

Grade 5 Program: *Nutrition Pathfinders*  
Alignment to California Education Standards, Grade 5

CALIFORNIA STANDARDS	Lesson 1: Fuel Up, Be Fit!	Lesson 2: Balance Brigade	Lesson 3: Serving Signs	Lesson 4: Food and Physical-Activity Forecasters Day #1--My Balanced Day	Lesson 5: Food and Physical-Activity Forecasters Day #2--Fast-Food Finders	Lesson 6: Food and Physical-Activity Forecasters Day #3—Anatomy of an Advertisement	Lesson 7: My Plan!	Website Interactive Chef for the Day	Website Interactive Mealtime	Website Interactive Snack Shack
<b>CALIFORNIA’S HEALTH EDUCATION CONTENT STANDARDS (2008)—GRADE 5</b>										
<b>Nutrition and Physical Activity</b>										
<b>Standard 1: Essential Concepts</b>										
1.1.N Describe the food groups, including recommended portions to eat from each food group.	•	•	•	•	•	•	•	•	•	•
1.3.N Explain the relationship between the intake of nutrients and metabolism.	•	•	•	•	•	•		•	•	•
1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.			•	•	•		•			
1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.		•	•	•	•	•	•	•	•	•
1.7.N Explain the concept of eating in moderation.		•		•	•		•	•	•	•
1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.	•	•	•	•	•	•	•	•	•	•
1.9.N Explain how good health is influenced by healthy eating and being physically active.	•	•	•	•	•	•	•	•	•	•
1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.	•			•	•	•	•	•	•	•
<b>Standard 2: Analyzing Influences</b>										
2.1.N Describe internal and external influences that affect food choices and physical activity.	•	•	•	•	•	•	•	•	•	•
2.2.N Recognize that family and cultural influences affect food choices.	•	•	•	•	•	•	•	•	•	•
2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.					•	•		•	•	•
<b>Standard 3: Accessing Valid Information</b>										
3.1.N Locate age-appropriate guidelines for eating and physical activity.	•	•	•	•	•	•	•	•	•	•
<b>Standard 4: Interpersonal Communication</b>										

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4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.						•				
<b>Standard 5: Decision Making</b>										
5.1.N Use a decision-making process to identify healthy foods for meals and snacks.	•	•	•	•	•	•	•	•	•	•
5.2.N Use a decision-making process to determine activities that increase physical fitness.	•			•	•	•	•			
5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.	•	•	•	•	•	•	•			
<b>Standard 6: Goal Setting</b>										
6.1.N Monitor personal progress toward a nutritional goal.	•	•		•	•	•	•	•	•	•
6.2.N Monitor personal progress toward a physical activity goal.				•	•	•	•			
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>										
7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.			•	•	•	•	•			•
7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.								•		
7.3.N Demonstrate the ability to balance food intake and physical activity.	•			•	•					
7.4.N Demonstrate the ability to assess personal physical activity levels.				•	•	•	•			
<b>Standard 8: Health Promotion</b>										
8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.		•		•	•	•	•			
<b>Growth, Development, and Sexual Health</b>										
<b>Standard 1: Essential Concepts</b>										

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1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.								•	•	•
1.9.G Explain that puberty and physical development can vary considerably and still be normal.								•	•	•
1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).	•			•	•	•		•	•	•
<b>Standard 2: Analyzing Influences</b>										
2.2.G Describe how heredity influences growth and development.								•	•	•
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>										
7.1.G Engage in behaviors that promote healthy growth and development during puberty.	•	•	•	•	•	•	•	•	•	•
<b>Personal and Community Health</b>										
<b>Standard 1: Essential Concepts</b>										
1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).		•	•	•	•	•	•	•	•	•
<b>Standard 2: Analyzing Influences</b>										
2.1.P Identify internal and external influences that affect personal health practices.	•		•	•	•	•	•	•	•	•
<b>Standard 3: Accessing Valid Information</b>										
3.1.P Identify sources of valid information about personal health products and services.	•	•	•	•	•	•		•	•	•
<b>Standard 5: Decision Making</b>										
5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.	•	•	•	•	•	•	•	•	•	•
<b>Standard 6: Goal Setting</b>										
6.2.P Monitor progress toward a personal health goal.				•	•	•	•			
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>										

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7.2.P Demonstrate personal responsibility for health habits.		•	•	•	•	•	•	•	•	•
<b>NUTRITION COMPETENCIES FOR CALIFORNIA PUBLIC SCHOOLS, K-12, DEPARTMENT OF EDUCATION , 2010 —GRADES 5-6</b>										
<b><i>Nutrition Education Competency 1:</i></b> <b>Students will know the relationships among nutrition, physiology, and enhancing health.</b>										
<b>1a. Know the six nutrient groups and their functions.</b>										
– Classify food products of plant and animal sources by the major nutrients they provide.	•	•	•	•	•	•	•	•	•	•
<b>1b. Know nutrition and health guidelines.</b>										
– Describe the food groups, including recommended portions to eat from each food group. (1.1.N)	•	•	•	•	•	•	•	•	•	•
– Explain why some food groups have a greater number of recommended portions than other food groups. (1.4.N)			•	•	•		•			
– Differentiate between more-nutritious and less-nutritious beverages and snacks. (1.6.N)		•	•	•	•	•	•	•	•	•
– Explain the concept of eating in moderation. (1.7.N)		•		•	•		•	•	•	•
– Describe examples of how different cultures may meet dietary guidelines using a variety of foods.	•	•	•	•	•	•	•	•	•	•
<b>1c. Know factors affecting energy balance.</b>										
– Define a calorie and describe how it is used by the body.	•	•	•	•	•		•			
– Explain how energy is obtained and expended during physical activity.	•	•	•	•	•	•		•	•	•
<b>1d. Describe how nutritional needs vary throughout the life cycle.</b>										
– Explain the unique nutritional needs of pre-adolescents and compare these needs to other life stages.								•	•	•
<b>1e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.</b>										

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– Explain the relationship between the intake of nutrients and metabolism. (1.3.N)	•	•	•	•	•	•		•	•	•
– Describe the physiological reasons for the differences in the nutritional needs for each life stage.	•	•	•	•	•	•		•	•	•
<b>1f. Explain the influence of nutrition and physical activity on health.</b>										
– Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.(1.8.N)	•	•	•	•	•	•	•	•	•	•
– Explain how good health is influenced by healthy eating and being physically active. (1.9.N)	•	•	•	•	•	•	•	•	•	•
– Identify physical, academic, mental, and social benefits of regular physical activity. (1.11.N)	•			•	•	•	•	•	•	•
<b>1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.</b>										
– Describe safe food handling and preparation practices. (1.5.N)								•		
<b>Nutrition Education Competency 2: Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.</b>										
– Describe internal and external influences that affect food choices and physical activity. (2.1.N)	•	•	•	•	•	•	•	•	•	•
– Recognize that family and cultural influences affect food choices. (2.2.N)	•	•	•	•	•	•	•	•	•	•
– Describe the influence of advertising and marketing techniques on food and beverage choices. (2.3.N)					•	•		•	•	•
– Identify how heredity may influence body size and shape.								•	•	•
<b>Nutrition Education Competency 3: Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition</b>										

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<b>claims.</b>										
– Locate age-appropriate guidelines for eating and physical activity. (3.1.N)	•	•	•	•	•	•	•	•	•	•
<b>Nutrition Education Competency 4: Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.</b>										
– Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. (4.1.N)						•				
<b>Nutrition Education Competency 5: Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.</b>										
– Use a decision-making process to identify healthy foods for meals and snacks. (5.1.N)	•	•	•	•	•	•	•	•	•	•
– Use a decision-making process to determine activities that increase physical fitness. (5.2.N)	•			•	•	•	•			
– Compare personal eating and physical activity patterns with current age-appropriate guidelines. (5.3.N)	•	•	•	•	•	•	•			
<b>Nutrition Education Competency 6: Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.</b>										
– Monitor personal progress toward a nutritional goal. (6.1.N)	•	•		•	•	•	•	•	•	•
– Monitor personal progress toward a physical activity goal. (6.2.N)				•	•	•	•			
<b>Nutrition Education Competency 7: Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.</b>										
– Identify ways to choose healthy snacks based on current research-based guidelines. (7.1.N)			•	•	•	•	•			•

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– Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. (7.2.N)								•		
– Demonstrate the ability to balance food intake and physical activity. (7.3.N)	•			•	•					
– Demonstrate the ability to assess personal physical activity. (7.4.N)				•	•	•	•			
<b>Nutrition Education Competency 8:</b> <b>Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.</b>										
– Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. (8.1.N)		•		•	•	•	•			
<b>PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, KINDERGARTEN THROUGH GRADE TWELVE (2005)— GRADE 5</b>										
<b>STANDARD 3</b> <b>Students assess and maintain a level of physical fitness to improve health and performance.</b>										
<i>Fitness Concepts</i>										
3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.	•			•				•	•	•
<b>STANDARD 4</b> <b>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>										
<i>Fitness Concepts</i>										
4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.	•	•		•	•	•	•	•	•	•

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4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.		•								
4.3 Develop and describe three short-term and three long-term fitness goals.							•			
<i>Aerobic Capacity</i>										
4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.	•			•	•	•	•			
<i>Body Composition</i>										
4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.	•	•	•	•	•		•			
<b>STANDARD 5</b> <b>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</b>										
<i>Self-Responsibility</i>										
5.2 Work toward a long-term physical activity goal and record data on one’s progress.				•	•	•	•			
<b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b> College and Career Readiness (CCR) Anchor Standards from the Common Core State Standards are included. California’s additions are in bold and underlined font.										
<b>Reading Standards for Informational Text</b>										
<b>Key Ideas and Details</b>										
<b>R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>										
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	•	•	•	•	•	•	•	•	•	•



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<b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>										
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	•	•	•	•	•	•	•			
<b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>										
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	•	•	•	•	•	•	•			
<b>Craft and Structure</b>										
<b>R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>										
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <b>(See grade 5 Language standards 4-6 on page 22 for additional expectations.)</b>	•	•	•	•	•	•	•	•	•	•
<b>Integration of Knowledge and Ideas</b>										
<b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>										
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	•	•	•	•	•	•	•	•	•	•

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<b>R.CCR Anchor Standard 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>										
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).						•				
<b>R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>										
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	•	•	•	•	•	•	•			
<b>Range of Reading and Level of Text Complexity</b>										
<b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>										
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	•	•	•	•	•	•	•	•	•	•
<b>Reading Standards: Foundational Skills (K–5)</b>										
<b>Phonics and Word Recognition</b>										
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	•	•	•	•	•	•	•	•	•	•
<b>Fluency</b>										

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4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	•	•	•	•	•	•	•	•	•	•
<b>Writing Standards</b>										
<b>Text Types and Purposes</b>										
<b>W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>										
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide logically ordered reasons that are supported by facts and details.			•	•		•	•			
<b>W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>										
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	•	•			•	•	•			
<b>Production and Distribution of Writing</b>										
<b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>										

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4. Produce clear and coherent writing ( <b>including multiple-paragraph texts</b> ) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	•	•	•	•	•	•	•			
<b>Research to Build and Present Knowledge</b>										
<b>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>										
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	•	•	•	•	•	•	•			
<b>W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>										
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			•	•	•	•	•			
<b>Range of Writing</b>										
<b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>										
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•			

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<b>Speaking and Listening Standards</b>										
<b>Comprehension and Collaboration</b>										
<b>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>										
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	•	•	•	•	•	•	•			
<b>Presentation of Knowledge and Ideas</b>										
<b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>										
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	•	•	•	•	•	•	•			
<b>Language Standards</b>										
<b>Conventions of Standard English</b>										
<b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>										

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CALIFORNIA STANDARDS	Lesson 1: Fuel Up, Be Fit!	Lesson 2: Balance Brigade	Lesson 3: Serving Signs	Lesson 4: Food and Physical-Activity Forecasters Day #1-- My Balanced Day	Lesson 5: Food and Physical-Activity Forecasters Day #2-- Fast-Food Finders	Lesson 6: Food and Physical-Activity Forecasters Day #3— Anatomy of an Advertisement	Lesson 7: My Plan!	Website Interactive Chef for the Day	Website Interactive Mealtime	Website Interactive Snack Shack
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.	•	•	•	•	•	•	•			
<b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>										
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.	•	•	•	•	•	•	•			
<b>Knowledge of Language</b>										
<b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>										
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	•	•	•	•	•	•	•	•	•	•
<b>Vocabulary Acquisition and Use</b>										
<b>L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>										
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and	•	•	•	•	•	•	•	•	•	•

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comparisons in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <b>and to identify alternate word choices in all content areas.</b>										
<b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>										
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	•	•	•	•	•	•	•	•	•	•
<b>L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>										
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	•	•	•	•	•	•	•	•	•	•

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K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)										
<b>Operations and Algebraic Thinking</b>										
<b>Write and interpret numerical expressions.</b>										
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.							•			
<b>Number and Operations in Base Ten</b>										
<b>Understand the place value system.</b>										
4. Use place value understanding to round decimals to any place. Perform operations with multi-digit whole numbers and with decimals to hundredths.										•
5. Fluently multiply multi-digit whole numbers using the standard algorithm.							•			
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.										•
<b>Number and Operations—Fractions</b>										
<b>Use equivalent fractions as a strategy to add and subtract fractions.</b>										
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 $3/7 < 1/2$ .			•				•	•	•	
<b>Apply and extend previous understandings of multiplication and division to multiply and divide</b>										



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<b>fractions.</b>										
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.			•							
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.			•	•	•	•				
<b>Measurement and Data</b>										
<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>										
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.			•	•	•	•	•			
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.			•	•	•	•	•			
c. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.			•	•	•	•				