: Inch by Inch: Teacher’s Guide p. 84-85
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	E: Marvin’s Busy Day: Teacher’s Guide p. 60-61

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GRADE 1	LEVELED MATH READER A-I
	K: I Hate to Be Late!: Teacher's Guide p. 102
1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Students organize, represent and compare data in activities in the Teacher's Guide p. 18, 22, 26, 50, 51, 60 B: Five B: Seven B: Nine B: Spot the Square B: Spot the Triangle C: Which One Does Not Belong? E: Mitten Count! F: 10 Sleepy Dinosaurs G: Ants A-Plenty!: Teacher's Guide p. 70-71 G: Simply Symmetry H: Fifty Little Penguins H: Inch by Inch H: Sam's Pizza Spot: Teacher's Guide p. 88 H: Summer Fun!: Teacher's Guide p. 90-91 I: Shape Detective I: Will You Dance With Me?: Teacher's Guide p. 94
1.G Geometry 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size)	B: Spot the Circle: Teacher's Guide p. 32 B: Spot the Rectangle: Teacher's Guide p. 34 B: Spot the Square: Teacher's Guide p. 36 B: Spot the Triangle: Teacher's Guide p. 38 D: Cone: Teacher's Guide p. 44 D: Cube: Teacher's Guide p. 46 D: Cylinder: Teacher's Guide p. 48-49 D: Sphere: Teacher's Guide p. 50-51 I: Shape Detective: Teacher's Guide p. 92-93 See outside the Guided Reading Level range: J: What a Mess!: Teacher's Guide p. 100 L: Food Festival!: Teacher's Guide p. 114-115
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, etc.) or three-dimensional shapes (cubes, right rectangular prism, etc.) to create a composite shape, and compose new shapes from the composite shape.	Students create composite shapes in activities in the Teacher's Guide p. 34, 36, 44, 48, 49, 50 B: Spot the Triangle: Teacher's Guide p. 38-39 D: Cube: Teacher's Guide p. 46-47
1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> .	See outside the Guided Reading Level range: L: Dinner's Ready!: Teacher's Guide p. 112-113

GRADE 2	LEVELED MATH READER E-N
2.OA Operations and Algebraic Thinking 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions	Students add and subtract to solve problems in activities in the Teacher's Guide p. 122, 123 E: Froggy Song: Teacher's Guide p. 56 I: Will You Dance With Me?: Teacher's Guide p. 94-95 J: Bev's Birthday Party!: Teacher's Guide p. 96-97 J: Go Away!: Teacher's Guide p. 98 K: There Was an Old Lady: Teacher's Guide p. 104 L: The Ants Go Marching!: Teacher's Guide p. 110 L: Ram's Caps: Teacher's Guide p. 116

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GRADE 2	LEVELED MATH READER E-N
	M: A Good Day at the Garage Sales!: Teacher’s Guide p. 118-119 M: Sports Day: Teacher’s Guide p. 120 M: Too Much Noise!: Teacher’s Guide p. 124-125
2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Students add and subtract using mental strategies in activities in the Teacher’s Guide p. 122, 123 E: Froggy Song: Teacher’s Guide p. 56 E: Mitten Count!: Teacher’s Guide p. 62-63 G: Ants A-Plenty!: Teacher’s Guide p. 70-71 G: Bake Sale: Teacher’s Guide p. 72-73 I: Will You Dance With Me?: Teacher’s Guide p. 94-95 J: Bev’s Birthday Party!: Teacher’s Guide p. 96-97 J: Go Away!: Teacher’s Guide p. 98 L: Ram’s Caps: Teacher’s Guide p. 116 M: Sports Day: Teacher’s Guide p. 120 M: Too Much Noise!: Teacher’s Guide p. 124-125
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	E: Odd or Even?: Teacher’s Guide p. 64-65
2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	G: Ants A-Plenty!: Teacher’s Guide p. 70 H: Good Guess!: Teacher’s Guide p. 80-81 J: Go Away!: Teacher’s Guide p. 98 L: The Ants Go Marching!: Teacher’s Guide p. 110 L: Ram’s Caps: Teacher’s Guide p. 116
2.NBT Number and Operations in Base Ten 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	L: The 100 th Day Party: Teacher’s Guide p. 108-109 L: The Ants Go Marching!: Teacher’s Guide p. 110
2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”	L: The 100 th Day Party: Teacher’s Guide p. 108-109 L: The Ants Go Marching!: Teacher’s Guide p. 110
2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	N/A
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	E: Froggy Song: Teacher’s Guide p. 56-57 L: The 100 th Day Party: Teacher’s Guide p. 108-109 L: Ram’s Caps: Teacher’s Guide p. 116 M: A Good Day at the Garage Sales!: Teacher’s Guide p. 118-119
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	N/A
2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	N/A
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Students add and subtract in activities in the Teacher’s Guide p. 122, 123 I: Will You Dance With Me?: Teacher’s Guide p. 94-95 L: The Ants Go Marching!: Teacher’s Guide p. 110 L: Ram’s Caps: Teacher’s Guide p. 116 M: A Good Day at the Garage Sales!: Teacher’s Guide p. 118-

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GRADE 2	LEVELED MATH READER E-N
	119 M: Sports Day: Teacher’s Guide p. 120 M: Too Much Noise!: Teacher’s Guide p. 124-125
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	M: A Good Day at the Garage Sales!: Teacher’s Guide p. 118-119 M: Too Much Noise!: Teacher’s Guide p. 124-125
2.NBT.B.7 Add and subtract within 1000, 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.	K: There Was an Old Lady: Teacher’s Guide p. 104
2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	N/A
2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	N/A
2.MD Measurement and Data 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Students measure objects using rulers in activities in the Teacher’s Guide p. 52 E: In the Jungle: Teacher’s Guide p. 58 H: Inch by Inch: Teacher’s Guide p. 84-85 M: Sports Day: Teacher’s Guide p. 120
2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Students measure objects using rulers in activities in the Teacher’s Guide p. 52 H: Inch by Inch: Teacher’s Guide p. 84
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Students estimate length in activities in the Teacher’s Guide p. 58 H: Inch by Inch: Teacher’s Guide p. 84 M: Sports Day: Teacher’s Guide p. 120
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Students measure objects using rulers in activities in the Teacher’s Guide p. 52 H: Inch by Inch: Teacher’s Guide p. 84 E: In the Jungle: Teacher’s Guide p. 58 M: Sports Day: Teacher’s Guide p. 120
2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units	M: Sports Day: Teacher’s Guide p. 120
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Students use number lines in activities in the Teacher’s Guide p. 26, 27, 30, 31, 54, 56, 66, 67, 72, 78, 79, 80, 94, 95, 96, 98, 99, 124, 125 E: Mitten Count!: Teacher’s Guide p. 62 E: Odd or Even?: Teacher’s Guide p. 64-65
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	K: I Hate to Be Late!: Teacher’s Guide p. 102-103
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	Students solve problems with money in activities in the Teacher’s Guide p. 54, 55 G: Bake Sale: Teacher’s Guide p. 72-73 M: A Good Day at the Garage Sales!: Teacher’s Guide p. 118-119

**CORRELATION OF LEVELED MATH READERS® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATHEMATICS GRADES K-2**

GRADE 2	LEVELED MATH READER E-N
2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.	H: Inch by Inch E: In the Jungle: Teacher’s Guide p. 58 M: Sports Day: Teacher’s Guide p. 120
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.	H: Inch by Inch H: Sam’s Pizza Spot: Teacher’s Guide p. 88-89 I: Will You Dance With Me? J: Bev’s Birthday Party! J: What a Mess! K: I Hate to Be Late! L: Food Festival! L: Ram’s Caps M: Teacher’s Pet: Teacher’s Guide p. 122-123 M: Too Much Noise!
2.G Geometry 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	H: Sam’s Pizza Spot: Teacher’s Guide p. 88 I: Shape Detective: Teacher’s Guide p. 92-93 L: Food Festival!: Teacher’s Guide p. 114-115
2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	N/A
2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.	K: I Hate to Be Late!: Teacher’s Guide p. 102-103 L: Dinner’s Ready!: Teacher’s Guide p. 112-113

**CORRELATION OF LEVELED MATH READERS® GRADES 3-5 (LEVELS L-W) TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATH GRADES 3-5**

GRADE 3	LEVELED MATH READERS L-Q
<p>3. OA Operations and Algebraic Thinking 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p>	<p>Students interpret products of whole numbers in activities in the Teacher's Guide p. 20 L: Growing a Business: Teacher's Guide p. 4 M: Wild and Weird Record Breakers: Teacher's Guide p. 6-7 O: Foods: Teacher's Guide p. 16 O: Too Many Cooks: Teacher's Guide p. 14 Q: A Tiling Tale: Teacher's Guide p. 30-31</p>
<p>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p>	<p>Students divide to find partitions in activities the Teacher's Guide p. 4, 20 M: Wild and Weird Record Breakers: Teacher's Guide p. 6-7 O: Too Many Cooks: Teacher's Guide p. 14 Q: A Tiling Tale: Teacher's Guide p. 30-31</p>
<p>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Students use multiplication within 100 in activities in the Teacher's Guide p. 20 L: Growing a Business: Teacher's Guide p. 4 M: Wild and Weird Record Breakers: Teacher's Guide p. 6-7 O: Too Many Cooks: Teacher's Guide p. 14 Q: A Tiling Tale: Teacher's Guide p. 30-31</p>
<p>3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i></p>	<p>L: Growing a Business: Teacher's Guide p. 4-5 M: Wild and Weird Record Breakers: Teacher's Guide p. 6-7 P: Dogs Can Fly: Teacher's Guide p. 20 Q: Forest for the Trees: Teacher's Guide p. 28 Q: A Tiling Tale: Teacher's Guide p. 30-31</p>
<p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>	<p>O: Zoo Foods: Teacher's Guide p. 16 P: Dogs Can Fly: Teacher's Guide p. 20</p>
<p>3.OA.B.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>	<p>Students solve unknown-factor problems in activities in the Teacher's Guide p. 18, 31</p>
<p>3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>Students review multiplication and division facts in activities in the Teacher's Guide p. 5 M: Wild and Weird Record Breakers: Teacher's Guide p. 6-7 P: Dogs Can Fly: Teacher's Guide p. 20 O: Too Many Cooks: Teacher's Guide p. 14 Q: Forest for the Trees: Teacher's Guide p. 28 Q: A Tiling Tale: Teacher's Guide p. 30-31</p>
<p>3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>M: Wild and Weird Record Breakers: Teacher's Guide p. 6-7 O: Zoo Foods: Teacher's Guide p. 16 O: Making a Big Change: Teacher's Guide p. 12-13 O: Too Many Cooks: Teacher's Guide p. 14 P: Against the Clock: Teacher's Guide p. 18 P: Dogs Can Fly: Teacher's Guide p. 20-21 P: The Lions' Share: Teacher's Guide p. 22 Q: Bidding Battles!: Teacher's Guide p. 24 Q: The Biggest Fish: Teacher's Guide p. 26-27 Q: Forest for the Trees: Teacher's Guide p. 28 Q: A Tiling Tale: Teacher's Guide p. 30-31</p>

**CORRELATION OF LEVELED MATH READERS® GRADES 3-5 (LEVELS L-W) TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATH GRADES 3-5**

GRADE 3	LEVELED MATH READERS L-Q
3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Students find a pattern in a counting activity in the Teacher's Guide p. 8 R: Number Patterns: Teacher's Guide p. 34-35
3.NBT Number and Operations in Base Ten 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Q: Bidding Battles!: Teacher's Guide p. 24
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Students add and subtract within 1000 in activities in the Teacher's Guide p. 18, 19, 20, 21 P: The Lions' Share: Teacher's Guide p. 22
3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Students multiply single digit numbers by 10 in the Teacher's Guide p. 6, 14 P: Dogs Can Fly: Teacher's Guide p. 20
3.NF Number and Operations—Fractions 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts understand a fraction a/b as the quantity formed by a parts of size $1/b$.	N: Count Your Chickens!: Teacher's Guide p. 8-9 N: Pizza Party!: Teacher's Guide p. 10-11 O: Too Many Cooks: Teacher's Guide p. 14 Q: Forest for the Trees: Teacher's Guide p. 28
3.NF.A.2 Understand a fraction as a number on the number line represent fractions on a number line diagram.	Students review fractions on the number line in activities in the Teacher's Guide p. 14
3.NF.A.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	Students review fractions on the number line in activities in the Teacher's Guide p. 14
3.NF.A.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Students review fractions on the number line in activities in the Teacher's Guide p. 14
3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	N: Count Your Chickens!: Teacher's Guide p. 8 N: Pizza Party!: Teacher's Guide p. 10 Q: Forest for the Trees: Teacher's Guide p. 28
3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	N: Pizza Party!: Teacher's Guide p. 10-11
3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	N: Count Your Chickens!: Teacher's Guide p. 8 N: Pizza Party!: Teacher's Guide p. 10-11 Q: Forest for the Trees: Teacher's Guide p. 28
3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$ recognize that $6/1 = 6$ locate $4/4$ and 1 at the same point of a number line diagram.	N/A
3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	N: Count Your Chickens!: Teacher's Guide p. 8 N: Pizza Party!: Teacher's Guide p. 10
3.MD Measurement and Data 3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	P: Dogs Can Fly: Teacher's Guide p. 20 See outside the Guided Reading Level Range: R: Tracking Trains: Teacher's Guide p. 38-39

**CORRELATION OF LEVELED MATH READERS® GRADES 3-5 (LEVELS L-W) TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATH GRADES 3-5**

GRADE 3	LEVELED MATH READERS L-Q
3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	M: Wild and Weird Record Breakers: Teacher’s Guide p.6-7 O: Too Many Cooks: Teacher’s Guide p. 14-15 Q: The Biggest Fish: Teacher’s Guide p. 26-27
3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Students construct bar graphs in various activities in the Teacher’s Guide p. 6, 26 P: The Lions’ Share: Teacher’s Guide p. 22-23 Q: Forest for the Trees: Teacher’s Guide p. 28 Q: Weather Watch: Teacher’s Guide p. 32 See outside the Guided Reading Level Range: S: Tracking Predators and Prey: Teacher’s Guide p. 44-45
3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	N/A
3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	Students investigate area in activities in the Teacher’s Guide p. 20, 54 Q: A Tiling Tale: Teacher’s Guide p. 30-31
3.MD.C.5a A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	Q: A Tiling Tale: Teacher’s Guide p. 30-31
3.MD.C.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Q: A Tiling Tale: Teacher’s Guide p. 30-31
3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Q: A Tiling Tale: Teacher’s Guide p. 30-31
3.MD.C.7 Relate area to the operations of multiplication and addition.	Students investigate area in activities in the Teacher’s Guide p. 20, 54 Q: A Tiling Tale: Teacher’s Guide p. 30-31
3.MD.C.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Q: A Tiling Tale: Teacher’s Guide p. 30-31
3.MD.C.7b Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Students investigate area in activities in the Teacher’s Guide p. 20 Q: A Tiling Tale: Teacher’s Guide p. 30-31
3.MD.C.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	N/A
3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	N/A
3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	N/A
3.G Geometry 3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60

**CORRELATION OF LEVELED MATH READERS® GRADES 3-5 (LEVELS L-W) TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATH GRADES 3-5**

GRADE 3	LEVELED MATH READERS L-Q
<p>3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p>	<p>Students partition shapes to show fractions in activities in the Teacher’s Guide p. 29 N: Pizza Party!: Teacher’s Guide p. 10-11</p>
GRADE 4	LEVELED MATH READERS M-T
<p>4.OA Operations and Algebraic Thinking 4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<p>Students investigate multiplication in activities in the Teacher’s Guide p. 20 M: Wild and Weird Record Breakers: Teacher’s Guide p. 6-7 O: Too Many Cooks: Teacher’s Guide p. 14 Q: A Tiling Tale: Teacher’s Guide p. 30-31 R: Number Patterns: Teacher’s Guide p. 34 R: Think Outside the Box: Teacher’s Guide p. 36-37 R: Tracking Trains: Teacher’s Guide p. 38 S: Costume Party: Teacher’s Guide p. 40 S: X-Treme Sports: Teacher’s Guide p. 46-47 T: Wild Waters: Teacher’s Guide p. 50 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher’s Guide p. 52-53</p>
<p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>Students solve multiplication problems in activities in the Teacher’s Guide p. 20 M: Wild and Weird Record Breakers; Teacher’s Guide p. 6-7 O: Too Many Cooks: Teacher’s Guide p. 14 Q: The Biggest Fish: Teacher’s Guide p. 26 Q: A Tiling Tale: Teacher’s Guide p. 30-31 R: Number Patterns: Teacher’s Guide p. 34 R: Think Outside the Box: Teacher’s Guide p. 36-37 R: Tracking Trains: Teacher’s Guide p. 38 S: Costume Party: Teacher’s Guide p. 40 S: X-Treme Sports: Teacher’s Guide p. 46-47 T: Wild Waters: Teacher’s Guide p. 50 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher’s Guide p. 52-53</p>
<p>4.OA.A.3 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.</p>	<p>Students solve multistep word problems in activities in the Teacher’s Guide p. 6 O: Too Many Cooks: Teacher’s Guide p. 14 O: Zoo Foods: Teacher’s Guide p. 16 P: Against the Clock: Teacher’s Guide p. 18 P: Dogs Can Fly: Teacher’s Guide p. 20-21 Q: Forest for the Trees: Teacher’s Guide p. 28 Q: A Tiling Tale: Teacher’s Guide p. 30-31 R: Number Patterns: Teacher’s Guide p. 34 R: Tracking Trains: Teacher’s Guide p. 38-39 S: X-Treme Sports: Teacher’s Guide p. 46-47 T: Money Matters: Teacher’s Guide p. 48-49 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher’s Guide p. 52 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60</p>

**CORRELATION OF LEVELED MATH READERS® GRADES 3-5 (LEVELS L-W) TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATH GRADES 3-5**

GRADE 4	LEVELED MATH READERS M-T
4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	N/A
4.OA.C.5 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.	R: Number Patterns: Teacher’s Guide p. 34-35 R: Tracking Trains: Teacher’s Guide p. 38 See also outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56 W: Tiles and Tessellations: Teacher’s Guide p. 62-63
4.NBT Number and Operations in Base Ten 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	Q: Bidding Battles!: Teacher’s Guide p. 24-25 R: Think Outside the Box: Teacher’s Guide p. 36-37 T: Money Matters: Teacher’s Guide p. 48
4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Students convert from standard form to number names in activities in the Teacher’s Guide p. 50 Q: Bidding Battles!: Teacher’s Guide p. 24 T: Money Matters: Teacher’s Guide p. 48 See also outside the Guided Reading Level range: V: Space Math: Teacher’s Guide p. 58
4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	Q: Bidding Battles!: Teacher’s Guide p. 24 R: Number Patterns: Teacher’s Guide p. 34 R: Think Outside the Box: Teacher’s Guide p. 36-37 See also outside the Guided Reading Level range: V: Space Math: Teacher’s Guide p. 58
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Students add and subtract multi-digit numbers in various activities in the Teacher’s Guide p. 16, 18, 19, 21, 51 P: The Lions’ Share: Teacher’s Guide p. 22 Q: Forest for the Trees: Teacher’s Guide p. 28 R: Number Patterns: Teacher’s Guide p. 34 S: X-Treme Sports: Teacher’s Guide p. 46-47 See also outside the Guided Reading Level range: V: Space Math: Teacher’s Guide p. 58
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	M: Wild and Weird Record Breakers: Teacher’s Guide p. 6-7 O: Zoo Foods: Teacher’s Guide p. 16 Q: The Biggest Fish: Teacher’s Guide p. 26 Q: Forest for the Trees: Teacher’s Guide p. 28 Q: A Tiling Tale: Teacher’s Guide p. 30-31 S: X-Treme Sports: Teacher’s Guide p. 46-47 T: Wild Waters: Teacher’s Guide p. 50-51 See also outside the Guided Reading Level range: V: Space Math: Teacher’s Guide p. 58 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60
4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Q: Forest for the Trees: Teacher’s Guide p. 28 T: Money Matters: Teacher’s Guide p. 48 See also outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Space Math: Teacher’s Guide p. 58

**CORRELATION OF LEVELED MATH READERS® GRADES 3-5 (LEVELS L-W) TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR MATH GRADES 3-5**

GRADE 4	LEVELED MATH READERS M-T
<p>4.NF Number and Operations—Fractions 4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	<p>Students explore equivalent fractions in an activity in the Teacher’s Guide p. 10 Q: Forest for the Trees: Teacher’s Guide p. 28 T: Money Matters: Teacher’s Guide p. 48-49</p>
<p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>Students compare fractions in activities in the Teacher’s Guide p. 8, 10</p>
<p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p>	<p>N: Count Your Chickens!: Teacher’s Guide p. 8 N: Pizza Party!: Teacher’s Guide p. 10-11 O: Too Many Cooks: Teacher’s Guide p. 14</p>
<p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<p>N: Count Your Chickens!: Teacher’s Guide p. 8-9 N: Pizza Party!: Teacher’s Guide p. 10-11 O: Too Many Cooks: Teacher’s Guide p. 14 Q: Forest for the Trees: Teacher’s Guide p. 28</p>
<p>4.NF.B.3b 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: $3/8 = 1/8 + 1/8 + 1/8$ $3/8 = 1/8 + 2/8$ $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p>	<p>Students explore sums of fractions in activities in the Teacher’s Guide p. 10 N: Count Your Chickens!: Teacher’s Guide p. 8-9</p>
<p>4.NF.B.3c 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.</p>	<p>N/A</p>
<p>4.NF.B.3d 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.</p>	<p>N: Count Your Chickens!: Teacher’s Guide p. 8 N: Pizza Party!: Teacher’s Guide p. 10-11 O: Too Many Cooks: Teacher’s Guide p. 14 Q: Forest for the Trees: Teacher’s Guide p. 28</p>
<p>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	<p>Students multiply fractions by whole numbers in activities in the Teacher’s Guide p. 40 N: Count Your Chickens!: Teacher’s Guide p. 8 N: Pizza Party!: Teacher’s Guide p. 10 O: Zoo Foods: Teacher’s Guide p. 16 O: Too Many Cooks: Teacher’s Guide p. 14 T: Wild Waters: Teacher’s Guide p. 50 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher’s Guide p. 52 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56</p>
<p>4.NF.B.4a Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p>	<p>N: Count Your Chickens!: Teacher’s Guide p. 8 N: Pizza Party!: Teacher’s Guide p. 10-11 O: Zoo Foods: Teacher’s Guide p. 16 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher’s Guide p. 52 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56</p>
<p>4.NF.B.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p>	<p>O: Zoo Foods: Teacher’s Guide p. 16 T: Wild Waters: Teacher’s Guide p. 50</p>

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GRADE 4	LEVELED MATH READERS M-T
4.NF.B.4c 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?	N: Count Your Chickens!: Teacher's Guide p. 8 N: Pizza Party!: Teacher's Guide p. 10 O: Zoo Foods: Teacher's Guide p. 16 O: Too Many Cooks: Teacher's Guide p. 14 T: Wild Waters: Teacher's Guide p. 50 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher's Guide p. 52 V: Nature's Numbers and Patterns: Teacher's Guide p. 56
4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	T: Money Matters: Teacher's Guide p. 48 T: Wild Waters: Teacher's Guide p. 50
4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Q: Forest for the Trees: Teacher's Guide p. 28 S: Costume Party: Teacher's Guide p. 40-41 T: Money Matters: Teacher's Guide p. 48-49 T: Wild Waters: Teacher's Guide p. 50
4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	P: Against the Clock: Teacher's Guide p. 18 S: Costume Party: Teacher's Guide p. 40
4.MD Measurement and Data 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Students convert measurements in activities in the Teacher's Guide p. 6, 7, 16, 17 O: Too Many Cooks: Teacher's Guide p. 14-15 Q: The Biggest Fish: Teacher's Guide p. 26 P: Dogs Can Fly: Teacher's Guide p. 20-21 R: Number Patterns: Teacher's Guide p. 34 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher's Guide p. 52-53 V: Space Math: Teacher's Guide p. 58
4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	M: Wild and Weird Record Breakers: Teacher's Guide p. 6-7 N: Count Your Chickens!: Teacher's Guide p. 8 N: Pizza Party!: Teacher's Guide p. 10 O: Zoo Foods: Teacher's Guide p. 16 O: Making a Big Change: Teacher's Guide p. 12-13 O: Too Many Cooks: Teacher's Guide p. 14 P: Against the Clock: Teacher's Guide p. 18 P: Dogs Can Fly: Teacher's Guide p. 21 Q: Bidding Battles!: Teacher's Guide p. 24 Q: The Biggest Fish: Teacher's Guide p. 26 R: Number Patterns: Teacher's Guide p. 34 R: Think Outside the Box: Teacher's Guide p. 36-37 R: Tracking Trains: Teacher's Guide p. 38-39 S: Costume Party: Teacher's Guide p. 40-41 S: X-Treme Sports: Teacher's Guide p. 46-47 T: Money Matters: Teacher's Guide p. 48-49 T: Wild Waters: Teacher's Guide p. 50-51 See also outside the Guided Reading Level range: U: Bridging the Gap: Teacher's Guide p. 52-53 V: Space Math: Teacher's Guide p. 58-59

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GRADE 4	LEVELED MATH READERS M-T
4.MD.A.3 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.	Students investigate area in activities in the Teacher’s Guide p. 20 Q: A Tiling Tale: Teacher’s Guide p. 30-31 R: Number Patterns: Teacher’s Guide p. 34
4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	N/A
4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	Q: A Tiling Tale: Teacher’s Guide p. 30 See also outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60 W: Tiles and Tessellations: Teacher’s Guide p. 62
4.MD.C.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	See outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56 V: Space Math: Teacher’s Guide p. 58 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60
4.MD.C.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	See outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56 W: Tiles and Tessellations: Teacher’s Guide p. 62
4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	See outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55
4.MD.C.7 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.	Q: A Tiling Tale: Teacher’s Guide p. 30
4.G Geometry 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Q: A Tiling Tale: Teacher’s Guide p. 30 See also outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60 W: Tiles and Tessellations: Teacher’s Guide p. 62
4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	See outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60 W: Tiles and Tessellations: Teacher’s Guide p. 62
4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	S: Symmetry Rules!: Teacher’s Guide p. 42-43 See also outside the Guided Reading Level range: U: Monster Crop Circles: Teacher’s Guide p. 54-55 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56 W: Tiles and Tessellations: Teacher’s Guide p. 62-63

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GRADE 5	LEVELED MATH READERS Q-W
5.OA Operations and Algebraic Thinking 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	W: Tiles and Tessellations: Teacher’s Guide p. 62
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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	N/A
5.OA.B.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.	N/A
5.NBT Number and Operations in Base Ten 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.	Q: Bidding Battles!: Teacher’s Guide p. 24-25 T: Money Matters: Teacher’s Guide p. 48-49
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.	Q: Forest for the Trees: Teacher’s Guide p. 28 S: Costume Party: Teacher’s Guide p. 40-41
5.NBT.A.3 Read, write, and compare decimals to thousandths.	Q: Bidding Battles!: Teacher’s Guide p. 24-25 S: Costume Party: Teacher’s Guide p. 40-41 T: Money Matters: Teacher’s Guide p. 48-49
5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	Q: Bidding Battles!: Teacher’s Guide p. 24-25 T: Money Matters: Teacher’s Guide p. 48
5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Q: Bidding Battles!: Teacher’s Guide p. 24-25 S: Costume Party: Teacher’s Guide p. 40 T: Money Matters: Teacher’s Guide p. 48
5.NBT.A.4 Use place value understanding to round decimals to any place.	Q: Bidding Battles!: Teacher’s Guide p. 24 R: Think Outside the Box: Teacher’s Guide p. 36 T: Wild Waters: Teacher’s Guide p. 50-51
5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Students multiply multi-digit whole numbers in activities in the Teacher’s Guide p. 51 Q: The Biggest Fish: Teacher’s Guide p. 26 R: Number Patterns: Teacher’s Guide p. 34 S: X-Treme Sports: Teacher’s Guide p. 46-47 V: Space Math: Teacher’s Guide p. 58 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60 W: Tiles and Tessellations
5.NBT.B.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.	R: Number Patterns: Teacher’s Guide p. 34 T: Money Matters: Teacher’s Guide p. 48 U: Bridging the Gap: Teacher’s Guide p. 52 U: Monster Crop Circles: Teacher’s Guide p. 54-55

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GRADE 5	LEVELED MATH READERS Q-W
5.NBT.B.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	Q: Bidding Battles!: Teacher’s Guide p. 24 Q: The Biggest Fish: Teacher’s Guide p. 26-27 R: Number Patterns: Teacher’s Guide p. 34 R: Think Outside the Box: Teacher’s Guide p. 36-37 S: Costume Party: Teacher’s Guide p. 40-41 S: X-Treme Sports: Teacher’s Guide p. 46-47 T: Money Matters: Teacher’s Guide p. 48-49 T: Wild Waters: Teacher’s Guide p. 50-51 U: Bridging the Gap: Teacher’s Guide p. 52-53 U: Monster Crop Circles: Teacher’s Guide p. 54 V: Space Math: Teacher’s Guide p. 58-59
5.NF Number and Operations—Fractions 5.NF.A.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, $a/b + c/d = (ad + bc)/bd$.)	N/A
5.NF.A.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 $3/7 < 1/2$.	Q: Forest for the Trees: Teacher’s Guide p. 28
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. 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?	R: Think Outside the Box: Teacher’s Guide p. 36 T: Wild Waters: Teacher’s Guide p. 50
5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Q: Forest for the Trees: Teacher’s Guide p. 28 T: Wild Waters: Teacher’s Guide p. 50 U: Bridging the Gap: Teacher’s Guide p. 52 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56
5.NF.B.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, $(a/b) \times (c/d) = ac/bd$.)	Q: Forest for the Trees: Teacher’s Guide p. 28 T: Wild Waters: Teacher’s Guide p. 50 V: Nature’s Numbers and Patterns: Teacher’s Guide p. 56
5.NF.B.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.	N/A
5.NF.B.5 Interpret multiplication as scaling (resizing), by:	Q: Forest for the Trees: Teacher’s Guide p. 28
5.NF.B.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.	N/A
5.NF.B.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	Q: Forest for the Trees: Teacher’s Guide p. 28

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GRADE 5	LEVELED MATH READERS Q-W
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.	
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.	Q: Forest for the Trees: Teacher's Guide p. 28 T: Wild Waters: Teacher's Guide p. 50
5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	N/A
5.NF.B.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	N/A
5.NF.B.7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	N/A
5.NF.B.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?	N/A
5.MD Measurement and Data 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 these conversions in solving multi-step, real world problems.	Q: The Biggest Fish: Teacher's Guide p. 26 R: Number Patterns: Teacher's Guide p. 34 S: X-Treme Sports: Teacher's Guide p. 46-47 U: Bridging the Gap: Teacher's Guide p. 52-53 V: Space Math: Teacher's Guide p. 58
5.MD.B.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.	N/A
5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	W: Pyramids, Temples, and Tombs: Teacher's Guide p. 60
5.MD.C.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.	W: Pyramids, Temples, and Tombs: Teacher's Guide p. 60
5.MD.C.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.	W: Pyramids, Temples, and Tombs: Teacher's Guide p. 60
5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	W: Pyramids, Temples, and Tombs: Teacher's Guide p. 60
5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	W: Pyramids, Temples, and Tombs: Teacher's Guide p. 60
5.MD.C.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.	W: Pyramids, Temples, and Tombs: Teacher's Guide p. 60
5.MD.C.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.	W: Pyramids, Temples, and Tombs: Teacher's Guide p. 60

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GRADE 5	LEVELED MATH READERS Q-W
5.MD.C.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.	N/A
5.G Geometry 5.G.A.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).	Students graph coordinates in activities in the Teacher’s Guide p. 60. S: Tracking Predators and Prey: Teacher’s Guide p. 44
5.G.A.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.	Q: Weather Watch: Teacher’s Guide p. 32 S: Tracking Predators and Prey: Teacher’s Guide p. 44
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.	W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60
5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	Students classify polygons in activities in the Teacher’s Guide p. 56 U: Monster Crop Circles: Teacher’s Guide p. 54 W: Pyramids, Temples, and Tombs: Teacher’s Guide p. 60