



TESTS OF
ADULT BASIC
EDUCATION

PAXEN
Publishing

TABE[®] Tutor

Correlations

TABE[®] 11&12



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TABE® TUTOR: Reading Lesson Correlations

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Phonics and Word Recognition					
1	Read words with short and long vowels	2.RF.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	B	Medium
2	Read words with common vowel pairs	2.RF.3.b	Know spelling-sound correspondences for additional common vowel teams.	B	Medium
3	Read words with spelling-sound correspondences	2.RF.3.e	Identify words with inconsistent but common spelling-sound correspondences.	B	Medium
4	Recognize irregularly spelled words	2.RF.3.f	Recognize and read grade-appropriate irregularly spelled words.	B	Medium
		3.RF.3.d	Read grade-appropriate irregularly spelled words.	B	High
5	Read multi-syllable words	3.RF.3.c	Decode multisyllable words.	B	High
6	Understand common prefixes	3.RF.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	B	High
7	Understand common suffixes	3.RF.3.b	Decode words with common Latin suffixes.	B	High
8	Determine word meaning	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	B	High
Unit 2: Read and Understand Informational Texts					
9	Determine main ideas and key details	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	B	High
10	Analyze key details	2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	B	High
		2.RI.8	Describe how reasons support specific points the author makes in a text.	B	Low
11	Understand time relationships	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	B	Medium
12	Understand sequence relationships	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	B	Medium
13	Understand cause-and-effect relationships	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	B	Medium
14	Understand a text's purpose	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	B	Medium
15	Understand author's point of view	3.RI.6	Distinguish their own point of view from that of the author of a text.	B	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 2: Read and Understand Informational Texts — CONTINUED					
16	Understand texts with images	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	B	Medium
17	Understand texts with maps	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	B	Medium
18	Use text features to locate information	2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	B	Low
		3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	B	Medium
19	Use glossaries	2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	B	Low
20	Use indexes	2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	B	Low
21	Use search tools	3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	B	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Read and Understand Informational Texts					
1	Determine word meaning	5.RI.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.	C	High
2	Determine main idea and summarize text	4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	C	High
3	Identify supporting details	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Medium
		4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	C	High
		5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Low
4	Understand text structures	4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	C	Medium
		5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	C	Low
5	Understand sequence	4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	C	Medium
		5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	C	Low
6	Understand cause and effect	4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	C	Medium
		5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	C	Low
7	Make inferences and use text evidence	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Medium
		5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Low
8	Understand texts with graphics	4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	C	Medium
9	Analyze author's point of view	5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	C	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Read and Understand Informational Texts — CONTINUED					
10	Analyze author's use of evidence	5.RI.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).	C	Medium
11	Understand historical texts	4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	C	High
12	Understand scientific texts	4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	C	High
13	Understand technical texts	4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	C	High
Unit 2: Read and Understand Literary Texts					
14	Determine word meaning	5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	C	Medium
15	Understand figurative language	5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	C	Medium
16	Understand point of view	5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	C	Low
17	Identify details and examples	4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Low
		5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Medium
18	Make inference and use text evidence	4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Low
		5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	C	Medium
19	Determine theme	4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	C	High
20	Summarize	4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	C	High

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Unit 1: Word Meaning					
1	Determine word meaning	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
		6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
2	Understand figurative language	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
		6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
3	Understand connotations	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
		6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
Unit 2: Read and Understand Informational Texts					
4	Analyze text structure	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	D	High
5	Determine main idea and summarize	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	D	High
		6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	D	Low
6	Make inferences and use text evidence as support	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	High
7	Analyze text connections	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	D	High
8	Analyze scientific texts	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.	D	High

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Unit 2: Read and Understand Informational Texts – CONTINUED					
9	Analyze technical texts	6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	D	Low
		6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	D	Low
		6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	D	Low
10	Determine author's point of view	6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	D	Low
		8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	D	High
11	Analyze arguments and claims	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	D	High
12	Identify key steps in a process	6-8.RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	D	Low
13	Analyze primary and secondary sources	6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	D	Low
Unit 3: Read and Understand Literary Texts					
14	Identify details and examples	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	Medium
15	Make inferences and use text evidence as support	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	Medium
16	Analyze text structure	6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	D	Low
17	Determine theme and summarize	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	D	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Word Meaning					
1	Determine word meaning	9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	E	High
		9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E	Low
2	Understand figurative language	9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	E	High
		9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E	Low
3	Understand connotation	9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	E	High
		9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E	Low
Unit 2: Read and Understand Informational Texts					
4	Determine main idea	9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	High
		11-12.RST.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	E	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 2: Read and Understand Informational Texts — CONTINUED					
5	Identify key details	9-10.RST.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	E	Low
6	Summarize	9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	High
		11-12.RST.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	E	Low
7	Make inferences and use text evidence	9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	E	High
8	Analyze text structure of historical texts	11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	E	Medium
9	Analyze text structure of scientific or technical texts	11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	E	Medium
10	Analyze author's purpose	9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	E	High
11	Analyze author's point of view	9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	E	High
12	Analyze interaction of ideas and events	9-10.RH.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	E	Medium
		11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	E	Medium
13	Analyze author's arguments and claims	9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	E	High
14	Evaluate author's arguments and claims	9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	E	High

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 2: Read and Understand Informational Texts — CONTINUED					
15	Identify steps in a procedure	9-10.RST.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	E	Medium
		9-10.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	E	Medium
16	Analyze primary and secondary sources	9-10.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	E	Medium
		9-10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	E	Low
Unit 3: Read and Understand Literary Texts					
17	Make inferences and use text evidence	9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	E	Low
18	Analyze point of view	9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	E	Low
		11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	E	Low
19	Determine theme and summarize	9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	E	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Usage					
1	Nouns, Pronouns, and Adjectives	3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	B	High
2	Verbs and Adverbs	3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	B	High
3	Abstract and Concrete Nouns	3.L.1.c	Use abstract nouns (e.g., childhood).	B	High
4	Singular and Plural Nouns	2.L.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	B	High
		3.L.1.b	Form and use regular and irregular plural nouns	B	High
5	Collective Nouns	2.L.1.a	Use collective nouns (e.g., group).	B	High
6	Verb Tenses	3.L.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses	B	High
7	Regular Verbs	3.L.1.d	Form and use regular and irregular verbs.	B	High
8	Irregular Verbs	2.L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	B	High
		3.L.1.d	Form and use regular and irregular verbs.	B	High
9	Adjectives that Compare	3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	B	High
10	Adverbs that Compare	3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	B	High
11	Subject-Verb Agreement	3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.*	B	High
12	Pronoun-Antecedent Agreement	3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.*	B	High
Unit 2: Capitalization, Punctuation, and Spelling					
13	Capitalization	2.L.2.a	Capitalize holidays, product names, and geographic names.	B	High
		3.L.2.a	Capitalize appropriate words in titles.	B	High
14	Commas	2.L.2.b	Use commas in greetings and closings of letters.	B	High
		3.L.2.b	Use commas in addresses.	B	High
15	Commas and Quotation Marks	3.L.2.c	Use commas and quotation marks in dialogue.	B	High
16	Apostrophes	2.L.2.c	Use an apostrophe to form contractions and frequently occurring possessives.	B	High
		3.L.2.d	Form and use possessives.	B	High

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 2: Capitalization, Punctuation, and Spelling — CONTINUED					
17	Spelling	2.L.2.d	Generalize learned spelling patterns when writing words (e.g., cage ; badge; boy; boil).	B	High
		3.L.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	B	High
		3.L.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	B	High
Unit 3: Sentences					
18	Simple and Compound Sentences	2.L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	B	High
		3.L.1.i	Produce simple, compound, and complex sentences.	B	High
19	Complex Sentence	3.L.1.i	Produce simple, compound, and complex sentences.	B	High
20	Combining Sentences with Coordinating Conjunctions	3.L.1.h	Use coordinating and subordinating conjunctions.	B	High
		3.L.1.i	Produce simple, compound, and complex sentences.	B	High
21	Combining Sentences with Subordinating Conjunctions	3.L.1.h	Use coordinating and subordinating conjunctions.	B	High
		3.L.1.i	Produce simple, compound, and complex sentences.	B	High
Unit 4: Vocabulary and Word Use					
22	Context Clues	2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	B	High
23	Roots and Prefixes	2.L.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/ unhappy, tell/retell).	B	High
24	Roots and Suffixes	2.L.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	B	High
25	Compound Words	2.L.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	B	High
26	Literal and Non-Literal Meanings	3.L.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	B	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 4: Vocabulary and Word Use — CONTINUED					
27	Descriptive Words	2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	B	Low
		3.L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	B	Low
28	Synonyms	3.L.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	B	Low
29	Signal Words	3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	B	High
30	Glossaries and Dictionaries	2.L.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	B	High
		2.L.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	B	High
		3.L.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	B	High
Unit 5: Text Types and Purposes					
31	Text Purposes: Opinion and Informative	3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. (3.W.1.a, 3.W.1.b, 3.W.1.c, 3.W.1.d)	B	High
		3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3.W.2.a, 3.W.2.b, 3.W.2.c, 3.W.2.d)	B	High
32	Topic Sentence	3.W.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	B	High
		3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	B	High
33	Organizational Structure	3.W.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	B	High
		3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	B	High
34	Supporting Sentences	3.W.1.b	Provide reasons that support the opinion	B	High
		3.W.2.b	Develop the topic with facts, definitions, and details.	B	High

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 5: Text Types and Purposes – CONTINUED					
35	Supporting Illustrations	3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	B	High
36	Transitions	3.W.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	B	High
		3.W.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	B	High
37	Conclusion	3.W.1.d	Provide a concluding statement or section.	B	High
		3.W.2.d	Provide a concluding statement or section.	B	High

TABE® TUTOR: Language Lesson Correlations



LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Usage					
1	Parts of Speech: Noun, Pronoun, Verb, Adjective, Adverb	4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4.L.1.a, 4.L.1.b, 4.L.1.c, 4.L.1.d, 4.L.1.e, 4.L.1.f, 4.L.1.g)	C	High
		5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.L.1.a, 5.L.1.b, 5.L.1.c, 5.L.1.d, 5.L.1.e)	C	Medium
2	Parts of Speech: Preposition, Conjunction, and Interjection	5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	C	Medium
		5.L.1.e	Use correlative conjunctions (e.g., either/or, neither/nor)	C	Medium
3	Order of Adjectives	4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	C	High
4	Relative Pronouns and Relative Adverbs	4.L.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	C	High
5	Prepositional Phrases	4.L.1.e	Form and use prepositional phrases.	C	High
6	Verb Tense: Present, Past, and Future	5.L.1.c	Use verb tense to convey various times, sequences, states, and conditions.	C	Medium
7	Verb Tense: Perfect	5.L.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	C	Medium
8	Verb Tense: Progressive	4.L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	C	High
9	Modals	4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	C	High
10	Consistent Verb Tense	5.L.1.d	Recognize and correct inappropriate shifts in verb tense.	C	Medium
Unit 2: Punctuation, Capitalization, and Spelling					
11	Capitalization	4.L.2.a	Use correct capitalization.	C	High
12	Titles of Works	5.L.2.d	Use underlining, quotation marks, or italics to indicate titles of works.	C	High
13	End Punctuation	4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	C	High
		5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	C	Medium
14	Commas	4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.	C	High
		5.L.2.a	Use punctuation to separate items in a series.	C	High
		5.L.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	C	High
15	Commas and Quotation Marks	4.L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.	C	High

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 3: Sentences					
16	Spelling	4.L.2.d	Spell grade-appropriate words correctly, consulting references as needed.	C	High
		5.L.2.e	Spell grade-appropriate words correctly, consulting references as needed.	C	High
17	Complete Sentences	4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	C	High
18	Sentence Fragments	4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	C	High
19	Run-on Sentences	4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	C	High
20	Combining Sentences for Meaning, Variety, and Style	5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	C	Medium
Unit 4: Vocabulary and Word Use					
21	Context Clues	4.L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	C	High
22	Roots and Prefixes	4.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	C	High
23	Roots and Suffixes	4.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	C	High
24	Commonly Confused Words	4.L.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).	C	High
25	Dialects in Literary Works	5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	C	Medium
26	Precise Words and Connotations	4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	C	Medium
27	Using Reference Materials	4.L.4.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.	C	High
Unit 5: Text Types and Purposes					
28	Text Purposes: Opinion and Informative	4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	C	High
		5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	C	High

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LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 5: Text Types and Purposes – CONTINUED					
29	Topic Sentence	4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	C	High
		5.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	C	High
30	Organizational Structure	4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	C	High
		5.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	C	High
31	Supporting Sentences	4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	C	High
		5.W.1.b	Provide logically ordered reasons that are supported by facts and details.	C	High
32	Text Features	4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	C	High
33	Graphics and Multimedia	4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	C	High
34	Transitions	4.W.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	C	High
		5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	C	High
		5.L.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., however, although, nevertheless, similarly, moreover, in addition).	C	Low
35	Word Choice	4.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	C	High
		4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	C	Medium
36	Conclusion	4.W.2.e	Provide a concluding statement or section related to the information or explanation presented.	C	High
		5.W.1.d	Provide a concluding statement or section related to the opinion presented.	C	High

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Usage					
1	Subject and Object Pronouns	6.L.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	D	High
2	Agreement of Pronouns with Antecedents	6.L.1.c	Recognize and correct inappropriate shifts in pronoun number and person.	D	High
		6.L.1.d	"Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	D	High
3	Possessive Pronouns and Intensive Pronouns	6.L.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	D	High
		6.L.1.b	Use intensive pronouns (e.g., myself, ourselves).	D	High
4	Prepositional Phrases	7.L.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.	D	Low
5	Gerunds and Gerund Phrases	8.L.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	D	Medium
6	Infinitives and Infinitive Phrases	8.L.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	D	Medium
7	Participles and Participial Phrases	8.L.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	D	Medium
8	Independent and Dependent Clauses	7.L.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.	D	Low
9	Adjective and Adverb Clauses	7.L.1.a	Explain the function of phrases and clauses in general and their function in specific sentences.	D	Low
10	Misplaced and Dangling Modifiers	7.L.1.c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	D	Low
11	Active and Passive Voice	8.L.1.b	Form and use verbs in the active and passive voice.	D	Medium
12	Mood	8.L.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	D	Medium
13	Shifts in Voice and Mood	8.L.1.d	Recognize and correct inappropriate shifts in verb voice and mood.	D	Medium
14	Nonstandard and Informal Language	6.L.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	D	High
Unit 2: Punctuation, Capitalization, and Spelling					
15	Commas	6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	High
		7.L.2.a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	D	Low
		8.L.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	D	High

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LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE- CCR LEVEL	EMPHASIS LEVEL
Unit 2: Punctuation, Capitalization, and Spelling – CONTINUED					
16	Apostrophes	6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	High
		7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	Low
		8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	High
17	Quotation Marks and Ellipses	6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	High
		7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	Low
		8.L.2.b	Use an ellipsis to indicate an omission	D	High
18	Parentheses, Dashes, and Commas	6.L.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	D	High
		7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	Low
		8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	D	High
19	Capitalization	6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6.L.2.a, 6.L.2.b)	D	High
		7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (7.L.2.a, 7.L.2.b)	D	Low
		8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (8.L.2.a, 8.L.2.b, 8.L.2.c)	D	High
20	Spelling	6.L.2.b	Spell correctly	D	High
		7.L.2.b	Spell correctly.	D	Low
		8.L.2.c	Spell correctly.	D	High
Unit 3: Sentences					
21	Complete Sentences, Fragments, and Run-ons	6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1.a, 6.L.1.b, 6.L.1.c, 6.L.1.d, 6.L.1.e)	D	High
		7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (7.L.1.a, 7.L.1.b, 7.L.1.c)	D	Low
		8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8.L.1.a, 8.L.1.b, 8.L.1.c, 8.L.1.d)	D	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 3: Sentences – CONTINUED					
22	Simple Sentences and Compound Sentences	7.L.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	D	Low
23	Complex Sentences and Compound-Complex Sentences	7.L.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	D	Low
24	Sentence Variety	6.L.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.	D	Low
Unit 4: Vocabulary and Word Use					
25	Context Clues	6.L.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	D	High
		6.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	D	High
		8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	D	Medium
26	Roots and Prefixes	6.L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	D	High
		8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	D	Medium
27	Roots and Suffixes	6.L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	D	High
		8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	D	Medium
28	Precise Words	7.L.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	D	Low
		8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	D	Medium
29	Consistent Style and Tone	6.L.3.b	Maintain consistency in style and tone.	D	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE- CCR LEVEL	EMPHASIS LEVEL
Unit 4: Vocabulary and Word Use – CONTINUED					
30	Using Reference Materials	6.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	D	High
		6.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	D	High
Unit 5: Text Types and Purposes					
31	Argumentative and Informative Texts	7.W.1	Write arguments to support claims with clear reasons and relevant evidence. (7.W.1.a, 7.W.1.b, 7.W.1.c, 7.W.1.d, 7.W.1.e)	D	High
		6-8. WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (6-8.WHST.2.a, 6-8.WHST.2.b, 6-8.WHST.2.c, 6-8.WHST.2.d, 6-8.WHST.2.e, 6-8.WHST.2.f)	D	Medium
32	Topic Sentence	7.W.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	D	High
		6-8. WHST.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	D	Medium
33	Supporting Sentences	7.W.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	D	High
		6-8. WHST.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	D	Medium
34	Organizational Structure	7.W.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	D	High
		6-8. WHST.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	D	Medium
35	Formatting	6-8. WHST.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	D	Medium
36	Graphics and Multimedia	6-8. WHST.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	D	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 5: Text Types and Purposes – CONTINUED					
37	Word Choice	6-8. WHST.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	D	Medium
38	Transitions	7.W.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	D	High
		6-8. WHST.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	D	Medium
39	Formal Style and Objective Tone	7.W.1.d	Establish and maintain a formal style.	D	High
		6-8. WHST.2.e	Establish and maintain a formal style and objective tone.	D	Medium
40	Conclusion	7.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	D	High
		6-8. WHST.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	D	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Usage					
1	Noun Phrases and Verb Phrases	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
2	Prepositional Phrases	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
3	Adjective and Adverb Phrases	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
4	Participles and Participial Phrases	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
5	Gerunds and Gerund Phrases	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
6	Infinitives and Infinitive Phrases	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
7	Absolute Phrases	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
8	Independent and Dependent Clauses	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
9	Noun Clauses	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Usage — CONTINUED					
10	Relative Clauses	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
11	Adverbial Clauses	9-10.L.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	E	High
12	Misplaced and Dangling Modifiers	9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1.a, 9-10.L.1.b)	E	High
13	Parallel Structure	9-10.L.1.a	Use parallel structure.	E	High
14	Subject-Verb Agreement	9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1.a, 9-10.L.1.b)	E	High
15	Pronoun-Antecedent Agreement	9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1.a, 9-10.L.1.b)	E	High
16	Complete Sentences, Fragments, and Run-ons	9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (9-10.L.1.a, 9-10.L.1.b)	E	High
Unit 2: Punctuation, Capitalization, and Spelling					
17	Commas	9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2.a, 9-10.L.2.b, 9-10.L.2.c)	E	High
18	Semicolons	9-10.L.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	E	High
19	Colons	9-10.L.2.b	Use a colon to introduce a list or quotation.	E	High
20	Apostrophes	9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2.a, 9-10.L.2.b, 9-10.L.2.c)	E	High
21	Quotation Marks	9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2.a, 9-10.L.2.b, 9-10.L.2.c)	E	High
22	Hyphens, Dashes, Ellipses, and Parentheses	9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2.a, 9-10.L.2.b, 9-10.L.2.c)	E	High
23	Capitalization	9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2.a, 9-10.L.2.b, 9-10.L.2.c)	E	High
24	Spelling	9-10.L.2.c	Spell correctly.	E	High

TABE® TUTOR: Language Lesson Correlations

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 3: Vocabulary and Word Use					
25	Context Clues	11-12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11- 12 reading and content, choosing flexibly from a range of strategies. (11-12.L.4.a, 11-12.L.4.b, 11-12.L.4.c, 11-12.L.4.d)	E	Medium
26	Suffixes that Form Adjectives	11-12.L.4. b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	E	Medium
27	Suffixes that Form Nouns and Verbs	11-12.L.4. b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	E	Medium
28	Precise Words	11-12.L.6	Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	E	Medium
29	Using Reference Materials	11-12.L.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	E	Medium
		11-12.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	E	Medium
Unit 4: Text Types and Purposes					
30	Text Purposes: Argumentative and Informative	9-10. WHST.1	Write arguments focused on discipline-specific content. (9-10.WHST.1.a, 9-10.WHST.1.b, 9-10.WHST.1.c, 9-10. WHST.1.d, 9-10.WHST.1.e)	E	High
		9-10. WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (9-10.WHST.2.a, 9-10.WHST.2.b, 9-10.WHST.2.c, 9-10.WHST.2.d, 9-10. WHST.2.e, 9-10.WHST.2.f)	E	High
		9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1.a, 9-10.W.1.b, 9-10.W.1.c, 9-10.W.1.d, 9-10.W.1.e)	E	Medium
		9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2.a, 9-10.W.2.b, 9-10.W.2.c, 9-10.W.2.d, 9-10.W.2.e, 9-10.W.2.f)	E	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 4: Text Types and Purposes — CONTINUED					
31	Topic Sentence	9-10. WHST.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	E	High
		9-10. WHST.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	High
		9-10.W.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	E	Medium
		9-10.W.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	Low
32	Organizational Structure	9-10. WHST.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	E	High
		9-10. WHST.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	High
		9-10.W.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	E	Medium
		9-10.W.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 4: Text Types and Purposes — CONTINUED					
33	Supporting Sentences	9-10. WHST.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	E	High
		9-10. WHST.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	E	High
		9-10.W.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	E	Medium
		9-10.W.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	E	Low
34	Formatting and Text Features	9-10. WHST.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	High
		9-10.W.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	Low
35	Graphics and Multimedia	9-10. WHST.2.a	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	High
		9-10.W.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	E	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 4: Text Types and Purposes — CONTINUED					
36	Transitions	9-10. WHST.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	E	High
		9-10. WHST.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	E	High
		9-10.W.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	E	Medium
		9-10.W.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	E	Low
37	Word Choice, Tone, and Style	9-10. WHST.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	E	High
		9-10. WHST.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	E	High
		9-10. WHST.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	E	High
		9-10.W.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	E	Medium
		9-10.W.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	E	Low
		9-10.W.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	E	Low
38	Conclusion	9-10. WHST.1.e	Provide a concluding statement or section that follows from or supports the argument presented.	E	High
		9-10. WHST.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	E	High
		9-10.W.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	E	Medium
		9-10.W.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	E	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 1: Whole Numbers					
1	Place Value	2.NBT.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.	B	Low
2	Three-Digit Numbers	2.NBT.1a	Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.”	B	Low
		2.NBT.1b	Understand that 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).	B	Low
3	Standard Form and Expanded Form	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	B	Low
4	Compare Three-Digit Numbers	2.NBT.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.	B	Medium
5	Round to the Nearest Ten or Hundred	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	B	Medium
Unit 2: Operations: Addition and Subtraction					
7	Two-Digit Addition	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	B	Medium
8	Use the Break-Apart Strategy to Add Three-Digit Numbers	2.NBT.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium
		3.NBT.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.	B	Low
8	Use Place Value to Add Three-Digit Numbers	2.NBT.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium
		3.NBT.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.	B	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 2: Operations: Addition and Subtraction – CONTINUED					
9	Use Drawings and Equations to Add	2.NBT.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium
		2.OA.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	Medium
10	Use Models to Subtract	2.NBT.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium
11	Use Place Value to Subtract Three-Digit Numbers	2.NBT.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium
		3.NBT.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.	B	Low
12	Use Drawings and Equations to Solve Two-Step Problems	2.NBT.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	B	Medium
		2.OA.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	B	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 3: Operations: Multiplication and Division					
13	Multiplication as Repeated Addition	3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	B	Medium
		2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	B	Medium
14	Multiply One-Digit Numbers by Multiples of 10	3.NBT.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.	B	Medium
15	Multiply within 100	3.OA.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.	B	Low
16	Commutative and Associative Properties of Multiplication	3.OA.5	Apply properties of operations as strategies to multiply and divide. 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.)	B	Low
17	Use the Distributive Property to Multiply	3.OA.5	Apply properties of operations as strategies to multiply and divide. 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 $3 \times 10 = 30$.	B	Low
18	Division as Finding an Unknown Factor	3.OA.6	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	B	Medium
19	Division as Equal Sharing	3.OA.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. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	B	Low
20	Fact Families	3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \boxed{} \div 3$, $6 \times 6 = ?$.	B	Low

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 3: Operations: Multiplication and Division – CONTINUED					
21	Divide within 100	3.OA.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.	B	Low
22	Multi-Step Word Problems	3.OA.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.	B	Medium
		3.OA.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.	B	Low
23	Number Patterns	3.OA.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.	B	Low
Unit 4: Fractions					
24	Fractions of a Whole	2.G.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. Recognize that equal shares of identical wholes need not have the same shape.	B	Low
		3.NF.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 $1/b$.	B	Medium
25	Fractions on a Number Line	3.NF.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.	B	Medium
		3.NF.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.	B	Medium
26	Equivalent Fractions	3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	B	High
27	Generate Equivalent Fractions	3.NF.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.	B	High

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 4: Fractions – CONTINUED					
28	Relate Fractions and Whole Numbers	3.NF.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.	B	High
29	Compare Fractions	3.NF.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.	B	High
30	Compare Fractions with the Same Numerator or Same Denominator	3.NF.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.	B	High
Unit 5: Measurement and Data					
31	Measure Length in Inches and Feet	2.MD.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.	B	Low
32	Estimate Length in Inches and Feet	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	B	Low
33	Measure Length in Centimeters and Meters	2.MD.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.	B	Low
34	Estimate Length in Centimeters and Meters	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	B	Low
35	Measure and Compare Lengths	2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	B	Low
36	Line Plots	3.MD.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.	B	Low
37	Add and Subtract Lengths	2.MD.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.	B	Low
38	Measure Time	3.MD.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.	B	Medium

LESSON NUMBER	LESSON NAME	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	EMPHASIS LEVEL
Unit 5: Measurement and Data – CONTINUED					
39	Measure Volume	3.MD.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.	B	Medium
40	Measure Mass	3.MD.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.	B	Medium
41	Picture Graphs and Bar Graphs	2.MD.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.	B	Low
		3.MD.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.	B	Low
Unit 6: Geometry					
42	Two-Dimensional Shapes	2.G.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.	B	Medium
43	Quadrilaterals	3.G.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.	B	Medium
44	Three-Dimensional Shapes	2.G.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.	B	Medium
45	Measure Area In Square Units	3.MD.5b	Understand that “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.”	B	Low

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Unit 6: Geometry – CONTINUED					
46	Area of Rectangles	3.MD.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.	B	High
		3.MD.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.	B	High
47	Perimeter	3.MD.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.	B	Medium
48	Decompose Shapes to Determine Area	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	B	Low
		3.MD.7.c	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.	B	High
		3.MD.7.d	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.	B	High

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Unit 1: Numbers and Operations – Whole Numbers					
1	Place Value in Whole Numbers	4.NBT.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.	C	Medium
2	Round Whole Numbers	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	C	Low
3	Add and Subtract Whole Numbers	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	C	Low
4	Multiply by One-Digit and Two-Digit Numbers	4.NBT.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.	C	Low
5	Multiply Multi-Digit Numbers	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	C	Low
6	Multiplication Comparisons	4.OA.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.	C	Medium
7	Divide	4.NBT.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.	C	Low
		6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	C	Medium
Unit 2: Numbers and Operations – Fractions					
8	Connect Fractions to Division	5.NF.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?	C	Low

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Unit 2: Numbers and Operations – Fractions –CONTINUED					
9	Add and Subtract Parts of a Whole	4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	C	Medium
		4.NF.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.	C	Medium
10	Equivalent Fractions	4.NF.1	Explain why a fraction $\frac{a}{b}$ 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.	C	Low
11	Add and Subtract Fractions	5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	C	Low
		4.NF.3.d	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	C	Medium
12	Add and Subtract Mixed Numbers	4.NF.3.c	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.	C	Medium
13	Multiples of Fractions	4.NF.4.a	Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.	C	Medium
		4.NF.4.b	Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (n \times a)/b$.)	C	Medium

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Unit 2: Numbers and Operations – Fractions – CONTINUED					
14	Multiply with Fractions	4.NF.4.c	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?	C	Medium
		5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	C	Medium
		5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.	C	Low
15	Multiply Mixed Numbers	5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	C	Low
16	Divide Fractions by Whole Numbers	5.NF.7.a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.	C	Medium
		5.NF.7.c	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 $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?	C	Medium
17	Divide Whole Numbers by Fractions	5.NF.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$.	C	Medium
		5.NF.7.c	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 $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?	C	Medium

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Unit 2: Numbers and Operations – Fractions – CONTINUED					
18	Divide Fractions	6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	C	Low
19	Unit Rate	6.RP.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. For example, this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.	C	Medium
Unit 3: Numbers and Operations – Decimals					
20	Compare Decimals	4.NF.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.	C	Medium
		5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	C	Medium
		5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	C	Medium
21	Round Decimals	5.NBT.4	Use place value understanding to round decimals to any place.	C	Low
22	Add and Subtract Decimals	5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	C	Low
23	Multiply and Divide Decimals	5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	C	Low

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Unit 4: Expressions and Equations					
24	Write Algebraic Expressions	6.EE.2.a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.	C	Low
		6.EE.2.b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	C	Low
25	Evaluate Algebraic Expressions and Formulas	6.EE.2.c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.	C	Low
26	Identify and Generate Equivalent Expressions	6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	C	Low
		6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.	C	Low
27	Use Algebraic Expressions to Solve Word Problems	6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	C	Low
28	Write and Solve Equations	6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	C	Low
		6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.	C	Low

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Unit 4: Expressions and Equations – CONTINUED					
29	Inequalities	6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	C	Low
30	Solve Equations and Inequalities	6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	C	Low
31	Solve Multiplication Comparison Problems	4.OA.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.	C	Medium
Unit 5: Operations and Algebraic Thinking					
32	Factors and Multiples	4.OA.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.	C	Low
33	Greatest Common Factor	6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1 - 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	C	Low
34	Least Common Multiple	6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1 - 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	C	Low
35	Number Patterns	4.OA.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.	C	Low
36	Order of Operations	5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	C	Low

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Unit 5: Operations and Algebraic Thinking – CONTINUED					
37	Solve Multi-Step Word Problems	4.OA.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.	C	Low
Unit 6 : Measurement					
38	Customary Measurement Units	5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	C	Medium
39	Metric Measurement Units	5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	C	Medium
40	Line Plots	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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.	C	Low
41	Volume Formula	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	C	Low
		5.MD.5.a	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.	C	Medium
		5.MD.5.b	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.	C	Medium
42	Volume of Composed Figures	5.MD.5.c	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.	C	Medium
43	Angles and Degrees	4.MD.5.b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees	C	Low

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Unit 6 : Measurement — CONTINUED					
44	Measure Angles	4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	C	Medium
		4.MD.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.	C	Medium
Unit 7: Statistics and Data					
45	Recognize Statistical Questions	6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, How old am I? is not a statistical question, but How old are the students in my school? is a statistical question because one anticipates variability in students’ ages.	C	Medium
46	Data Distribution	6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	C	Low
47	Dot Plots, Histograms, and Box Plots	6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	C	Low
Unit 8: Geometry					
48	Lines, Rays, and Angles	4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	C	Medium
49	Ordered Pairs	5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.5.G., x-axis and x-coordinate, y-axis and y-coordinate).	C	Low
50	Polygons	5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	C	Low
51	Three-Dimensional Figures and Nets	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	C	Low

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Unit 1: The Number System					
1	Positive and Negative Numbers	6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	D	Medium
		6.NS.6.a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	D	Medium
2	Compare and Order Whole Numbers	6.NS.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .	D	Medium
3	Compare Fractions and Decimals	6.NS.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	D	Medium
		7.NS.2.d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	D	Medium
4	Absolute Value	6.NS.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.	D	Medium
		6.NS.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.	D	Medium
5	Ordered Pair Relationships	6.NS.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	D	Medium
		6.NS.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	D	Medium
6	Absolute Value on the Coordinate Plane	6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	D	Low

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Unit 1: The Number System – CONTINUED					
7	Add Rational Numbers	7.NS.1.a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	D	High
		7.NS.1.b	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	D	High
8	Subtract Rational Numbers	7.NS.1.c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	D	High
		7.NS.1.d	Apply properties of operations as strategies to add and subtract rational numbers.	D	High
9	Multiply and Divide Rational Numbers	7.NS.2.a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	D	Medium
		7.NS.2.b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	D	Medium
		7.NS.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.	D	Medium
10	Estimate and Compare Irrational Numbers	8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	D	Low

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Unit 2: Expressions and Equations					
11	Use Expressions and Equations to Solve Word Problems	7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that increase by 5% is the same as multiply by 1.05.	D	Low
		7.EE.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	D	High
12	Use Number Lines to Interpret Inequalities	6.NS.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.	D	Medium
13	Solve Inequalities	7.EE.4.b	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions	D	High
14	Use Equations and Inequalities to Solve Multi-Step Word Problems	7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$250. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches	D	Low
15	Integer Exponents	8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$.	D	Low
16	Scientific Notation	8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.	D	Low
17	Square Roots and Cube Roots	8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	D	Medium
18	Graph Proportional Relationships and Calculate Unit Rate	8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	D	Low

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Unit 2: Expressions and Equations – CONTINUED					
19	Solve Systems Graphically	8.EE.8.a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	D	Low
		8.EE.8.c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair	D	Low
20	Solve Systems Algebraically	8.EE.8.b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	D	Low
Unit 3: Ratios and Proportional Relationships					
21	Unit Rates	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.	D	Low
		6.RP.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	D	Medium
22	Equivalent Ratios and Multiplication Tables	6.RP.3a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	D	Medium
23	Equivalent Ratios and Graphs	6.RP.3a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	D	Medium
24	Percent of a Quantity	6.RP.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent	D	Medium
25	Find the Whole from a Percent	6.RP.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent	D	Medium
26	Convert Units of Measurement	6.RP.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	D	Medium
27	Proportional Relationships: Applying Percents and Ratios	7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	D	Low
28	Proportional Relationships and Tables	7.RP.2.a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	D	High

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Unit 3: Ratios and Proportional Relationships – CONTINUED					
29	Constant of Proportionality	7.RP.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	D	High
30	Proportional Relationships	7.RP.2.c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.	D	High
Unit 4: Functions					
31	Determine Whether a Graph is Linear	8.F.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	D	Low
32	Write an Equation to Describe Functions	8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	D	Medium
33	Analyze Graphs	8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	D	High
Unit 5: Statistics and Probability					
34	Choose Appropriate Measures of Center and Variability	6.SP.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	D	Low
35	Populations and Samples	7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	D	Low
36	Compare Populations	7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book	D	Medium

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Unit 5: Statistics and Probability – CONTINUED					
37	Scatter Plots: Clusters and Outliers	8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	D	Low
38	Scatter Plots and Linear Associations	8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	D	Low
		8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	D	Low
39	Two-Way Tables	8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	D	Low
40	Understand Probability	7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	D	Medium
41	Theoretical and Experimental Probability	7.SP.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected	D	Low
		7.SP.7.b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	D	Low

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Unit 5: Statistics and Probability – CONTINUED					
42	Probability of Compound Events and Sample Space	7.SP.8.a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	D	Medium
		7.SP.8.b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.	D	Medium
Unit 6: Geometry					
43	Area and Circumference of a Circle	7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	D	Low
44	Area of Rectangles, Squares, Parallelograms, and Triangles	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	D	Low
45	Volume	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	D	Low
46	Surface Area	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	D	Low
47	Angle Pairs	7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	D	Low
48	Transformations and Congruence	8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	D	Medium
49	Transformations and Similarity	8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	D	Low
50	Scale Drawings	7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	D	Low
51	Use the Pythagorean Theorem	8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	D	Low
		8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	D	Low

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UNIT 1: Numbers and Quantity					
1	Use Units To Solve Multi-Step Problems	N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	E	High
2	Use Units in Formulas	N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	E	High
3	Interpret Scale in Data Displays	N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	E	High
4	Determine Level of Accuracy	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	E	Low
UNIT 2: Expressions, Exponents, and Polynomials					
5	Interpret Expressions	A.SSE.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	E	Low
6	Use Order of Operations to Simplify Expressions	A.SSE.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	E	Low
7	Simplify Expressions with Exponents	A.SSE.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	E	Medium
8	Understand Exponents and Radicals	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	E	Low
9	Add Polynomials	A.APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add subtract, and multiply polynomials.	E	Medium
10	Subtract Polynomials	A.APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add subtract, and multiply polynomials.	E	Medium
11	Multiply Polynomials	A.APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add subtract, and multiply polynomials.	E	Medium
12	Rewrite Expressions by Factoring	A.SSE.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	E	Low

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UNIT 3: Equations and Inequalities					
13	Equations and Inequalities with One Variable	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	Low
14	Equations with Two Variables	A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	E	Low
15	Solve Problems Using Equations and Inequalities	A.CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	E	Medium
16	Construct Arguments to Solve Equations	A.REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	E	Low
17	Solve Linear Equations and Inequalities with One Variable	A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	E	Low
18	Solve Quadratic Equations with One Variable	A.REI.4	Solve quadratic equations in one variable.	E	Low
19	Solve Linear Equations with Two Variables	A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	E	Medium
20	Graph Linear Equations with Two Variables	A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	E	Medium
21	Graph Equations to Show All Solutions	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	E	High
UNIT 4: Functions					
22	Write a Function	F.BF.1	Write a function that describes a relationship between two quantities.	E	Low
23	Understand Inputs and Outputs of Functions	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	E	Low
24	Evaluate Function Notation	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	E	Medium

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UNIT 4: Functions – CONTINUED					
25	Calculate Rate of Change of a Function	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	E	Medium
26	Understand and Graph Linear Functions	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	Low
		F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	E	High
27	Compare Properties of Linear Functions	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	E	Low
28	Understand and Graph Quadratic Functions	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	Low
		A.SSE.3a	Factor a quadratic expression to reveal the zeroes of the function it defines.	E	Low
		F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem.	E	Medium
		F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	E	High
29	Understand Graph Exponential Growth Functions	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	Low
		F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay.	E	Low
		F.LE.1c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	E	Low
		F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	E	High

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UNIT 4: Functions – CONTINUED					
30	Understand Graph Exponential Decay Functions	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	E	Low
		F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay.	E	Low
		F.LE.1c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	E	Low
		F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	E	High
31	Interpret Parameters of Linear and Exponential Functions	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.	E	Low
UNIT 5: Data Analysis					
32	Understand Measures of Center and Spread	S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	E	Medium
33	Analyze Line Plots	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	E	Medium
		S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	E	Medium
34	Analyze Histograms	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	E	Medium
		S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	E	Medium
35	Analyze Box Plots	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	E	Medium
		S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	E	Medium
36	Summarize Data in Two-way Frequency Tables	S.ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	E	Medium
37	Identify Rate and Constant of Data	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	E	Medium
38	Distinguish Between Correlation and Causation	S.ID.9	Distinguish between correlation and causation.	E	Low

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Unit 6: Geometry					
39	Define Points and Lines	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	E	Low
40	Define Angles	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	E	Low
41	Define Parallel and Perpendicular Lines	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	E	Low
42	Define Circles	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	E	Low
43	Define Congruent Triangles	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	E	Medium
44	Solve Problems with Congruency	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	E	Medium
45	Find Volume of Pyramids	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
46	Find Volume of Cylinders	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
47	Find Volume of Spheres	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
48	Find Volume of Cones	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	E	High
49	Model Density of Area and Volume	G.MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	E	Medium