### Content Correlation Chart
**Episode 19 – Meeting the Standard**

<table>
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<th>Major Concepts</th>
<th>Grades</th>
<th>Measurement</th>
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</table>
| 1. Exploring the standard metric measurement referents: the centimetre and the metre | 1      | • Compare two or three objects using measurable attributes (e.g., length)  
• Compare and order objects by their linear measurements, using the same non-standard unit  
• Use the mere as a benchmark for measuring length, and compare the metre with non-standard units  
• Describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length |
| 2. Identifying when and how to use these standard tools in the real-world | 2      | • Choose benchmarks – in this case, personal referents – for a centimetre and a metre (e.g., "My little finger is about as wide as one centimetre. A really big step is about one metre.") to help them perform measurement tasks  
• Estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units  
• Record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete)  
• Select and justify the choice of a standard unit (i.e., centimetre or metre) or a nonstandard unit to measure length (e.g., "I needed a fast way to check that the two teams would race the same distance, so I used paces.") |
| 3. Recognizing the size of the centimetre and metre and estimating lengths of familiar objects | 3      | • Estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre)  
• Draw items using a ruler, given specific lengths in centimetres  
• Compare standard units of length (i.e., centimetre, metre, kilometre) (e.g., centimetres are smaller than metres), and select and justify the most appropriate standard unit to measure length  
• Compare and order objects on the basis of linear measurements in centimetres and/or metres (e.g., compare a 3 cm object with a 5 cm object; compare a 50 cm object with a 1 m object) in problem-solving contexts |