

National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
K-8 » English Language Arts Standards » Reading: Literature » Key Ideas and Details							
<i>Kindergarten - RL.K.1. With prompting and support, ask and answer questions about key details in a text.</i>							<i>Kindergt</i>
M	Language - EC		Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Go-together Cards		Highest
M	Language - EC		Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Patterns		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Picture/word Booklets		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
<i>Kindergarten - RL.K.2. With prompting and support, retell familiar stories, including key details.</i>							<i>Kindergt</i>
M	Language - EC		Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Patterns		Highest
M	Language - EC		Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Relationships (e.g.opposites)		Highest
M	Language - EC		Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Sequencing Events		Highest
<i>Kindergarten - RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</i>							<i>Kindergt</i>
M	Language - EC		Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Sequencing Events		Highest
M	Language - EC		Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Spatial (positional words)		Highest

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	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest
Grade 1 - RL.1.1. Ask and answer questions about key details in a text.						1st	
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Supporting Details-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Who, What, When, Where, Why-Yr 1		Highest
Grade 1 - RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.						1st	
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Retell / Summarize-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Plot Development-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Theme-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Supporting Details-Yr 1		Highest
Grade 1 - RL.1.3. Describe characters, settings, and major events in a story, using key details.						1st	
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Narrator, Character-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Setting, Events-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Supporting Details-Yr 1		Highest
Grade 2 - RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						2nd	
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Supporting Details-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Who, What, When, Where, Why-Yr 2		Highest

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Grade 2 - RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.						2nd	
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Retell / Summarize-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Plot Development-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Theme-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 2		Highest
M	Lang-Reading	Reading-Yr 2	Reading-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
M	Lang-Reading	Reading-Yr 2	Reading-Yr 2	Teacher Prepared	Supporting Details-Yr 2		Highest
Grade 2 - RL.2.3. Describe how characters in a story respond to major events and challenges.						2nd	
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Narrator, Character-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Setting, Events-Yr 2		Highest
M	Lang-Reading	Reading-Yr 2	Reading-Yr 2	Teacher Prepared	Supporting Details-Yr 2		Highest
Grade 3 - RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						3rd	
M	Lang-Literature	Literature-Yr 3	Literature-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
Grade 3 - RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.						3rd	
M	Lang-Literature	Literature-Yr 3	Literature-Yr 3	Teacher Prepared	Retell / Summarize-Yr 3		Highest
Grade 3 - RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						3rd	
M	Lang-Reading	Reading-Yr 3	Reading-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
Grade 3 - RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.						3rd	
M	Lang-Literature	Literature-Yr 3	Literature-Yr 3	Teacher Prepared	Plot Development-Yr 3		Highest
Grade 3 - RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring						3rd	

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			<i>explicitly to the text as the basis for the answers.</i>					
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 3		Highest	
			<i>Grade 3 - RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</i>				3rd	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Theme-Yr 3		Highest	
			<i>Grade 3 - RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>				3rd	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Locating the Answers-Yr 3		Highest	
			<i>Grade 3 - RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</i>				3rd	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest	
			<i>Grade 3 - RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>				3rd	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Purpose-Yr 3		Highest	
			<i>Grade 3 - RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</i>				3rd	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Supporting Details-Yr 3		Highest	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 3		Highest	
			<i>Grade 3 - RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</i>				3rd	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Narrator, Character-Yr 3		Highest	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Setting, Events-Yr 3		Highest	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Detecting the Sequence-Yr 3		Highest	
			<i>Grade 4 - RL.4.1. Refer to details and examples in a text when explaining what the text says</i>				4th	

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<i>explicitly and when drawing inferences from the text.</i>							
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 4		Highest
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
M	Lang-Reading	Reading-Yr 4	Reading-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
Grade 4 - RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.						4th	
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Retell / Summarize-Yr 4		Highest
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Theme-Yr 4		Highest
M	Lang-Reading	Reading-Yr 4	Reading-Yr 4	Teacher Prepared	Summarizing-Yr 4		Highest
Grade 4 - RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).						4th	
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Narrator, Character-Yr 4		Highest
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Setting, Events-Yr 4		Highest
M	Lang-Reading	Reading-Yr 4	Reading-Yr 4	Teacher Prepared	Supporting Details-Yr 4		Highest
Grade 5 - RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						5th	
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 5		Highest
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Comprehension and Analysis-Yr 5		Highest
M	Lang-Reading	Reading-Yr 5	Reading-Yr 5	Teacher Prepared	Comprehension and Analysis-Yr 5		Highest
M	Lang-Reading	Reading-Yr 5	Reading-Yr 5	Teacher Prepared	Identiry Inferences-Yr 5		Highest
Grade 5 - RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.						5th	
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Retell / Summarize-Yr 5		Highest
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Theme-Yr 5		Highest
M	Lang-Reading	Reading-Yr 5	Reading-Yr 5	Teacher Prepared	Summarizing-Yr 5		Highest
Grade 5 - RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).						5th	

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	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Compare and Contrast-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Narrator, Character-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Setting, Events-Yr 5		Highest
Grade 6 - RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.						6th	
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Identiry Inferences-Yr 6		Highest
Grade 6 - RL.6.2. 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.						6th	
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Retell / Summarize-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Theme-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Fact or Opinion-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Summarizing-Yr 6		Highest
Grade 6 - RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.						6th	
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Narrator, Character-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Plot Development-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Conflict-Yr 6		Highest
Grade 7 - RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.						7th	
Grade 7 - RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.						7th	
Grade 7 - RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).						7th	

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	<i>Grade 8 - RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>						8th	
	<i>Grade 8 - RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i>						8th	
	<i>Grade 8 - RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</i>						8th	

K-8 » English Language Arts Standards » Reading: Literature » Craft and Structure

Kindergarten - RL.K.4. Ask and answer questions about unknown words in a text.

Kindergrt

M	Language - EC	Oral Language	n/a	Conversations Using Objects or Pictures	Highest
M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Word Building	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Object Game	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Labels with Objects	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Picture/word Booklets	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension	Highest

Kindergarten - RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

Kindergrt

M	Language - EC	Oral Language	n/a	Songs, finger plays	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Picture/word Booklets	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension	Highest

Kindergarten - RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Kindergrt

M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books	Highest
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	M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest	
	Grade 1 - RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.						1st	
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Mood-Yr 1		Highest	
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Imagery-Yr 1		Highest	
	Grade 1 - RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.						1st	
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Purpose-Yr 1		Highest	
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Pleasure-Yr 1		Highest	
	Grade 1 - RL.1.6. Identify who is telling the story at various points in a text.						1st	
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Author's Purpose, Point of View-Yr 1		Highest	
	Grade 2 - RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.						2nd	
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Alliteration-Yr 2		Highest	
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Assonance-Yr 2		Highest	
	Grade 2 - RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.						2nd	
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Summarizing-Yr 2		Highest	
	Grade 2 - RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.						2nd	
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Author's Purpose, Point of View-Yr 2		Highest	
	Grade 3 - RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.						3rd	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Literal, Non-literal Language-Yr 3		Highest	
	Grade 3 - RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.						3rd	

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	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
Grade 3 - RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.						3rd	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Author's Purpose, Point of View-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Narrator, Character-Yr 3		Highest
Grade 4 - RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).						4th	
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Genre-Yr 4		Highest
Grade 4 - RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.						4th	
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
	M	Lang-Composition	Composition-Yr 4	Teacher Prepared	Expository-Yr 4		Highest
Grade 4 - RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.						4th	
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Author's Purpose, Point of View-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Narrator, Character-Yr 4		Highest
Grade 5 - RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.						5th	
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Similie-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Metaphor-Yr 5		Highest
Grade 5 - RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.						5th	
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Making Connections-Yr 5		Highest
Grade 5 - RL.5.6. Describe how a narrator's or speaker's point of view influences how events are						5th	

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	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Author's Purpose, Point of View-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Narrator, Character-Yr 5		Highest
							<i>Grade 6 - RL.6.4. 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.</i>
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Author's Purpose, Point of View-Yr 6		Highest
							<i>Grade 6 - RL.6.5. 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.</i>
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Main Idea-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Making Connections-Yr 6		Highest
							<i>Grade 6 - RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</i>
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Author's Purpose, Point of View-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Narrator, Character-Yr 6		Highest
							<i>Grade 7 - RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</i>
							<i>Grade 7 - RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</i>
							<i>Grade 7 - RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i>
							<i>Grade 8 - RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and</i>

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tone, including analogies or allusions to other texts.

Grade 8 - RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 8th

Grade 8 - RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 8th

K-8 » English Language Arts Standards » Reading: Literature » Integration of Knowledge and Ideas

Kindergarten - RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). Kindergt

M	Language - EC	Oral Language	n/a	Sequencing Stories (with objects or pictures)	Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Object to Object Matching	Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Object to Picture Matching	Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Picture to Picture Matching	Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Classification (3 part) Cards	Highest
M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Go-together Cards	Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
Kindergarten - RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.						Kindergt	
M	Language - EC	Oral Language	n/a	Songs, finger plays			Highest
M	Language - EC	Oral Language	n/a	Conversations Using Objects or Pictures			Highest
M	Language - EC	Reading	Teacher Prepared Activity	Picture/word Booklets			Highest
M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension			Highest
Grade 1 - RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.						1st	
M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Narrator, Character-Yr 1			Highest
M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Setting, Events-Yr 1			Highest
Grade 1 - RL.1.9. Compare and contrast the adventures and experiences of characters in stories.						1st	
M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Narrator, Character-Yr 1			Highest
M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Setting, Events-Yr 1			Highest
Grade 2 - RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.						2nd	
M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Narrator, Character-Yr 2			Highest
M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Setting, Events-Yr 2			Highest
M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Plot Development-Yr 2			Highest
Grade 2 - RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.						2nd	
M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Genre-Yr 2			Highest
M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Compare and Contrast-Yr 2			Highest
Grade 3 - RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).						3rd	
M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Narrator, Character-Yr 3			Highest
M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Setting, Events-Yr 3			Highest
M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Conflict-Yr 3			Highest
Grade 3 - RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the						3rd	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>same author about the same or similar characters (e.g., in books from a series).</i>							
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Narrator, Character-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Setting, Events-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Theme-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Compare and Contrast-Yr 3		Highest
<i>Grade 4 - RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</i>							
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Making Connections-Yr 4		Highest
<i>Grade 4 - RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</i>							
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Compare and Contrast-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Setting, Events-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Theme-Yr 4		Highest
<i>Grade 5 - RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</i>							
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Reading for Purpose-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Reading for Pleasure-Yr 5		Highest
<i>Grade 5 - RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</i>							
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Compare and Contrast-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Genre-Yr 5		Highest
<i>Grade 6 - RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</i>							
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Compare and Contrast-Yr 6		Highest	
	<i>Grade 6 - RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</i>						6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Compare and Contrast-Yr 6		Highest	
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Genre-Yr 6		Highest	
	<i>Grade 7 - RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</i>						7th	
	<i>Grade 7 - RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</i>						7th	
	<i>Grade 8 - RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</i>						8th	
	<i>Grade 8 - RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</i>						8th	

K-8 » English Language Arts Standards » Reading: Literature » Range of Reading and Level of Text Complexity

	<i>Kindergarten - RL.K.10. Actively engage in group reading activities with purpose and understanding.</i>						Kindergt
	M	Language - EC	Oral Language	n/a	Songs, finger plays		Highest
	M	Language - EC	Writing and Reading	Teacher Prepared Activity	Environmental Labels/Organic Reading		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Command Cards		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest
	<i>Grade 1 - RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for</i>						1st

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>grade 1.</i>							
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Purpose-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Pleasure-Yr 1		Highest
<i>Grade 2 - RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>						<i>2nd</i>	
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reading for Purpose-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reading for Pleasure-Yr 2		Highest
<i>Grade 3 - RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</i>						<i>3rd</i>	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Purpose-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Pleasure-Yr 3		Highest
<i>Grade 4 - RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>						<i>4th</i>	
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Reading for Purpose-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Reading for Pleasure-Yr 4		Highest
<i>Grade 5 - RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</i>						<i>5th</i>	
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Reading for Purpose-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Reading for Pleasure-Yr 5		Highest
<i>Grade 6 - RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>						<i>6th</i>	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Purpose-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Pleasure-Yr 6		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
						7th	
						8th	

Grade 7 - RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 8 - RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

K-8 » English Language Arts Standards » Reading: Informational Text » Key Ideas and Details

Kindergarten - RI.K.1. With prompting and support, ask and answer questions about key details in a text.

Kindergt

M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Object to Object Matching	Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Object to Picture Matching	Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Picture to Picture Matching	Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Classification (3 part) Cards	Highest
M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Go-together Cards	Highest
M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Patterns	Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Language - EC	Reading	Teacher Prepared Activity	Picture/word Booklets		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
Kindergarten - RI.K.2. With prompting and support, identify the main topic and retell key details of a text.						Kindergt	
	M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Classification (3 part) Cards		Highest
	M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Patterns		Highest
	M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Relationships (e.g.opposites)		Highest
	M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Sequencing Events		Highest
Kindergarten - RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.						Kindergt	
	M	Language - EC	Oral Language	n/a	Puzzles		Highest
	M	Language - EC	Oral Language	n/a	Bead Stringing with Pattern Cards		Highest
	M	Language - EC	Oral Language	n/a	Sequencing Stories (with objects or pictures)		Highest
	M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Sequencing Events		Highest
	M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Spatial (positional words)		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
Grade 1 - RI.1.1. Ask and answer questions about key details in a text.						1st	
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1	Reading-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1	Reading-Yr 1	Teacher Prepared	Supporting Details-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1	Reading-Yr 1	Teacher Prepared	Who, What, When, Where, Why-Yr 1		Highest
Grade 1 - RI.1.2. Identify the main topic and retell key details of a text.						1st	
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Theme-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1	Reading-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1	Reading-Yr 1	Teacher Prepared	Supporting Details-Yr 1		Highest
Grade 1 - RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.						1st	
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Narrator, Character-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Setting, Events-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1	Reading-Yr 1	Teacher Prepared	Supporting Details-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1	Reading-Yr 1	Teacher Prepared	Making Connections-Yr 1		Highest
Grade 2 - RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						2nd	
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
M	Lang-Reading	Reading-Yr 2	Reading-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 2		Highest
M	Lang-Reading	Reading-Yr 2	Reading-Yr 2	Teacher Prepared	Supporting Details-Yr 2		Highest
M	Lang-Reading	Reading-Yr 2	Reading-Yr 2	Teacher Prepared	Who, What, When, Where, Why-Yr 2		Highest
Grade 2 - RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.						2nd	
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Theme-Yr 2		Highest

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	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Main Idea-Yr 2		Highest
Grade 2 - RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.							2nd
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Making Connections-Yr 2		Highest
Grade 3 - RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.							3rd
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Supporting Details-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Who, What, When, Where, Why-Yr 3		Highest
Grade 3 - RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.							3rd
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Supporting Details-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Main Idea-Yr 3		Highest
Grade 3 - RI.3.3. 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.							3rd
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Making Connections-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Detecting the Sequence-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Cause and Effect-Yr 3		Highest
Grade 4 - RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							4th

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Identiry Inferences-Yr 4		Highest
Grade 4 - RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.							4th
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Retell / Summarize-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Theme-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Main Idea-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Summarizing-Yr 4		Highest
Grade 4 - RI.4.3. 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.							4th
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Setting, Events-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Supporting Details-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Cause and Effect-Yr 4		Highest
Grade 5 - RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.							5th
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Identiry Inferences-Yr 5		Highest
Grade 5 - RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.							5th
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Main Idea-Yr 5		Highest
Grade 5 - RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.							5th
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Making Connections-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Cause and Effect-Yr 5		Highest
Grade 6 - RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							6th

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Identiry Inferences-Yr 6		Highest	
	<i>Grade 6 - RI.6.2. 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.</i>						6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Fact or Opinion-Yr 6		Highest	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Main Idea-Yr 6		Highest	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Summarizing-Yr 6		Highest	
	<i>Grade 6 - RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i>						6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Supporting Details-Yr 6		Highest	
	<i>Grade 7 - RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>						7th	
	<i>Grade 7 - RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</i>						7th	
	<i>Grade 7 - RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</i>						7th	
	<i>Grade 8 - RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i>						8th	
	<i>Grade 8 - RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i>						8th	
	<i>Grade 8 - RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</i>						8th	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
K-8 » English Language Arts Standards » Reading: Informational Text » Craft and Structure							
Kindergarten - RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.							Kindergt
M	Language - EC	Oral Language		n/a	Conversations Using Objects or Pictures		Highest
M	Language - EC	Word Building		Movable Alphabet	Movable Alphabet: Word Building		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Phonetic Object Game		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Labels with Objects		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Picture/word Booklets		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Phonetic Reading Books		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Sentences: Comprehension		Highest
Kindergarten - RI.K.5. Identify the front cover, back cover, and title page of a book.							Kindergt
M	Language - EC	Oral Language		n/a	Songs, finger plays		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Picture/word Booklets		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Sentences: Comprehension		Highest
Kindergarten - RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.							Kindergt
M	Language - EC	Reading		Teacher Prepared Activity	Phonetic Reading Books		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Sentences: Comprehension		Highest
Grade 1 - RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.							1st
M	Lang-Reading	Reading-Yr 1		Teacher Prepared	Vocabulary-Yr 1		Highest
M	Lang-Reading	Reading-Yr 1		Teacher Prepared	Using the Context-Yr 1		Highest
Grade 1 - RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.							1st
M	Lang-Research Skills	Research Skills-Yr 1		Teacher Prepared	Use of Dictionary-Yr 1		Highest
M	Lang-Research	Research Skills-Yr 1		Teacher Prepared	Use of Reference Books-Yr 1		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Skills					
		Grade 1 - RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				1st	
	M	Lang-Research Skills	Research Skills -Yr 1	Teacher Prepared	Reading a Table and Chart-Yr 1		Highest
	M	Lang-Research Skills	Research Skills -Yr 1	Teacher Prepared	Reading a Graph and Map-Yr 1		Highest
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Reading a Picture and Diagram-Yr 1		Highest
		Grade 2 - RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.				2nd	
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Vocabulary-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Using the Context-Yr 2		Highest
		Grade 2 - RI.2.5. 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.				2nd	
	M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Use of Reference Books-Yr 2		Highest
	M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Use of Online Resources-Yr 2		Highest
		Grade 2 - RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				2nd	
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Author's Purpose, Point of View-Yr 2		Highest
		Grade 3 - RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.				3rd	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Vocabulary-Yr 3		Highest
		Grade 3 - RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.				3rd	
	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Reference Books-Yr 3		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Online Resources-Yr 3		Highest
Grade 3 - RI.3.6. Distinguish their own point of view from that of the author of a text.						3rd	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Author's Purpose, Point of View-Yr 3		Highest
Grade 4 - RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.						4th	
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Vocabulary-Yr 4		Highest
Grade 4 - RI.4.5. 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.						4th	
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Detecting the Sequence-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Cause and Effect-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Compare and Contrast-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Reading for Purpose-Yr 4		Highest
Grade 4 - RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.						4th	
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Compare and Contrast-Yr 4		Highest
Grade 5 - RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.						5th	
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Vocabulary-Yr 5		Highest
Grade 5 - RI.5.5. 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.						5th	
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Detecting the Sequence-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Cause and Effect-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Compare and Contrast-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Reading for Purpose-Yr 5		Highest
Grade 5 - RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.						5th	
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Compare and Contrast-Yr 5		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<i>Grade 6 - RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</i>					6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Vocabulary-Yr 6		Highest
	<i>Grade 6 - RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</i>					6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Parts of a Book-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Main Idea-Yr 6		Highest
	<i>Grade 6 - RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</i>					6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Identiry Inferences-Yr 6		Highest
	<i>Grade 7 - RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</i>					7th	
	<i>Grade 7 - RI.7.5. 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.</i>					7th	
	<i>Grade 7 - RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</i>					7th	
	<i>Grade 8 - RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</i>					8th	
	<i>Grade 8 - RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</i>					8th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Grade 8 - RI.8.6. 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.</i>						8th	
K-8 » English Language Arts Standards » Reading: Informational Text » Integration of Knowledge and Ideas							
<i>Kindergarten - RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</i>						Kindergt	
M	Language - EC	Oral Language	n/a		Sequencing Stories (with objects or pictures)		Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment		Teacher Prepared Activity	Object to Object Matching		Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment		Teacher Prepared Activity	Object to Picture Matching		Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment		Teacher Prepared Activity	Picture to Picture Matching		Highest
M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment		Teacher Prepared Activity	Classification (3 part) Cards		Highest
M	Language - EC	Indirect Preparation for Reading: Concept Development		Teacher Prepared Activity	Go-together Cards		Highest
<i>Kindergarten - RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</i>						Kindergt	
M	Language - EC	Reading		Teacher Prepared Activity	Sentences: Comprehension		Highest
<i>Kindergarten - RI.K.9. With prompting and support, identify basic similarities in and differences</i>						Kindergt	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>							
	M	Language - EC	Oral Language	n/a	Songs, finger plays		Highest
	M	Language - EC	Oral Language	n/a	Conversations Using Objects or Pictures		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Picture/word Booklets		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest
Grade 1 - RI.1.7. Use the illustrations and details in a text to describe its key ideas.						1st	
	M	Lang-Research Skills	Research Skills -Yr 1	Teacher Prepared	Reading a Table and Chart-Yr 1		Highest
	M	Lang-Research Skills	Research Skills -Yr 1	Teacher Prepared	Reading a Graph and Map-Yr 1		Highest
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Reading a Picture and Diagram-Yr 1		Highest
Grade 1 - RI.1.8. Identify the reasons an author gives to support points in a text.						1st	
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Note Taking / Paraphrasing-Yr 1		Highest
Grade 1 - RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						1st	
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Use of Reference Books-Yr 1		Highest
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Use of Online Resources-Yr 1		Highest
Grade 2 - RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.						2nd	
	M	Lang-Research Skills	Research Skills -Yr 2	Teacher Prepared	Reading a Table and Chart-Yr 2		Highest
	M	Lang-Research Skills	Research Skills -Yr 2	Teacher Prepared	Reading a Graph and Map-Yr 2		Highest
	M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Reading a Picture and Diagram-Yr 2		Highest

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Grade 2 - RI.2.8. Describe how reasons support specific points the author makes in a text.						2nd	
M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Note Taking / Paraphrasing-Yr 2		Highest	
Grade 2 - RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.						2nd	
M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Use of Reference Books-Yr 2		Highest	
M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Use of Online Resources-Yr 2		Highest	
Grade 3 - RI.3.7. 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).						3rd	
M	Lang-Research Skills	Research Skills -Yr 3	Teacher Prepared	Reading a Table and Chart-Yr 3		Highest	
M	Lang-Research Skills	Research Skills -Yr 3	Teacher Prepared	Reading a Graph and Map-Yr 3		Highest	
M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Reading a Picture and Diagram-Yr 3		Highest	
Grade 3 - RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						3rd	
M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Note Taking / Paraphrasing-Yr 3		Highest	
Grade 3 - RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.						3rd	
M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Reference Books-Yr 3		Highest	
M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Online Resources-Yr 3		Highest	
Grade 4 - RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts,						4th	

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<i>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.</i>							
M	Lang-Research Skills	Research Skills -Yr 4	Teacher Prepared	Reading a Table and Chart-Yr 4		Highest	
M	Lang-Research Skills	Research Skills -Yr 4	Teacher Prepared	Reading a Graph and Map-Yr 4		Highest	
M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Reading a Picture and Diagram-Yr 4		Highest	
Grade 4 - RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.						4th	
M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Note Taking / Paraphrasing-Yr 4		Highest	
Grade 4 - RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.						4th	
M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Use of Reference Books-Yr 4		Highest	
M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Use of Online Resources-Yr 4		Highest	
Grade 5 - RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.						5th	
M	Lang-Research Skills	Research Skills -Yr 5	Teacher Prepared	Reading a Table and Chart-Yr 5		Highest	
M	Lang-Research Skills	Research Skills -Yr 5	Teacher Prepared	Reading a Graph and Map-Yr 5		Highest	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Reading a Picture and Diagram-Yr 5		Highest	
Grade 5 - RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).						5th	
M	Lang-Research	Research Skills-Yr 5	Teacher Prepared	Note Taking / Paraphrasing-Yr 5		Highest	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Skills					
		Grade 5 - RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				5th	
	M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Reference Books-Yr 5		Highest
	M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Online Resources-Yr 5		Highest
		Grade 6 - RI.6.7. 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.				6th	
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Research Paper-Yr 6		Highest
	M	Lang-Research Skills	Research Skills -Yr 6	Teacher Prepared	Reading a Table and Chart-Yr 6		Highest
	M	Lang-Research Skills	Research Skills -Yr 6	Teacher Prepared	Reading a Graph and Map-Yr 6		Highest
		Grade 6 - RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				6th	
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Debates-Yr 6		Highest
		Grade 6 - RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).				6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Compare and Contrast-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Purpose-Yr 6		Highest
		Grade 7 - RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).				7th	
		Grade 7 - RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.				7th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
	<i>Grade 7 - RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i>						7th	
	<i>Grade 8 - RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</i>						8th	
	<i>Grade 8 - RI.8.8. 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.</i>						8th	
	<i>Grade 8 - RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</i>						8th	

K-8 » English Language Arts Standards » Reading: Informational Text » Range of Reading and Level of Text Complexity

<i>Kindergarten - RI.K.10. Actively engage in group reading activities with purpose and understanding.</i>						Kindergt	
M	Language - EC	Oral Language	n/a		Songs, finger plays	Highest	
M	Language - EC	Writing and Reading	Teacher Prepared Activity		Environmental Labels/Organic Reading	Highest	
M	Language - EC	Reading	Teacher Prepared Activity		Command Cards	Highest	
M	Language - EC	Reading	Teacher Prepared Activity		Sentences: Comprehension	Highest	
<i>Grade 1 - RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</i>						1st	
M	Lang-Reading	Reading-Yr 1	Teacher Prepared		Reading for Purpose-Yr 1	Highest	
M	Lang-Reading	Reading-Yr 1	Teacher Prepared		Reading for Pleasure-Yr 1	Highest	
<i>Grade 2 - RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band</i>						2nd	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>proficiently, with scaffolding as needed at the high end of the range.</i>							
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reading for Purpose-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reading for Pleasure-Yr 2		Highest
<i>Grade 3 - RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</i>						3rd	
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Purpose-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Pleasure-Yr 3		Highest
<i>Grade 4 - RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>						4th	
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Reading for Purpose-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Reading for Pleasure-Yr 4		Highest
<i>Grade 5 - RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</i>						5th	
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Reading for Purpose-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Reading for Pleasure-Yr 5		Highest
<i>Grade 6 - RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>						6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Purpose-Yr 6		Highest
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Pleasure-Yr 6		Highest
<i>Grade 7 - RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>						7th	
<i>Grade 8 - RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</i>						8th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
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K-1 » English Language Arts Standards » Reading: Foundational Skills » Print Concepts

Kindergarten - R.K.1. Demonstrate understanding of the organization and basic features of print.

Kindergt

Follow words from left to right, top to bottom, and page by page.

Recognize that spoken words are represented in written language by specific sequences of letters.

Understand that words are separated by spaces in print.

Recognize and name all upper- and lowercase letters of the alphabet.

M	Language - EC	Letter/Sound Association	Sandpaper Letters	Naming Letters	Highest
M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Objects	Highest
M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Pictures	Highest
M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Controlled Word Building	Highest
M	Language - EC	Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing	Highest

Grade 1 - RF.1.1. Demonstrate understanding of the organization and basic features of print.

1st

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Lowercase and Uppercase Moveable Alphabet	Capitalization-Yr 1	Highest
M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Classroom Items	Period-Yr 1	Highest
M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Teacher Prepared	Question Mark-Yr 1	Highest
M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Teacher Prepared	Exclamation Point-Yr 1	Highest

K-1 » English Language Arts Standards » Reading: Foundational Skills » Phonological Awareness

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>Kindergarten - RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <p><i>Recognize and produce rhyming words.</i></p> <p><i>Count, pronounce, blend, and segment syllables in spoken words.</i></p> <p><i>Blend and segment onsets and rimes of single-syllable spoken words.</i></p> <p><i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</i></p> <p><i>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</i></p>						Kindergt	
M	Language - EC	Phonemic Awareness	Teacher Prepared Activity	Rhyming Words		Highest	
M	Language - EC	Phonemic Awareness	Teacher Prepared Activity	Sound Counting (Phonemic Segmentation)		Highest	
M	Language - EC	Phonemic Awareness	Teacher Prepared Activity	Sound Games: I Spy		Highest	
M	Language - EC	Phonemic Awareness	Teacher Prepared Activity	Initial Sound Objects or Pictures		Highest	
M	Language - EC	Phonemic Awareness	Teacher Prepared Activity	Initial Sound Objects or Pictures		Highest	
M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Object Game		Highest	
M	Language - EC	Reading	Teacher Prepared Activity	Labels with Objects		Highest	
M	Language - EC	Reading	Teacher Prepared Activity	Short Vowel Words		Highest	
M	Language - EC	Reading	Teacher Prepared Activity	Long Vowel Words		Highest	
<p><i>Grade 1 - RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <p><i>Distinguish long from short vowel sounds in spoken single-syllable words.</i></p> <p><i>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i></p> <p><i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i></p> <p><i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i></p>						1st	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Language - EC	Reading	Teacher Prepared Activity	Short Vowel Words		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Long Vowel Words		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Word Lists		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonogram Word Lists		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Puzzle Words		Highest

K-5 » English Language Arts Standards » Reading: Foundational Skills » Phonics and Word Recognition

Kindergarten - RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. **Kindergt**

Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Object Game		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Labels with Objects		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Short Vowel Words		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Long Vowel Words		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Picture/word Booklets		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Word Lists		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonogram Booklets		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonogram Word Lists		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Puzzle Words		Highest

Grade 1 - RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. **1st**

Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

Decode regularly spelled one-syllable words.

Know final -e and common vowel team conventions for representing long vowel sounds.

M=Matched to lesson in this class

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i></p> <p><i>Decode two-syllable words following basic patterns by breaking the words into syllables.</i></p> <p><i>Read words with inflectional endings.</i></p> <p><i>Recognize and read grade-appropriate irregularly spelled words.</i></p>							
M	Language - EC	Reading		Teacher Prepared Activity	Phonogram Word Lists		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Silent e		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Puzzle Words		Highest
<p>Grade 2 - RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i></p> <p><i>Know spelling-sound correspondences for additional common vowel teams.</i></p> <p><i>Decode regularly spelled two-syllable words with long vowels.</i></p> <p><i>Decode words with common prefixes and suffixes.</i></p> <p><i>Identify words with inconsistent but common spelling-sound correspondences.</i></p> <p><i>Recognize and read grade-appropriate irregularly spelled words.</i></p>							2nd
M	Language - EC	Reading		Teacher Prepared Activity	Phonogram Word Lists		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Silent e		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Puzzle Words		Highest
<p>Grade 3 - RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Identify and know the meaning of the most common prefixes and derivational suffixes.</i></p> <p><i>Decode words with common Latin suffixes.</i></p> <p><i>Decode multisyllable words.</i></p> <p><i>Read grade-appropriate irregularly spelled words.</i></p>							3rd
M	Lang-Word Study	Word Study-Yr 3		Teacher Prepared	Suffixes-Yr 3		Highest
M	Lang-Word Study	Word Study-Yr 3		Teacher Prepared	Prefixes-Yr 3		Highest
M	Lang-Word Study	Word Study-Yr 3		Teacher Prepared	Compound Words-Yr 3		Highest
M	Lang-Word Study	Word Study-Yr 3		Teacher Prepared	Word Families-Yr 3		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p>Grade 4 - RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i></p>						4th	
M	Lang-Word Study		Word Study-Yr 4	Teacher Prepared	Suffixes-Yr 4		Highest
M	Lang-Word Study		Word Study-Yr 4	Teacher Prepared	Prefixes-Yr 4		Highest
M	Lang-Word Study		Word Study-Yr 4	Teacher Prepared	Compound Words-Yr 4		Highest
M	Lang-Word Study		Word Study-Yr 4	Teacher Prepared	Word Families-Yr 4		Highest
<p>Grade 5 - RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i></p>						5th	
M	Lang-Word Study		Word Study-Yr 5	Teacher Prepared	Suffixes-Yr 5		Highest
M	Lang-Word Study		Word Study-Yr 5	Teacher Prepared	Prefixes-Yr 5		Highest
M	Lang-Word Study		Word Study-Yr 5	Teacher Prepared	Compound Words-Yr 5		Highest
M	Lang-Word Study		Word Study-Yr 5	Teacher Prepared	Word Families-Yr 5		Highest

K-5 » English Language Arts Standards » Reading: Foundational Skills » Fluency

<p>Kindergarten - RF.K.4. Read emergent-reader texts with purpose and understanding.</p>						Kindergt	
M	Language - EC		Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest
<p>Grade 1 - RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><i>Read grade-level text with purpose and understanding.</i></p> <p><i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i></p> <p><i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>						1st	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Fluency-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reread-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Purpose-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Pleasure-Yr 1		Highest

Grade 2 - RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

2nd

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Fluency-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reread-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reading for Purpose-Yr 2		Highest

Grade 3 - RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

3rd

Read grade-level text with purpose and understanding.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Fluency-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reread-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Purpose-Yr 3		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p>Grade 4 - RF.4.4. Read with sufficient accuracy and fluency to support comprehension. <i>Read grade-level text with purpose and understanding.</i> <i>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</i> <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>						4th	
M	Lang-Reading		Reading-Yr 4	Teacher Prepared	Fluency-Yr 4		Highest
M	Lang-Reading		Reading-Yr 4	Teacher Prepared	Reread-Yr 4		Highest
M	Lang-Reading		Reading-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
M	Lang-Literature		Literature-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
M	Lang-Reading		Reading-Yr 4	Teacher Prepared	Reading for Purpose-Yr 4		Highest
<p>Grade 5 - RF.5.4. Read with sufficient accuracy and fluency to support comprehension. <i>Read grade-level text with purpose and understanding.</i> <i>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</i> <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>						5th	
M	Lang-Reading		Reading-Yr 5	Teacher Prepared	Fluency-Yr 5		Highest
M	Lang-Reading		Reading-Yr 5	Teacher Prepared	Reread-Yr 5		Highest
M	Lang-Reading		Reading-Yr 5	Teacher Prepared	Comprehension and Analysis-Yr 5		Highest
M	Lang-Reading		Reading-Yr 5	Teacher Prepared	Reading for Purpose-Yr 5		Highest
M	Lang-Literature		Literature-Yr 5	Teacher Prepared	Comprehension and Analysis-Yr 5		Highest
<p>K-8 » English Language Arts Standards » Writing » Text Types and Purposes</p>							
<p>Kindergarten - W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>						Kindergt	
M	Language - EC		Word Building	Movable Alphabet	Movable Alphabet: Word Building		Highest
M	Language - EC		Word Building	Movable Alphabet	Movable Alphabet: Phrases		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Sentences		Highest
	M	Language - EC	Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing		Highest
Kindergarten - W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.						Kinderg	
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Word Building		Highest
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Phrases		Highest
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Sentences		Highest
	M	Language - EC	Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing		Highest
Kindergarten - W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.						Kinderg	
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Word Building		Highest
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Phrases		Highest
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Sentences		Highest
	M	Language - EC	Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing		Highest
Grade 1 - W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.						1st	
	M	Lang- Composition	Composition-Yr 1	Teacher Prepared	The Writing Process-Yr 1		Highest
	M	Lang- Composition	Composition-Yr 1	Teacher Prepared	Persuasive-Yr 1		Highest
Grade 1 - W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.						1st	
	M	Lang- Composition	Composition-Yr 1	Teacher Prepared	The Writing Process-Yr 1		Highest
	M	Lang- Composition	Composition-Yr 1	Teacher Prepared	Informative-Yr 1		Highest

National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
Grade 1 - W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.						1st	
M	Lang-Composition	Lang-Composition	Composition-Yr 1	Teacher Prepared	The Writing Process-Yr 1		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 1	Teacher Prepared	Narrative-Yr 1		Highest
Grade 2 - W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.						2nd	
M	Lang-Composition	Lang-Composition	Composition-Yr 2	Teacher Prepared	The Writing Process-Yr 2		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 2	Teacher Prepared	Paragraph Writing-Yr 2		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 2	Teacher Prepared	Persuasive-Yr 2		Highest
Grade 2 - W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.						2nd	
M	Lang-Composition	Lang-Composition	Composition-Yr 2	Teacher Prepared	The Writing Process-Yr 2		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 2	Teacher Prepared	Paragraph Writing-Yr 2		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 2	Teacher Prepared	Informative-Yr 2		Highest
Grade 2 - W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.						2nd	
M	Lang-Composition	Lang-Composition	Composition-Yr 2	Teacher Prepared	The Writing Process-Yr 2		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang- Composition	Composition-Yr 2	Teacher Prepared	Paragraph Writing-Yr 2		Highest
	M	Lang- Composition	Composition-Yr 2	Teacher Prepared	Narrative-Yr 2		Highest
<p>Grade 3 - W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 3rd</p> <p><i>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i></p> <p><i>Provide reasons that support the opinion.</i></p> <p><i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i></p> <p><i>Provide a concluding statement or section.</i></p>							
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	The Writing Process-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Paragraph Writing-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Persuasive-Yr 3		Highest
<p>Grade 3 - W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3rd</p> <p><i>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</i></p> <p><i>Develop the topic with facts, definitions, and details.</i></p> <p><i>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i></p> <p><i>Provide a concluding statement or section.</i></p>							
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Pre-Writing: Outlines, Concept Maps,		Highest

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		Composition			Semantic Webs, Notes-Yr 3		
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	The Writing Process-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Paragraph Writing-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Informative-Yr 3		Highest

Grade 3 - W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 3rd

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Use temporal words and phrases to signal event order.

Provide a sense of closure.

	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	The Writing Process-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Paragraph Writing-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Narrative-Yr 3		Highest

Grade 4 - W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4th

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Provide a concluding statement or section related to the opinion presented.

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	The Writing Process-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Paragraph Writing-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Persuasive-Yr 4		Highest

Grade 4 - W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 4th
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.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	The Writing Process-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Paragraph Writing-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Informative-Yr 4		Highest

Grade 4 - W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 4th

Orient the reader by establishing a situation and introducing a narrator and/or characters;



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			<p><i>organize an event sequence that unfolds naturally.</i></p> <p><i>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</i></p> <p><i>Use a variety of transitional words and phrases to manage the sequence of events.</i></p> <p><i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p><i>Provide a conclusion that follows from the narrated experiences or events.</i></p>				
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	The Writing Process-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Paragraph Writing-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Narrative-Yr 4		Highest
			<p>Grade 5 - W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 5th</p> <p><i>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.</i></p> <p><i>Provide logically ordered reasons that are supported by facts and details.</i></p> <p><i>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</i></p> <p><i>Provide a concluding statement or section related to the opinion presented.</i></p>				
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	The Writing Process-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Paragraph Writing-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Persuasive-Yr 5		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>Grade 5 - W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</i></p>							5th
M	Lang-Composition		Composition-Yr 5	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 5		Highest
M	Lang-Composition		Composition-Yr 5	Teacher Prepared	The Writing Process-Yr 5		Highest
M	Lang-Composition		Composition-Yr 5	Teacher Prepared	Paragraph Writing-Yr 5		Highest
M	Lang-Composition		Composition-Yr 5	Teacher Prepared	Informative-Yr 5		Highest
<p><i>Grade 5 - W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</i></p>							5th

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	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	The Writing Process-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Paragraph Writing-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Narrative-Yr 5		Highest

Grade 6 - W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

6th

Introduce claim(s) and organize the reasons and evidence clearly.

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from the argument presented.

	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Persuasive-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Research Paper-Yr 6		Highest

Grade 6 - W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6th

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to clarify the relationships among ideas and concepts.

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
							<p><i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>Establish and maintain a formal style.</i></p> <p><i>Provide a concluding statement or section that follows from the information or explanation presented.</i></p>
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Informative-Yr 6		Highest
M	Lang-Research Skills		Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
M	Lang-Research Skills		Research Skills-Yr 6	Teacher Prepared	Research Paper-Yr 6		Highest
M	Lang-Research Skills		Research Skills -Yr 6	Teacher Prepared	Reading a Table and Chart-Yr 6		Highest
M	Lang-Research Skills		Research Skills -Yr 6	Teacher Prepared	Reading a Graph and Map-Yr 6		Highest
M	Lang-Research Skills		Research Skills-Yr 6	Teacher Prepared	Reading a Picture and Diagram-Yr 6		Highest
							<p><i>Grade 6 - W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p> <p><i>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></p> <p><i>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i></p> <p><i>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</i></p> <p><i>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</i></p> <p><i>Provide a conclusion that follows from the narrated experiences or events.</i></p>
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 6		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	The Writing Process-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Paragraph Writing-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Narrative-Yr 6		Highest

Grade 7 - W.7.1. Write arguments to support claims with clear reasons and relevant evidence. 7th

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Grade 7 - W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 7th

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the information or

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>multimedia when useful to aiding comprehension.</i></p> <p><i>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</i></p> <p><i>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>Establish and maintain a formal style.</i></p> <p><i>Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></p>							
<p>Grade 8 - W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><i>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></p> <p><i>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</i></p> <p><i>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</i></p> <p><i>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i></p> <p><i>Provide a conclusion that follows from and reflects on the narrated experiences or events.</i></p>						8th	
<p>Grades 6-8 - WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p><i>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</i></p> <p><i>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</i></p> <p><i>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</i></p>						6th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang- Composition	Composition-Yr 1	Teacher Prepared	Publishing-Yr 1		Highest
Grade 1 - W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.						1st	
	M	Lang- Composition	Composition-Yr 1	Teacher Prepared	Plagiarism-Yr 1		Highest
	M	Lang- Composition	Composition-Yr 1	Teacher Prepared	Publishing-Yr 1		Highest
Grade 2 - W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.						2nd	
	M	Lang- Composition	Composition-Yr 2	Teacher Prepared	Editing-Yr 2		Highest
	M	Lang- Composition	Composition-Yr 2	Teacher Prepared	Evaluation-Yr 2		Highest
Grade 2 - W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						2nd	
	M	Lang- Composition	Composition-Yr 2	Teacher Prepared	Evaluation-Yr 2		Highest
	M	Lang- Composition	Composition-Yr 2	Teacher Prepared	Publishing-Yr 2		Highest
Grade 3 - W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						3rd	
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Word Choice, Word Selection-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 3		Highest
	M	Lang- Composition	Composition-Yr 3	Teacher Prepared	Evaluation-Yr 3		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
Grade 3 - W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.							3rd
M	Lang-Composition	Lang-Composition	Composition-Yr 3	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 3		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 3	Teacher Prepared	Editing-Yr 3		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 3	Teacher Prepared	Evaluation-Yr 3		Highest
Grade 3 - W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.							3rd
M	Lang-Composition	Lang-Composition	Composition-Yr 3	Teacher Prepared	Evaluation-Yr 3		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 3	Teacher Prepared	Publishing-Yr 3		Highest
Grade 4 - W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)							4th
M	Lang-Composition	Lang-Composition	Composition-Yr 4	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 4		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 4	Teacher Prepared	The Writing Process-Yr 4		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 4	Teacher Prepared	Paragraph Writing-Yr 4		Highest
M	Lang-Composition	Lang-Composition	Composition-Yr 4	Teacher Prepared	Publishing-Yr 4		Highest
Grade 4 - W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.							4th
M	Lang-Composition	Lang-Composition	Composition-Yr 4	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 4		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Editing-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Evaluation-Yr 4		Highest
<p>Grade 4 - W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>							4th
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Evaluation-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Publishing-Yr 4		Highest
<p>Grade 5 - W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>							5th
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	The Writing Process-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Paragraph Writing-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Publishing-Yr 5		Highest
<p>Grade 5 - W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>							5th
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Editing-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Evaluation-Yr 5		Highest

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		Composition					
		<i>Grade 5 - W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</i>				5th	
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Evaluation-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Publishing-Yr 5		Highest
		<i>Grade 6 - W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i>				6th	
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	The Writing Process-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Paragraph Writing-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Publishing-Yr 6		Highest
		<i>Grade 6 - W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>				6th	
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Plagiarism-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Publishing-Yr 6		Highest
		<i>Grade 6 - W.6.6. Use technology, including the Internet, to produce and publish writing as well as to</i>				6th	

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			<i>interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</i>					
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Evaluation-Yr 6		Highest	
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Publishing-Yr 6		Highest	
			<i>Grade 7 - W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i>				7th	
			<i>Grade 7 - W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i>				7th	
			<i>Grade 7 - W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</i>				7th	
			<i>Grade 8 - W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</i>				8th	
			<i>Grade 8 - W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i>				8th	
			<i>Grade 8 - W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with</i>				8th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>others.</i>							
Grades 6-8 - WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						6th	
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Evaluation-Yr 6		Highest
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Publishing-Yr 6		Highest
Grades 6-8 - WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.						6th	
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Pre-Writing: Outlines, Concept Maps, Semantic Webs, Notes-Yr 6		Highest
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Editing-Yr 6		Highest
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Evaluation-Yr 6		Highest
Grades 6-8 - WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.						6th	
M	Lang- Composition		Composition-Yr 6	Teacher Prepared	Publishing-Yr 6		Highest

K-8 » English Language Arts Standards » Writing » Research to Build and Present Knowledge

Kindergarten - W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **Kindergt**

M	Language - EC	Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing	Highest
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Kindergarten - W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **Kindergt**

M	Language - EC	Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing	Highest
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	<i>Grade 1 - W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</i>					1st	
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Research Paper-Yr 1		Highest
	<i>Grade 1 - W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>					1st	
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Use of Reference Books-Yr 1		Highest
	M	Lang-Research Skills	Research Skills-Yr 1	Teacher Prepared	Use of Online Resources-Yr 1		Highest
	<i>Grade 2 - W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</i>					2nd	
	M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Research Paper-Yr 2		Highest
	<i>Grade 2 - W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</i>					2nd	
	M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Use of Reference Books-Yr 2		Highest
	M	Lang-Research Skills	Research Skills-Yr 2	Teacher Prepared	Use of Online Resources-Yr 2		Highest
	<i>Grade 3 - W.3.7. Conduct short research projects that build knowledge about a topic.</i>					3rd	
	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Research Paper-Yr 3		Highest
	<i>Grade 3 - W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</i>					3rd	
	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Reference Books-Yr 3		Highest
	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Online Resources-Yr 3		Highest

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	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Note Taking / Paraphrasing-Yr 3		Highest
Grade 4 - W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.						4th	
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Research Paper-Yr 4		Highest
Grade 4 - W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.						4th	
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Develop Research Questions-Yr 4		Highest
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Use of Online Resources-Yr 4		Highest
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Note Taking / Paraphrasing-Yr 4		Highest
Grade 4 - W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").						4th	
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Use of Online Resources-Yr 4		Highest
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Develop Research Questions-Yr 4		Highest
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Note Taking / Paraphrasing-Yr 4		Highest
	M	Lang-Research Skills	Research Skills-Yr 4	Teacher Prepared	Research Paper-Yr 4		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
Grade 5 - W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.						5th	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Online Resources-Yr 5		Highest	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Develop Research Questions-Yr 5		Highest	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Research Paper-Yr 5		Highest	
Grade 5 - W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.						5th	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Reference Books-Yr 5		Highest	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Online Resources-Yr 5		Highest	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Develop Research Questions-Yr 5		Highest	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Note Taking / Paraphrasing-Yr 5		Highest	
Grade 5 - W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").						5th	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Online Resources-Yr 5		Highest	
M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Develop Research Questions-Yr 5		Highest	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Skills					
	M	Lang-Research	Research Skills-Yr 5	Teacher Prepared	Note Taking / Paraphrasing-Yr 5		Highest
		Skills					
	M	Lang-Research	Research Skills-Yr 5	Teacher Prepared	Research Paper-Yr 5		Highest
		Skills					
Grade 6 - W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.						6th	
	M	Lang-Research	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
		Skills					
	M	Lang-Research	Research Skills-Yr 6	Teacher Prepared	Develop Research Questions-Yr 6		Highest
		Skills					
	M	Lang-Research	Research Skills-Yr 6	Teacher Prepared	Research Paper-Yr 6		Highest
		Skills					
Grade 6 - W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						6th	
	M	Lang-Research	Research Skills-Yr 6	Teacher Prepared	Use of Reference Books-Yr 6		Highest
		Skills					
	M	Lang-Research	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
		Skills					
	M	Lang-Research	Research Skills-Yr 6	Teacher Prepared	Note Taking / Paraphrasing-Yr 6		Highest
		Skills					
Grade 6 - W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").						6th	
Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").							

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Develop Research Questions-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Note Taking / Paraphrasing-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Research Paper-Yr 6		Highest
<i>Grade 7 - W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</i>						7th	
<i>Grade 7 - W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</i>						7th	
<i>Grade 7 - W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</i>						7th	
<i>Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</i>							
<i>Grade 8 - W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i>						8th	
<i>Grade 8 - W.8.8. Gather relevant information from multiple print and digital sources, using search</i>						8th	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</i></p>							
<p>Grade 8 - W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</i></p> <p><i>Apply grade 8 Reading standards to literary nonfiction (e.g., "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").</i></p>						8th	
<p>Grades 6-8 - WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>						6th	
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Develop Research Questions-Yr 6		Highest
<p>Grades 6-8 - WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>						6th	
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Develop Research Questions-Yr 6		Highest
<p>Grades 6-8 - WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and</p>						6th	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<i>research.</i>						
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Develop Research Questions-Yr 6		Highest

3-8 » English Language Arts Standards » Writing » Range of Writing

Grade 3 - W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

M	Lang-Composition	Composition-Yr 3	Teacher Prepared	Paragraph Writing-Yr 3		Highest
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Grade 4 - W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

M	Lang-Composition	Composition-Yr 4	Teacher Prepared	Paragraph Writing-Yr 4		Highest
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Grade 5 - W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

M	Lang-Composition	Composition-Yr 5	Teacher Prepared	Paragraph Writing-Yr 5		Highest
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Grade 6 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

M	Lang-Composition	Composition-Yr 6	Teacher Prepared	Paragraph Writing-Yr 6		Highest
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Grade 7 - W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
						8th	
						6th	
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Paragraph Writing-Yr 6		Highest

K-8 » English Language Arts Standards » Speaking & Listening » Comprehension and Collaboration

Kindergarten - SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **Kindergt**

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

M	Language - EC	Oral Language	n/a		Songs, finger plays		Highest
M	Language - EC	Oral Language	n/a		Conversations Using Objects or Pictures		Highest
M	Language - EC	Oral Language	n/a		Puzzles		Highest

Kindergarten - SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **Kindergt**

M	Language - EC	Oral Language	n/a		Songs, finger plays		Highest
M	Language - EC	Oral Language	n/a		Conversations Using Objects or Pictures		Highest
M	Language - EC	Oral Language	n/a		Puzzles		Highest

Kindergarten - SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **Kindergt**

M	Language - EC	Oral Language	n/a		Songs, finger plays		Highest
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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Language - EC	Oral Language	n/a	Conversations Using Objects or Pictures		Highest
	M	Language - EC	Oral Language	n/a	Puzzles		Highest
	M	Language - EC	Oral Language	n/a	Bead Stringing with Pattern Cards		Highest
	M	Language - EC	Oral Language	n/a	Sequencing Stories (with objects or pictures)		Highest

Grade 1 - SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 1st

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared	Discussion-Yr 1			Highest
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Grade 1 - SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1st

M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared	Discussion-Yr 1			Highest
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Grade 1 - SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 1st

M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared	Comprehension and Collaboration-Yr 1			Highest
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Grade 2 - SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2nd

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by linking their comments to the remarks of others.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Discussion-Yr 2		Highest
<i>Grade 2 - SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i>							2nd
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Discussion-Yr 2		Highest
<i>Grade 2 - SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</i>							2nd
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Comprehension and Collaboration-Yr 2		Highest
<i>Grade 3 - SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.</i>							3rd
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Discussion-Yr 3		Highest
<i>Grade 3 - SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i>							3rd
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Discussion-Yr 3		Highest
<i>Grade 3 - SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</i>							3rd

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Comprehension and Collaboration-Yr 3		Highest
<p>Grade 4 - SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 4th</p> <p><i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</i></p> <p><i>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i></p>							
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Discussion-Yr 4		Highest
<p>Grade 4 - SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4th</p>							
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Discussion-Yr 4		Highest
<p>Grade 4 - SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. 4th</p>							
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Comprehension and Collaboration-Yr 4		Highest
<p>Grade 5 - SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 5th</p> <p><i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>Pose and respond to specific questions by making comments that contribute to the discussion and</i></p>							

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	<i>elaborate on the remarks of others.</i>						
	<i>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i>						
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Discussion-Yr 5		Highest
	Grade 5 - SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.						5th
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Discussion-Yr 5		Highest
	Grade 5 - SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.						5th
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Comprehension and Collaboration-Yr 5		Highest
	Grade 6 - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.						6th
	<i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i>						
	<i>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i>						
	<i>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i>						
	<i>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i>						
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Discussion-Yr 6		Highest
	Grade 6 - SL.6.2. Interpret information presented in diverse media and formats (e.g., visually,						6th

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
			<i>quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</i>					
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Discussion-Yr 6		Highest	
	<i>Grade 6 - SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</i>						6th	
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Debates-Yr 6		Highest	
	<i>Grade 7 - SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i>						7th	
	<i>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i>							
	<i>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</i>							
	<i>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</i>							
	<i>Acknowledge new information expressed by others and, when warranted, modify their own views.</i>							
	<i>Grade 7 - SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</i>						7th	
	<i>Grade 7 - SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</i>						7th	
	<i>Grade 8 - SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas</i>						8th	

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<u>Category</u>	<i>Concept</i>	<i>Area</i>	<i>Topic</i>	<i>Presentation/ Material</i>	<i>Work/Lesson</i>	<i>Concept Grade</i>	<i>Status Setting Method</i>
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and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Grade 8 - SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **8th**

Grade 8 - SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **8th**

K-8 » English Language Arts Standards » Speaking & Listening » Presentation of Knowledge and Ideas

Kindergarten - SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **Kindergt**

M	Language - EC	Oral Language	n/a	Songs, finger plays	Highest
M	Language - EC	Oral Language	n/a	Conversations Using Objects or Pictures	Highest
M	Language - EC	Oral Language	n/a	Puzzles	Highest
M	Language - EC	Oral Language	n/a	Bead Stringing with Pattern Cards	Highest
M	Language - EC	Oral Language	n/a	Sequencing Stories (with objects or pictures)	Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
Kindergarten - SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.						Kindergt	
M	Language - EC	Oral Language	n/a		Songs, finger plays		Highest
M	Language - EC	Oral Language	n/a		Conversations Using Objects or Pictures		Highest
M	Language - EC	Oral Language	n/a		Puzzles		Highest
M	Language - EC	Oral Language	n/a		Bead Stringing with Pattern Cards		Highest
M	Language - EC	Oral Language	n/a		Sequencing Stories (with objects or pictures)		Highest
Kindergarten - SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.						Kindergt	
M	Language - EC	Oral Language	n/a		Songs, finger plays		Highest
M	Language - EC	Oral Language	n/a		Conversations Using Objects or Pictures		Highest
M	Language - EC	Oral Language	n/a		Puzzles		Highest
M	Language - EC	Oral Language	n/a		Bead Stringing with Pattern Cards		Highest
M	Language - EC	Oral Language	n/a		Sequencing Stories (with objects or pictures)		Highest
Grade 1 - SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						1st	
M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared		Speeches-Yr 1		Highest
M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared		Comprehension and Collaboration-Yr 1		Highest
Grade 1 - SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.						1st	
M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared		Speeches-Yr 1		Highest
M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared		Comprehension and Collaboration-Yr 1		Highest
Grade 1 - SL.1.6. Produce complete sentences when appropriate to task and situation.						1st	
M	Lang-Spoken	Spoken Language-Yr 1	Teacher Prepared		Speeches-Yr 1		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
		Language						
	M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared	Comprehension and Collaboration-Yr 1		Highest	
	Grade 2 - SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.						2nd	
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Speeches-Yr 2		Highest	
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Comprehension and Collaboration-Yr 2		Highest	
	Grade 2 - SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.						2nd	
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Speeches-Yr 2		Highest	
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Comprehension and Collaboration-Yr 2		Highest	
	Grade 2 - SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						2nd	
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Speeches-Yr 2		Highest	
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Comprehension and Collaboration-Yr 2		Highest	
	Grade 3 - SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.						3rd	
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Speeches-Yr 3		Highest	
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Comprehension and Collaboration-Yr 3		Highest	
	Grade 3 - SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance						3rd	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>certain facts or details.</i>							
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Speeches-Yr 3		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Comprehension and Collaboration-Yr 3		Highest
<i>Grade 3 - SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i>						<i>3rd</i>	
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Speeches-Yr 3		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Comprehension and Collaboration-Yr 3		Highest
<i>Grade 4 - SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i>						<i>4th</i>	
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Speeches-Yr 4		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Comprehension and Collaboration-Yr 4		Highest
<i>Grade 4 - SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i>						<i>4th</i>	
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Speeches-Yr 4		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Comprehension and Collaboration-Yr 4		Highest
<i>Grade 4 - SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</i>						<i>4th</i>	
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Speeches-Yr 4		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Comprehension and Collaboration-Yr 4		Highest
Grade 5 - SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.						5th	
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Speeches-Yr 5		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Comprehension and Collaboration-Yr 5		Highest
Grade 5 - SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.						5th	
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Speeches-Yr 5		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Comprehension and Collaboration-Yr 5		Highest
Grade 5 - SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.						5th	
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Speeches-Yr 5		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Comprehension and Collaboration-Yr 5		Highest
Grade 6 - SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.						6th	
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Speeches-Yr 6		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Comprehension and Collaboration-Yr 6		Highest
Grade 6 - SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual						6th	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<i>displays in presentations to clarify information.</i>						
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Speeches-Yr 6		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Comprehension and Collaboration-Yr 6		Highest
	<i>Grade 6 - SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i>						6th
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Speeches-Yr 6		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Comprehension and Collaboration-Yr 6		Highest
	<i>Grade 7 - SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</i>						7th
	<i>Grade 7 - SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</i>						7th
	<i>Grade 7 - SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i>						7th
	<i>Grade 8 - SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</i>						8th
	<i>Grade 8 - SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</i>						8th

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
						8th	

Grade 8 - SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

K-8 » English Language Arts Standards » Language » Conventions of Standard English

Kindergarten - L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Print many upper- and lowercase letters.

Use frequently occurring nouns and verbs.

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Produce and expand complete sentences in shared language activities.

M	Language - EC	Writing Sequence	Teacher Prepared Activity	Letter Tracing on Paper	Highest
M	Language - EC	Writing Sequence	Teacher Prepared Activity	Letter Formation on Paper	Highest
M	Language - EC	Function of Words/Grammar	Miniature Environment with Labels (farm, etc)	Nouns	Highest
M	Language - EC	Function of Words/Grammar	Miniature Environment with Labels (farm, etc)	Preposition	Highest
M	Language - EC	Function of Words/Grammar	Miniature Environment with Labels (farm, etc)	Verb	Highest
M	Language - EC	Function of Words/Grammar	Miniature Environment with Labels (farm, etc)	Additional Verbs	Highest

Kindergarten - L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize the first word in a sentence and the pronoun I.

Recognize and name end punctuation.

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>							
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Controlled Word Building		Highest
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Word Building		Highest
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Phrases		Highest
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Sentences		Highest
Grade 1 - L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
<i>Print all upper- and lowercase letters.</i>							
<i>Use common, proper, and possessive nouns.</i>							
<i>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i>							
<i>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i>							
<i>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i>							
<i>Use frequently occurring adjectives.</i>							
<i>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</i>							
<i>Use determiners (e.g., articles, demonstratives).</i>							
<i>Use frequently occurring prepositions (e.g., during, beyond, toward).</i>							
<i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i>							
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Noun: Common and Proper		Highest
	M	Lang-Parts of Speech	Parts of Speech	Items in the Classroom	Article: Oral Introduction		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Article: Grammar Box Exercises		Highest
	M	Lang-Parts of Speech	Parts of Speech	Items in the Classroom	Adjective: Oral Introduction		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Preposition: Introduction		Highest
	M	Lang-Parts of Speech	Parts of Speech	Verbal	Pronoun: Oral Introduction		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Conjunction: Introduction		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Conjunction: Grammar Box Exercises		Highest
	M	Lang- Penmanship	Penmanship-Yr 1	Teacher Prepared	Manuscript-Yr 1		Highest

Grade 1 - L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 1st

Capitalize dates and names of people.

Use end punctuation for sentences.

Use commas in dates and to separate single words in a series.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

	M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Lowercase and Uppercase Moveable Alphabet	Capitalization-Yr 1		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Classroom Items	Period-Yr 1		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Teacher Prepared	Comma-Yr 1		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 1	Teacher Prepared	Question Mark-Yr 1		Highest

Grade 2 - L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2nd

Use collective nouns (e.g., group).

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
							<p><i>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i></p> <p><i>Use reflexive pronouns (e.g., myself, ourselves).</i></p> <p><i>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</i></p> <p><i>Use adjectives and adverbs, and choose between them depending on what is to be modified.</i></p> <p><i>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).</i></p>
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Adverb: Grammar Box Exercises		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Noun: Collective		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Adjective: Transposition		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Adjective: Command Cards		Highest
	M	Lang-Parts of Speech	Parts of Speech	Verbal	Pronoun: Oral Introduction		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Pronoun: Grammar Box Exercises		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Simple Sentences	Direct Object		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Compound Sentences	Two Sentences		Highest

Grade 2 - L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2nd

- Capitalize holidays, product names, and geographic names.*
- Use commas in greetings and closings of letters.*
- Use an apostrophe to form contractions and frequently occurring possessives.*
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).*

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>							
M	Lang-Writing Mechanics		Writing Mechanics-Yr 2	Teacher Prepared	Capitalization-Yr 2		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 2	Classroom Items	Period-Yr 2		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 2	Teacher Prepared	Comma-Yr 2		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 2	Teacher Prepared	Question Mark-Yr 2		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 2	Teacher Prepared	Apostrophe-Yr 2		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 2	Teacher Prepared	Spelling Rules-Yr 2		Highest
M	Lang-Word Study		Word Study-Yr 2	Teacher Prepared	Capitalization-Yr 2		Highest

Grade 3 - L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3rd

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., childhood).

Form and use regular and irregular verbs.

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

*Ensure subject-verb and pronoun-antecedent agreement.**

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

M	Lang-Parts of		Parts of Speech	Grammar Box Materials	Noun: Number		Highest
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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Speech					
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Noun: Concrete and Abstract		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Adjective: Comparison		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Verb: Command Cards		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Adverb: Command Cards		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Conjunction: Command Cards		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Symbolizing Sentences		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Symbolizing Poems		Highest
	M	Lang-Verb Tenses	Verb Tenses	Simple Tense Verb Cards	Present Tense		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Simple Sentences	Predicate, Subject		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Simple Sentence Analysis	Long Simple Sentences		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Simple Sentence Analysis	Chart A		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Compound Sentences	Three Sentences		Highest

Grade 3 - L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3rd

Capitalize appropriate words in titles.

Use commas in addresses.

Use commas and quotation marks in dialogue.



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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<p><i>Form and use possessives.</i></p> <p><i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i></p> <p><i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i></p> <p><i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></p>						
M	Lang-Word Study		Word Study-Yr 3	Teacher Prepared	Capitalization-Yr 3		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 3	Teacher Prepared	Capitalization-Yr 3		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 3	Classroom Items	Period-Yr 3		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 3	Teacher Prepared	Comma-Yr 3		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 3	Teacher Prepared	Quotation Marks-Yr 3		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 3	Teacher Prepared	Spelling Rules-Yr 3		Highest
M	Lang-Research Skills		Research Skills-Yr 3	Teacher Prepared	Use of Dictionary-Yr 3		Highest

Grade 4 - L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4th

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Form and use prepositional phrases.

*Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.**

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Correctly use frequently confused words (e.g., to, too, two; there, their).*</i>							
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Preposition: Grammar Box Exercises		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Adjective: Grammar Box Exercises		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Adverb: Grammar Box Exercises		Highest
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Simple Tense Verb Cards	Past Tense		Highest
Grade 4 - L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							4th
<i>Use correct capitalization.</i>							
<i>Use commas and quotation marks to mark direct speech and quotations from a text.</i>							
<i>Use a comma before a coordinating conjunction in a compound sentence.</i>							
<i>Spell grade-appropriate words correctly, consulting references as needed.</i>							
M	Lang-Research Skills	Research Skills-Yr 4	Research Skills-Yr 4	Teacher Prepared	Use of Dictionary-Yr 4		Highest
M	Lang-Research Skills	Research Skills-Yr 4	Research Skills-Yr 4	Teacher Prepared	Use of Reference Books-Yr 4		Highest
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Capitalization-Yr 4		Highest
M	Lang-Writing Mechanics	Writing Mechanics-Yr 4	Writing Mechanics-Yr 4	Teacher Prepared	Capitalization-Yr 4		Highest
M	Lang-Writing Mechanics	Writing Mechanics-Yr 4	Writing Mechanics-Yr 4	Classroom Items	Period-Yr 4		Highest
M	Lang-Writing Mechanics	Writing Mechanics-Yr 4	Writing Mechanics-Yr 4	Teacher Prepared	Comma-Yr 4		Highest
M	Lang-Writing Mechanics	Writing Mechanics-Yr 4	Writing Mechanics-Yr 4	Teacher Prepared	Quotation Marks-Yr 4		Highest
M	Lang-Writing	Writing Mechanics-Yr 4	Writing Mechanics-Yr 4	Teacher Prepared	Spelling Rules-Yr 4		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Mechanics					
	<i>Grade 5 - L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>					5th	
	<i>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i>						
	<i>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</i>						
	<i>Use verb tense to convey various times, sequences, states, and conditions.</i>						
	<i>Recognize and correct inappropriate shifts in verb tense.*</i>						
	<i>Use correlative conjunctions (e.g., either/or, neither/nor).</i>						
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Verb: Oral Introduction		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Verb: Grammar Box Exercises		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Verb: Transposition		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Preposition: Transposition		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Preposition: Command Cards		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Conjunction: Transposition		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Interjection: Introduction		Highest
M	Lang-Parts of Speech	Parts of Speech	Parts of Speech	Grammar Box Materials	Interjection: Grammar Box Exercises		Highest
	<i>Grade 5 - L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>					5th	
	<i>Use punctuation to separate items in a series.*</i>						
	<i>Use a comma to separate an introductory element from the rest of the sentence.</i>						
	<i>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from</i>						

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</i> <i>Use underlining, quotation marks, or italics to indicate titles of works.</i> <i>Spell grade-appropriate words correctly, consulting references as needed.</i></p>							
M	Lang-Word Study		Word Study-Yr 5	Teacher Prepared	Capitalization-Yr 5		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 5	Teacher Prepared	Capitalization-Yr 5		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 5	Teacher Prepared	Comma-Yr 5		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 5	Teacher Prepared	Question Mark-Yr 5		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 5	Teacher Prepared	Quotation Marks-Yr 5		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 5	Teacher Prepared	Spelling Rules-Yr 5		Highest
M	Lang-Research Skills		Research Skills-Yr 5	Teacher Prepared	Use of Reference Books-Yr 5		Highest
<p>Grade 6 - L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6th <i>Ensure that pronouns are in the proper case (subjective, objective, possessive).</i> <i>Use intensive pronouns (e.g., myself, ourselves).</i> <i>Recognize and correct inappropriate shifts in pronoun number and person.*</i> <i>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</i> <i>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</i></p>							
M	Lang-Parts of Speech		Parts of Speech	Grammar Box Materials	Pronoun: Transposition		Highest
M	Lang-Parts of Speech		Parts of Speech	Grammar Box Materials	Pronoun: Command Cards		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Parts of Speech	Parts of Speech	Pronoun Impressionistic Charts	Pronoun: Personal		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Simple Sentence Analysis	Personal Pronouns		Highest
Grade 6 - L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							6th
<i>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* Spell correctly.</i>							
	M	Lang-Word Study	Word Study-Yr 6	Teacher Prepared	Capitalization-Yr 6		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 6	Teacher Prepared	Capitalization-Yr 6		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 6	Teacher Prepared	Comma-Yr 6		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 6	Teacher Prepared	Dash-Yr 6		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 6	Teacher Prepared	Spelling Rules-Yr 6		Highest
Grade 7 - L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							7th
<i>Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</i>							
	M	Lang-Sentence Analysis	Sentence Analysis	Complex Sentence Analysis	Adjectival Clause		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Complex Sentence Analysis	Attributive Clause		Highest
	M	Lang-Sentence	Sentence Analysis	Complex Sentence Analysis	Adverbial Clause		Highest

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		Analysis					
	M	Lang-Sentence Analysis	Sentence Analysis	Complex Sentence Analysis	Noun Clause		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Complex Sentence Analysis	Nominal Clause		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Complex Sentence Analysis	Incidental Clauses		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Complex Sentence Analysis	Correlative Sentences		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Complex Sentence Analysis	Chart B		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Compound and Complex Sentences	Principal and Subordinate Clauses		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Compound and Complex Sentences	Dependency Clauses		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Compound and Complex Sentences	Chart C		Highest
	M	Lang-Sentence Analysis	Sentence Analysis	Compound and Complex Sentences	Analysis from Passages in Literature		Highest

Grade 7 - L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 7th

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Spell correctly.

Grade 8 - L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8th

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Form and use verbs in the active and passive voice.</i>							
<i>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</i>							
<i>Recognize and correct inappropriate shifts in verb voice and mood.*</i>							
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Simple Tense Verb Cards	Future Tense		Highest
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Auxiliary Verb Cards	Auxiliary Verbs		Highest
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Compound Tense Verb Cards	Present Perfect Tense		Highest
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Compound Tense Verb Cards	Past Perfect Tense		Highest
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Compound Tense Verb Cards	Future Perfect Tense		Highest
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Mood Verb Cards	Moods of the Verb		Highest
M	Lang-Verb Tenses	Verb Tenses	Verb Tenses	Voice Verb Cards	Voices of the Verb		Highest
<i>Grade 8 - L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>							<i>8th</i>
<i>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</i>							
<i>Use an ellipsis to indicate an omission.</i>							
<i>Spell correctly.</i>							
2-8 » English Language Arts Standards » Language » Knowledge of Language							
<i>Grade 2 - L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i>							<i>2nd</i>
<i>Compare formal and informal uses of English.</i>							
M	Lang-Style	Style-Yr 2	Style-Yr 2	Grammar Symbols	Child's Own Writing-Yr 2		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Style	Style-Yr 2	Grammar Symbols	Writing of Others-Yr 2		Highest
	M	Lang-Style	Style-Yr 2	Grammar Symbols	Comparison of Style-Yr 2		Highest
	M	Lang-Style	Style-Yr 2	Grammar Symbols	Recognition of Style-Yr 2		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Dialogue-Yr 2		Highest

Grade 3 - L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3rd

*Choose words and phrases for effect.**

Recognize and observe differences between the conventions of spoken and written standard English.

	M	Lang-Style	Style-Yr 3	Grammar Symbols	Child's Own Writing-Yr 3		Highest
	M	Lang-Style	Style-Yr 3	Grammar Symbols	Writing of Others-Yr 3		Highest
	M	Lang-Style	Style-Yr 3	Grammar Symbols	Comparison of Style-Yr 3		Highest
	M	Lang-Style	Style-Yr 3	Grammar Symbols	Recognition of Style-Yr 3		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Dialogue-Yr 3		Highest

Grade 4 - L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 4th

*Choose words and phrases to convey ideas precisely.**

*Choose punctuation for effect.**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

	M	Lang-Style	Style-Yr 4	Grammar Symbols	Child's Own Writing-Yr 4		Highest
	M	Lang-Style	Style-Yr 4	Grammar Symbols	Writing of Others-Yr 4		Highest
	M	Lang-Style	Style-Yr 4	Grammar Symbols	Comparison of Style-Yr 4		Highest
	M	Lang-Style	Style-Yr 4	Grammar Symbols	Recognition of Style-Yr 4		Highest
	M	Lang-Spoken	Spoken Language-Yr 4	Teacher Prepared	Dialogue-Yr 4		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Language					
			<i>Grade 5 - L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</i>			5th	
M	Lang-Style		Style-Yr 5	Grammar Symbols	Child's Own Writing-Yr 5		Highest
M	Lang-Style		Style-Yr 5	Grammar Symbols	Writing of Others-Yr 5		Highest
M	Lang-Style		Style-Yr 5	Grammar Symbols	Comparison of Style-Yr 5		Highest
M	Lang-Style		Style-Yr 5	Grammar Symbols	Recognition of Style-Yr 5		Highest
M	Lang-Spoken Language		Spoken Language-Yr 5	Teacher Prepared	Dialogue-Yr 5		Highest
			<i>Grade 6 - L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</i>			6th	
M	Lang-Spoken Language		Spoken Language-Yr 6	Teacher Prepared	Dialogue-Yr 6		Highest
M	Lang-Style		Style-Yr 6	Grammar Symbols	Child's Own Writing-Yr 6		Highest
M	Lang-Style		Style-Yr 6	Grammar Symbols	Writing of Others-Yr 6		Highest
M	Lang-Style		Style-Yr 6	Grammar Symbols	Comparison of Style-Yr 6		Highest
M	Lang-Style		Style-Yr 6	Grammar Symbols	Recognition of Style-Yr 6		Highest
			<i>Grade 7 - L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</i>			7th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<p><i>Grade 8 - L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</i></p>					8th	

K-8 » English Language Arts Standards » Language » Vocabulary Acquisition and Use

Kindergarten - L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Controlled Word Building	Highest
M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Word Building	Highest
M	Language - EC	Word Study	Teacher Prepared Materials	Comparatives and Superlatives	Highest
M	Language - EC	Word Study	Teacher Prepared Materials	Homonyms	Highest
M	Language - EC	Word Study	Teacher Prepared Materials	Synonyms and Antonyms	Highest

Kindergarten - L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note places at school that are

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
			<i>colorful).</i>					
			<i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i>					
	M	Language - EC	Oral Language	n/a	Conversations Using Objects or Pictures		Highest	
	M	Language - EC	Indirect Preparation for Reading: Vocabulary Enrichment	Teacher Prepared Activity	Classification (3 part) Cards		Highest	
	M	Language - EC	Indirect Preparation for Reading: Concept Development	Teacher Prepared Activity	Relationships (e.g.opposites)		Highest	
	M	Language - EC	Writing and Reading	Teacher Prepared Activity	Environmental Labels/Organic Reading		Highest	
	M	Language - EC	Function of Words/Grammar	Miniature Environment with Labels (farm, etc)	Detective Adjective Game		Highest	
	M	Language - EC	Function of Words/Grammar	Miniature Environment with Labels (farm, etc)	Verb		Highest	
			<i>Kindergarten - L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>					<i>Kindergt</i>
	M	Language - EC	Oral Language	n/a	Songs, finger plays		Highest	
	M	Language - EC	Oral Language	n/a	Conversations Using Objects or Pictures		Highest	
	M	Language - EC	Oral Language	n/a	Sequencing Stories (with objects or pictures)		Highest	
	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest	
	M	Language - EC	Reading	Teacher Prepared Activity	Command Cards		Highest	
	M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest	

Grade 1 - L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 1st grade 1 reading and content, choosing flexibly from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Use frequently occurring affixes as a clue to the meaning of a word.

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks,



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looked, looking).

M	Lang-Word Study		Word Study-Yr 1	Small Moveable Alphabets	Suffixes-Yr 1		Highest
M	Lang-Word Study		Word Study-Yr 1	Small Moveable Alphabets	Prefixes-Yr 1		Highest
M	Lang-Reading		Reading-Yr 1	Teacher Prepared	Vocabulary-Yr 1		Highest

Grade 1 - L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 1st

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

M	Lang-Word Study		Word Study-Yr 1	Small Moveable Alphabets	Antonyms-Yr 1		Highest
M	Lang-Word Study		Word Study-Yr 1	Small Moveable Alphabets	Synonyms-Yr 1		Highest
M	Lang-Word Study		Word Study-Yr 1	Small Moveable Alphabets	Homonyms -Yr 1		Highest
M	Lang-Word Study		Word Study-Yr 1	Small Moveable Alphabets	Homophone / Homograph-Yr 1		Highest
M	Lang-Reading		Reading-Yr 1	Teacher Prepared	Vocabulary-Yr 1		Highest

Grade 1 - L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 1st

M	Lang-Reading		Reading-Yr 1	Teacher Prepared	Vocabulary-Yr 1		Highest
M	Lang-Parts of Speech		Parts of Speech	Grammar Box Materials	Conjunction: Introduction		Highest
M	Lang-Parts of		Parts of Speech	Grammar Box Materials	Conjunction: Grammar Box Exercises		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
			Speech					
			<i>Grade 2 - L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 2nd grade 2 reading and content, choosing flexibly from an array of strategies.</i>				2nd	
			<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>					
			<i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i>					
			<i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i>					
			<i>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>					
			<i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i>					
M	Lang-Word Study		Word Study-Yr 2	Teacher Prepared	Suffixes-Yr 2		Highest	
M	Lang-Word Study		Word Study-Yr 2	Teacher Prepared	Prefixes-Yr 2		Highest	
M	Lang-Word Study		Word Study-Yr 2	Teacher Prepared	Compound Words-Yr 2		Highest	
M	Lang-Word Study		Word Study-Yr 2	Teacher Prepared	Homonyms -Yr 2		Highest	
M	Lang-Reading		Reading-Yr 2	Teacher Prepared	Vocabulary-Yr 2		Highest	
M	Lang-Reading		Reading-Yr 2	Teacher Prepared	Using the Context-Yr 2		Highest	
M	Lang-Research Skills		Research Skills-Yr 2	Teacher Prepared	Use of Dictionary-Yr 2		Highest	
M	Lang-Research Skills		Research Skills-Yr 2	Teacher Prepared	Use of Reference Books-Yr 2		Highest	

Grade 2 - L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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	M	Lang-Word Study	Word Study-Yr 2	Teacher Prepared	Antonyms-Yr 2		Highest
	M	Lang-Word Study	Word Study-Yr 2	Teacher Prepared	Synonyms-Yr 2		Highest
	M	Lang-Word Study	Word Study-Yr 2	Teacher Prepared	Homonyms -Yr 2		Highest
Grade 2 - L.2.6. 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).						2nd	
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Vocabulary-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Dialogue-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Oral Reading, Discussion, Fluency-Yr 2		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Adverb: Grammar Box Exercises		Highest
Grade 3 - L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.						3rd	
<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>							
<i>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</i>							
<i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i>							
<i>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</i>							
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Vocabulary-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Using the Context-Yr 3		Highest
	M	Lang-Word Study	Word Study-Yr 3	Teacher Prepared	Suffixes-Yr 3		Highest
	M	Lang-Word Study	Word Study-Yr 3	Teacher Prepared	Prefixes-Yr 3		Highest
	M	Lang-Word Study	Word Study-Yr 3	Teacher Prepared	Homonyms -Yr 3		Highest

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	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Dictionary-Yr 3		Highest
	M	Lang-Research Skills	Research Skills-Yr 3	Teacher Prepared	Use of Reference Books-Yr 3		Highest
Grade 3 - L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.							3rd
<i>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</i>							
<i>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</i>							
<i>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</i>							
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Literal, Non-literal Language-Yr 3		Highest
	M	Lang-Word Study	Word Study-Yr 3	Teacher Prepared	Antonyms-Yr 3		Highest
	M	Lang-Word Study	Word Study-Yr 3	Teacher Prepared	Synonyms-Yr 3		Highest
	M	Lang-Word Study	Word Study-Yr 3	Teacher Prepared	Homonyms -Yr 3		Highest
Grade 3 - L.3.6. 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).							3rd
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Dialogue-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Vocabulary-Yr 3		Highest
Grade 4 - L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.							4th
<i>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i>							
<i>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</i>							
<i>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to</i>							

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<i>find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i>							
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Suffixes-Yr 4		Highest
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Prefixes-Yr 4		Highest
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Antonyms-Yr 4		Highest
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Synonyms-Yr 4		Highest
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Homonyms -Yr 4		Highest
M	Lang-Research Skills	Research Skills-Yr 4	Research Skills-Yr 4	Teacher Prepared	Use of Dictionary-Yr 4		Highest
M	Lang-Research Skills	Research Skills-Yr 4	Research Skills-Yr 4	Teacher Prepared	Use of Thesaurus-Yr 4		Highest
M	Lang-Research Skills	Research Skills-Yr 4	Research Skills-Yr 4	Teacher Prepared	Use of Reference Books-Yr 4		Highest
M	Lang-Reading	Reading-Yr 4	Reading-Yr 4	Teacher Prepared	Vocabulary-Yr 4		Highest
M	Lang-Reading	Reading-Yr 4	Reading-Yr 4	Teacher Prepared	Using the Context-Yr 4		Highest
Grade 4 - L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							4th
<i>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i>							
<i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i>							
<i>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i>							
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Antonyms-Yr 4		Highest
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Synonyms-Yr 4		Highest
M	Lang-Word Study	Word Study-Yr 4	Word Study-Yr 4	Teacher Prepared	Homonyms -Yr 4		Highest
M	Lang-Reading	Reading-Yr 4	Reading-Yr 4	Teacher Prepared	Vocabulary-Yr 4		Highest
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Similie-Yr 4		Highest
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Metaphor-Yr 4		Highest
M	Lang-Literature	Literature-Yr 4	Literature-Yr 4	Teacher Prepared	Idioms-Yr 4		Highest
Grade 4 - L.4.6. 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							4th

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	<i>(e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</i>						
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Dialogue-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Vocabulary-Yr 4		Highest
	Grade 5 - L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 5th grade 5 reading and content, choosing flexibly from a range of strategies.						
	<i>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i>						
	<i>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</i>						
	<i>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.</i>						
	M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Dictionary-Yr 5		Highest
	M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Thesaurus-Yr 5		Highest
	M	Lang-Research Skills	Research Skills-Yr 5	Teacher Prepared	Use of Reference Books-Yr 5		Highest
	M	Lang-Word Study	Word Study-Yr 5	Teacher Prepared	Suffixes-Yr 5		Highest
	M	Lang-Word Study	Word Study-Yr 5	Teacher Prepared	Prefixes-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Vocabulary-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Using the Context-Yr 5		Highest
	Grade 5 - L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
	<i>Interpret figurative language, including similes and metaphors, in context.</i>						
	<i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i>						
	<i>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</i>						

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	M	Lang-Word Study	Word Study-Yr 5	Teacher Prepared	Antonyms-Yr 5		Highest
	M	Lang-Word Study	Word Study-Yr 5	Teacher Prepared	Synonyms-Yr 5		Highest
	M	Lang-Word Study	Word Study-Yr 5	Teacher Prepared	Homophone / Homograph-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Vocabulary-Yr 5		Highest
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Using the Context-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Similie-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Metaphor-Yr 5		Highest
Grade 5 - L.5.6. 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).							5th
	M	Lang-Reading	Reading-Yr 5	Teacher Prepared	Vocabulary-Yr 5		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Dialogue-Yr 5		Highest
Grade 6 - L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.							6th
<i>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.</i>							
<i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</i>							
<i>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.</i>							
<i>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).</i>							
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Dictionary-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Thesaurus-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Reference Books-Yr 6		Highest

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			Skills				
M	Lang-Reading		Reading-Yr 6	Teacher Prepared	Using the Context-Yr 6		Highest
M	Lang-Word Study		Word Study-Yr 6	Teacher Prepared	Synonyms-Yr 6		Highest
M	Lang-Word Study		Word Study-Yr 6	Teacher Prepared	Antonyms-Yr 6		Highest
M	Lang-Word Study		Word Study-Yr 6	Teacher Prepared	Homonyms -Yr 6		Highest
M	Lang-Reading		Reading-Yr 6	Teacher Prepared	Vocabulary-Yr 6		Highest
Grade 6 - L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							6th
<i>Interpret figures of speech (e.g., personification) in context.</i>							
<i>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</i>							
<i>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</i>							
M	Lang-Reading		Reading-Yr 6	Teacher Prepared	Vocabulary-Yr 6		Highest
M	Lang-Literature		Literature-Yr 6	Teacher Prepared	Personification-Yr 6		Highest
M	Lang-Word Study		Word Study-Yr 6	Teacher Prepared	Antonyms-Yr 6		Highest
M	Lang-Word Study		Word Study-Yr 6	Teacher Prepared	Synonyms-Yr 6		Highest
Grade 6 - L.6.6. 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.							6th
M	Lang-Spoken Language		Spoken Language-Yr 6	Teacher Prepared	Dialogue-Yr 6		Highest
M	Lang-Reading		Reading-Yr 6	Teacher Prepared	Vocabulary-Yr 6		Highest
Grade 7 - L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.							7th
<i>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.</i>							
<i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i>							

National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<p><i>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 or its part of speech.</i></p> <p><i>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).</i></p>						
	<p><i>Grade 7 - L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</i></p> <p><i>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> <p><i>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i></p>						<i>7th</i>
	<p><i>Grade 7 - L.7.6. 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.</i></p>						<i>7th</i>
	<p><i>Grade 8 - L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>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.</i></p> <p><i>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</i></p> <p><i>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 or its part of speech.</i></p> <p><i>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).</i></p>						<i>8th</i>



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<p><i>Grade 8 - L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>Interpret figures of speech (e.g. verbal irony, puns) in context.</i></p> <p><i>Use the relationship between particular words to better understand each of the words.</i></p> <p><i>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</i></p>						8th	
<p><i>Grade 8 - L.8.6. 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.</i></p>						8th	
<p>3-8 » English Language Arts Standards » Language » Language Progressive Skills, by Grade</p>							
<p><i>Grade 3 - L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</i></p>						3rd	
M	Lang-Sentence Analysis		Sentence Analysis	Simple Sentences	Predicate, Subject		Highest
<p><i>Grade 3 - L.3.3a. Choose words and phrases for effect.</i></p>						3rd	
M	Lang-Style		Style-Yr 3	Grammar Symbols	Child's Own Writing-Yr 3		Highest
M	Lang-Style		Style-Yr 3	Grammar Symbols	Comparison of Style-Yr 3		Highest
M	Lang-Parts of Speech		Parts of Speech	Grammar Box Materials	Adjective: Comparison		Highest
M	Lang-Parts of Speech		Parts of Speech	Grammar Box Materials	Interjection: Command Cards		Highest
<p><i>Grade 4 - L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. L.3.a. Choose words and phrases for effect. L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i></p>						4th	
M	Lang-Composition		Composition-Yr 4	Teacher Prepared	Editing-Yr 4		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Grade 4 - L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i>						<i>3rd</i>	
M	Lang- Composition		Composition-Yr 4	Teacher Prepared	Editing-Yr 4		Highest
<i>Grade 4 - L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</i>						<i>4th</i>	
M	Lang-Word Study		Word Study-Yr 4	Teacher Prepared	Homonyms -Yr 4		Highest
M	Lang- Composition		Composition-Yr 4	Teacher Prepared	Editing-Yr 4		Highest
<i>Grade 4 - L.4.3a. Choose words and phrases to convey ideas precisely.</i>						<i>4th</i>	
M	Lang-Spoken Language		Spoken Language-Yr 4	Teacher Prepared	Dialogue-Yr 4		Highest
M	Lang- Composition		Composition-Yr 4	Teacher Prepared	Word Choice, Word Selection-Yr 4		Highest
<i>Grade 4 - L.4.3b. Choose punctuation for effect.</i>						<i>4th</i>	
M	Lang-Writing Mechanics		Writing Mechanics-Yr 4	Teacher Prepared	Comma-Yr 4		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 4	Teacher Prepared	Question Mark-Yr 4		Highest
M	Lang-Writing Mechanics		Writing Mechanics-Yr 4	Teacher Prepared	Exclamation Point-Yr 4		Highest
<i>Grade 5 - L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. L.3.a. Choose words and phrases for effect. L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their). L.4.3a. Choose words and phrases to convey ideas precisely. L.4.3b. Choose punctuation for effect.</i>						<i>5th</i>	
M	Lang- Composition		Composition-Yr 5	Teacher Prepared	Dialog-Yr 5		Highest
M	Lang-Spoken Language		Spoken Language-Yr 5	Teacher Prepared	Dialogue-Yr 5		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Editing-Yr 5		Highest
	M	Lang-Word Study	Word Study-Yr 5	Teacher Prepared	Homonyms -Yr 5		Highest
Grade 5 - L.5.1d. Recognize and correct inappropriate shifts in verb tense.						5th	
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Editing-Yr 5		Highest
Grade 5 - L.5.2a. Use punctuation to separate items in a series.						5th	
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 5	Teacher Prepared	Comma-Yr 5		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 5	Teacher Prepared	Colon-Yr 5		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 5	Teacher Prepared	Semi-colon-Yr 5		Highest
Grade 6 - L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. L.3.a. Choose words and phrases for effect. L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their). L.4.3a. Choose words and phrases to convey ideas precisely. L.4.3b. Choose punctuation for effect. L.5.1d. Recognize and correct inappropriate shifts in verb tense. L.5.2a. Use punctuation to separate items in a series.						6th	
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Dialog-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Editing-Yr 6		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Dialogue-Yr 6		Highest
	M	Lang-Word Study	Word Study-Yr 6	Teacher Prepared	Homonyms -Yr 6		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 6	Teacher Prepared	Comma-Yr 6		Highest
Grade 6 - L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.						6th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Pronoun: Transposition		Highest
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Pronoun: Command Cards		Highest
Grade 6 - L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).						6th	
	M	Lang-Parts of Speech	Parts of Speech	Grammar Box Materials	Pronoun: Command Cards		Highest
	M	Lang-Parts of Speech	Parts of Speech	Pronoun Impressionistic Charts	Pronoun: Personal		Highest
Grade 6 - L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.						6th	
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Discussion-Yr 6		Highest
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Child's Own Writing-Yr 6		Highest
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Writing of Others-Yr 6		Highest
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Comparison of Style-Yr 6		Highest
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Recognition of Style-Yr 6		Highest
Grade 6 - L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.						6th	
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 6	Teacher Prepared	Comma-Yr 6		Highest
	M	Lang-Writing Mechanics	Writing Mechanics-Yr 6	Teacher Prepared	Dash-Yr 6		Highest
Grade 6 - L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.						6th	
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Child's Own Writing-Yr 6		Highest
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Recognition of Style-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Sentence / Patterning-Yr 6		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Word Choice, Word Selection-Yr 6		Highest
Grade 6 - L.6.3b. Maintain consistency in style and tone.						6th	
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Child's Own Writing-Yr 6		Highest
	M	Lang-Style	Style-Yr 6	Grammar Symbols	Recognition of Style-Yr 6		Highest
Grade 7 - L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. L.3.a. Choose words and phrases for effect. L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their). L.4.3b. Choose punctuation for effect. L.5.1d. Recognize and correct inappropriate shifts in verb tense. L.5.2a. Use punctuation to separate items in a series. L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. L.6.3b. Maintain consistency in style and tone.						7th	
Grade 7 - L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.						7th	
Grade 7 - L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.						7th	
Grade 8 - L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. L.3.a. Choose words and phrases for effect. L.3.3a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their). L.4.3b. Choose punctuation for effect. L.5.1d. Recognize and correct inappropriate shifts in verb tense. L.5.2a. Use punctuation to separate items in a series. L.6.1c. Recognize and						8th	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>correct inappropriate shifts in pronoun number and person. L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. L.6.3b. Maintain consistency in style and tone. L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i></p>							
Grade 8 - L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						8th	
M	Lang-Verb Tenses		Verb Tenses	Mood Verb Cards	Moods of the Verb		Highest
M	Lang-Verb Tenses		Verb Tenses	Voice Verb Cards	Voices of the Verb		Highest
M	Lang-Verb Tenses		Verb Tenses	Negative Verb Cards	Negative Form of the Verb		Highest

K-8 » English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Measuring Text Complexity: Three Factors

Kindergarten - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.						Kindergt	
M	Language - EC		Word Building	Movable Alphabet	Movable Alphabet: Sentences		Highest
M	Language - EC		Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
Kindergarten - Quantitative evaluation of the text - Readability measures and other scores of text complexity						Kindergt	
M	Language - EC		Word Building	Movable Alphabet	Movable Alphabet: Sentences		Highest
M	Language - EC		Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing		Highest

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
<i>Kindergarten - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</i>						Kindergt	
	M	Language - EC	Word Building	Movable Alphabet	Movable Alphabet: Sentences		Highest
	M	Language - EC	Writing and Reading	Teacher Prepared Activity	Journal/Expressive Writing		Highest
	M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
<i>Grade 1 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.</i>						1st	
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Comprehension and Analysis-Yr 1		Highest
<i>Grade 1 - Quantitative evaluation of the text - Readability measures and other scores of text complexity</i>						1st	
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Fluency-Yr 1		Highest
<i>Grade 1 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</i>						1st	
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Pleasure-Yr 1		Highest
	M	Lang-Reading	Reading-Yr 1	Teacher Prepared	Reading for Purpose-Yr 1		Highest
<i>Grade 2 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.</i>						2nd	
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Comprehension and Analysis-Yr 2		Highest
<i>Grade 2 - Quantitative evaluation of the text - Readability measures and other scores of text complexity</i>						2nd	
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Fluency-Yr 2		Highest
<i>Grade 2 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and</i>						2nd	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</i>							
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reading for Purpose-Yr 2		Highest
	M	Lang-Reading	Reading-Yr 2	Teacher Prepared	Reading for Pleasure-Yr 2		Highest
Grade 3 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.							3rd
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Comprehension and Analysis-Yr 3		Highest
Grade 3 - Quantitative evaluation of the text - Readability measures and other scores of text complexity							3rd
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Fluency-Yr 3		Highest
Grade 3 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)							3rd
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Purpose-Yr 3		Highest
	M	Lang-Reading	Reading-Yr 3	Teacher Prepared	Reading for Pleasure-Yr 3		Highest
Grade 4 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.							4th
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Comprehension and Analysis-Yr 4		Highest
Grade 4 - Quantitative evaluation of the text - Readability measures and other scores of text complexity							4th
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Fluency-Yr 4		Highest
Grade 4 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)							4th
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Reading for Purpose-Yr 4		Highest
	M	Lang-Reading	Reading-Yr 4	Teacher Prepared	Reading for Pleasure-Yr 4		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Grade 5 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.</i>						5th	
M	Lang-Literature	Literature-Yr 5		Teacher Prepared	Comprehension and Analysis-Yr 5		Highest
M	Lang-Reading	Reading-Yr 5		Teacher Prepared	Comprehension and Analysis-Yr 5		Highest
<i>Grade 5 - Quantitative evaluation of the text - Readability measures and other scores of text complexity</i>						5th	
M	Lang-Reading	Reading-Yr 5		Teacher Prepared	Fluency-Yr 5		Highest
<i>Grade 5 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</i>						5th	
M	Lang-Reading	Reading-Yr 5		Teacher Prepared	Reading for Purpose-Yr 5		Highest
M	Lang-Reading	Reading-Yr 5		Teacher Prepared	Reading for Pleasure-Yr 5		Highest
<i>Grade 6 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.</i>						6th	
M	Lang-Literature	Literature-Yr 6		Teacher Prepared	Comprehension and Analysis-Yr 6		Highest
M	Lang-Reading	Reading-Yr 6		Teacher Prepared	Comprehension and Analysis-Yr 6		Highest
<i>Grade 6 - Quantitative evaluation of the text - Readability measures and other scores of text complexity</i>						6th	
M	Lang-Reading	Reading-Yr 6		Teacher Prepared	Fluency-Yr 6		Highest
<i>Grade 6 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</i>						6th	
M	Lang-Reading	Reading-Yr 6		Teacher Prepared	Reading for Purpose-Yr 6		Highest
M	Lang-Reading	Reading-Yr 6		Teacher Prepared	Reading for Pleasure-Yr 6		Highest
<i>Grade 7 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.</i>						7th	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<i>Grade 7 - Quantitative evaluation of the text - Readability measures and other scores of text complexity</i>					7th	
	<i>Grade 7 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</i>					7th	
	<i>Grade 8 - Qualitative evaluation of the text - Levels of meaning, structure, language conventionality and clarity, and knowledge demands.</i>					8th	
	<i>Grade 8 - Quantitative evaluation of the text - Readability measures and other scores of text complexity</i>					8th	
	<i>Grade 8 - Matching reader to text and task - Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</i>					8th	

K-8 » English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Range of Text Types

Kindergarten - Literature: Stories, Dramas, Poetry

Kindergt

M	Language - EC	Oral Language	n/a	Songs, finger plays	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension	Highest

Kindergarten - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts

Kindergt

M	Language - EC	Oral Language	n/a	Songs, finger plays	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Phonetic Reading Books	Highest
M	Language - EC	Reading	Teacher Prepared Activity	Sentences: Comprehension	Highest

National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
Grade 1 - Literature: Stories, Dramas, Poetry						1st	
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Fiction-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Fairy Tales/Folktales-Yr 1		Highest
M	Lang- Composition	Composition-Yr 1	Composition-Yr 1	Teacher Prepared	Poetry-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Poetry-Yr 1		Highest
M	Lang-Spoken Language	Spoken Language-Yr 1	Spoken Language-Yr 1	Teacher Prepared	Poetry-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Plays-Yr 1		Highest
Grade 1 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						1st	
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Non-Fiction-Yr 1		Highest
M	Lang-Literature	Literature-Yr 1	Literature-Yr 1	Teacher Prepared	Biography-Yr 1		Highest
Grade 2 - Literature: Stories, Dramas, Poetry						2nd	
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Fiction-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Fairy Tales/Folktales-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Poetry-Yr 2		Highest
M	Lang- Composition	Composition-Yr 2	Composition-Yr 2	Teacher Prepared	Poetry-Yr 2		Highest
M	Lang-Spoken Language	Spoken Language-Yr 2	Spoken Language-Yr 2	Teacher Prepared	Poetry-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Plays-Yr 2		Highest
Grade 2 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						2nd	
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Non-Fiction-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2	Literature-Yr 2	Teacher Prepared	Biography-Yr 2		Highest
Grade 3 - Literature: Stories, Dramas, Poetry						3rd	
M	Lang-Literature	Literature-Yr 3	Literature-Yr 3	Teacher Prepared	Fiction-Yr 3		Highest
M	Lang-Literature	Literature-Yr 3	Literature-Yr 3	Teacher Prepared	Fairy Tales/Folktales-Yr 3		Highest
M	Lang- Composition	Composition-Yr 3	Composition-Yr 3	Teacher Prepared	Poetry-Yr 3		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Poetry-Yr 3		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 3	Teacher Prepared	Poetry-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Plays-Yr 3		Highest
Grade 3 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						3rd	
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Non-Fiction-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Biography-Yr 3		Highest
Grade 4 - Literature: Stories, Dramas, Poetry						4th	
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Fiction-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Fairy Tales/Folktales-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Poetry-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Poetry-Yr 4		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Poetry-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Plays-Yr 4		Highest
Grade 4 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						4th	
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Non-Fiction-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Biography-Yr 4		Highest
Grade 5 - Literature: Stories, Dramas, Poetry						5th	
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Fiction-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Fairy Tales/Folktales-Yr 5		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 5	Teacher Prepared	Poetry-Yr 5		Highest
	M	Lang- Composition	Composition-Yr 5	Teacher Prepared	Poetry-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Poetry-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Plays-Yr 5		Highest
Grade 5 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						5th	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Non-Fiction-Yr 5		Highest
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Biography-Yr 5		Highest
Grade 6 - Literature: Stories, Dramas, Poetry						6th	
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Fiction-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Fairy Tales/Folktales-Yr 6		Highest
	M	Lang- Composition	Composition-Yr 6	Teacher Prepared	Poetry-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Poetry-Yr 6		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 6	Teacher Prepared	Poetry-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Plays-Yr 6		Highest
Grade 6 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						6th	
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Non-Fiction-Yr 6		Highest
	M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Biography-Yr 6		Highest
Grade 7 - Literature: Stories, Dramas, Poetry						7th	
Grade 7 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						7th	
Grade 8 - Literature: Stories, Dramas, Poetry						8th	
Grade 8 - Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts						8th	

K-8 » English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Texts Illustrating the Complexity, Quality, & Range of Student Reading

Kindergarten - Literature: Stories, Drama, Poetry - Examples:
*Over in the Meadow by John Langstaff (traditional) (c1800)**
A Boy, a Dog, and a Frog by Mercer Mayer (1967)

Kindergt

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>A Story, A Story by Gail E. Haley (1970)*</i> <i>Pancakes for Breakfast by Tomie DePaola (1978)</i> <i>Kitten's First Full Moon by Kevin Henkes (2004)*</i></p>							
M	Language - EC		Oral Language	n/a	Songs, finger plays		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest
<p>Kindergarten - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:</p> <p><i>My Five Senses by Aiki (1962)**</i> <i>Truck by Donald Crews (1980)</i> <i>I Read Signs by Tana Hoban (1987)</i> <i>What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page (2003)*</i> <i>Amazing Whales! by Sarah L. Thomson (2005)*</i></p>							Kindergt
M	Language - EC		Oral Language	n/a	Songs, finger plays		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Phonetic Reading Books		Highest
M	Language - EC		Reading	Teacher Prepared Activity	Sentences: Comprehension		Highest
<p>Grade 1 - Literature: Stories, Drama, Poetry - Examples:</p> <p><i>"Mix a Pancake" by Christina G. Rossetti (1893)**</i> <i>Mr. Popper's Penguins by Richard Atwater (1938)*</i> <i>Little Bear by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**</i> <i>Frog and Toad Together by Arnold Lobel (1971)**</i> <i>Hi! Fly Guy by Tedd Arnold (2006)</i></p>							1st
M	Lang-Literature		Literature-Yr 1	Teacher Prepared	Fiction-Yr 1		Highest
M	Lang-Literature		Literature-Yr 1	Teacher Prepared	Fairy Tales/Folktales-Yr 1		Highest
M	Lang- Composition		Composition-Yr 1	Teacher Prepared	Poetry-Yr 1		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Poetry-Yr 1		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 1	Teacher Prepared	Poetry-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Plays-Yr 1		Highest
Grade 1 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:						1st	
<i>A Tree Is a Plant by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**</i>							
<i>Starfish by Edith Thacher Hurd (1962)</i>							
<i>Follow the Water from Brook to Ocean by Arthur Dorros (1991)**</i>							
<i>From Seed to Pumpkin by Wendy Pfeffer, illustrated by James Graham Hale (2004)*</i>							
<i>How People Learned to Fly by Fran Hodgkins and True Kelley (2007)*</i>							
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Non-Fiction-Yr 1		Highest
	M	Lang-Literature	Literature-Yr 1	Teacher Prepared	Biography-Yr 1		Highest
Grade 2 - Literature: Stories, Drama, Poetry - Examples:						2nd	
<i>Who Has Seen the Wind?" by Christina G. Rossetti (1893)</i>							
<i>Charlotte's Web by E. B. White (1952)*</i>							
<i>Sarah, Plain and Tall by Patricia MacLachlan (1985)</i>							
<i>Tops and Bottoms by Janet Stevens (1995)</i>							
<i>Poppleton in Winter by Cynthia Rylant, illustrated by Mark Teague (2001)</i>							
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Fiction-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Fairy Tales/Folktales-Yr 2		Highest
	M	Lang- Composition	Composition-Yr 2	Teacher Prepared	Poetry-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Poetry-Yr 2		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 2	Teacher Prepared	Poetry-Yr 2		Highest
	M	Lang-Literature	Literature-Yr 2	Teacher Prepared	Plays-Yr 2		Highest
Grade 2 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-						2nd	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
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Examples:

- A Medieval Feast by Aiki (1983)*
- From Seed to Plant by Gail Gibbons (1991)*
- The Story of Ruby Bridges by Robert Coles (1995)**
- A Drop of Water: A Book of Science and Wonder by Walter Wick (1997)*
- Moonshot: The Flight of Apollo 11 by Brian Floca (2009)*

M	Lang-Literature	Literature-Yr 2		Teacher Prepared	Non-Fiction-Yr 2		Highest
M	Lang-Literature	Literature-Yr 2		Teacher Prepared	Biography-Yr 2		Highest

Grade 3 - Literature: Stories, Drama, Poetry - Examples:

3rd

- Who Has Seen the Wind?" by Christina G. Rossetti (1893)*
- Charlotte's Web by E. B. White (1952)**
- Sarah, Plain and Tall by Patricia MacLachlan (1985)*
- Tops and Bottoms by Janet Stevens (1995)*
- Poppleton in Winter by Cynthia Rylant, illustrated by Mark Teague (2001)*

M	Lang-Literature	Literature-Yr 3		Teacher Prepared	Fiction-Yr 3		Highest
M	Lang-Literature	Literature-Yr 3		Teacher Prepared	Fairy Tales/Folktales-Yr 3		Highest
M	Lang- Composition	Composition-Yr 3		Teacher Prepared	Poetry-Yr 3		Highest
M	Lang-Literature	Literature-Yr 3		Teacher Prepared	Poetry-Yr 3		Highest
M	Lang-Spoken Language	Spoken Language-Yr 3		Teacher Prepared	Poetry-Yr 3		Highest
M	Lang-Literature	Literature-Yr 3		Teacher Prepared	Plays-Yr 3		Highest

Grade 3 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:

3rd

- A Medieval Feast by Aiki (1983)*
- From Seed to Plant by Gail Gibbons (1991)*
- The Story of Ruby Bridges by Robert Coles (1995)**
- A Drop of Water: A Book of Science and Wonder by Walter Wick (1997)*

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>Moonshot: The Flight of Apollo 11 by Brian Floca (2009)</i>							
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Non-Fiction-Yr 3		Highest
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Biography-Yr 3		Highest
<i>Grade 4 - Literature: Stories, Drama, Poetry - Examples:</i>							<i>4th</i>
<i>Alice's Adventures in Wonderland by Lewis Carroll (1865)</i>							
<i>"Casey at the Bat" by Ernest Lawrence Thayer (1888)</i>							
<i>The Black Stallion by Walter Farley (1941)</i>							
<i>"Zlateh the Goat" by Isaac Bashevis Singer (1984)</i>							
<i>Where the Mountain Meets the Moon by Grace Lin (2009)</i>							
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Fiction-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Fairy Tales/Folktales-Yr 4		Highest
	M	Lang- Composition	Composition-Yr 4	Teacher Prepared	Poetry-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Poetry-Yr 4		Highest
	M	Lang-Spoken Language	Spoken Language-Yr 4	Teacher Prepared	Poetry-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Plays-Yr 4		Highest
<i>Grade 4 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:</i>							<i>4th</i>
<i>Discovering Mars: The Amazing Story of the Red Planet by Melvin Berger (1992)</i>							
<i>Hurricanes: Earth's Mightiest Storms by Patricia Lauber (1996)</i>							
<i>A History of US by Joy Hakim (2005)</i>							
<i>Horses by Seymour Simon (2006)</i>							
<i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea by Sy Montgomery (2006)</i>							
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Non-Fiction-Yr 4		Highest
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Biography-Yr 4		Highest

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Grade 5 - Literature: Stories, Drama, Poetry - Examples:						5th	
<i>Alice's Adventures in Wonderland by Lewis Carroll (1865)</i>							
<i>"Casey at the Bat" by Ernest Lawrence Thayer (1888)</i>							
<i>The Black Stallion by Walter Farley (1941)</i>							
<i>"Zlateh the Goat" by Isaac Bashevis Singer (1984)</i>							
<i>Where the Mountain Meets the Moon by Grace Lin (2009)</i>							
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Fiction-Yr 5		Highest
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Fairy Tales/Folktales-Yr 5		Highest
M	Lang-Spoken Language	Spoken Language-Yr 5	Spoken Language-Yr 5	Teacher Prepared	Poetry-Yr 5		Highest
M	Lang- Composition	Composition-Yr 5	Composition-Yr 5	Teacher Prepared	Poetry-Yr 5		Highest
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Poetry-Yr 5		Highest
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Plays-Yr 5		Highest
Grade 5 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:						5th	
<i>Discovering Mars: The Amazing Story of the Red Planet by Melvin Berger (1992)</i>							
<i>Hurricanes: Earth's Mightiest Storms by Patricia Lauber (1996)</i>							
<i>A History of US by Joy Hakim (2005)</i>							
<i>Horses by Seymour Simon (2006)</i>							
<i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea by Sy Montgomery (2006)</i>							
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Non-Fiction-Yr 5		Highest
M	Lang-Literature	Literature-Yr 5	Literature-Yr 5	Teacher Prepared	Biography-Yr 5		Highest
Grade 6 - Literature: Stories, Drama, Poetry - Examples:						6th	
<i>Little Women by Louisa May Alcott (1869)</i>							
<i>The Adventures of Tom Sawyer by Mark Twain (1876)</i>							
<i>"The Road Not Taken" by Robert Frost (1915)</i>							

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>The Dark Is Rising by Susan Cooper (1973)</i> <i>Dragonwings by Laurence Yep (1975)</i> <i>Roll of Thunder, Hear My Cry by Mildred Taylor (1976)</i></p>							
M	Lang-Literature	Literature-Yr 6	Literature-Yr 6	Teacher Prepared	Fiction-Yr 6		Highest
M	Lang-Literature	Literature-Yr 6	Literature-Yr 6	Teacher Prepared	Fairy Tales/Folktales-Yr 6		Highest
M	Lang- Composition	Composition-Yr 6	Composition-Yr 6	Teacher Prepared	Poetry-Yr 6		Highest
M	Lang-Literature	Literature-Yr 6	Literature-Yr 6	Teacher Prepared	Poetry-Yr 6		Highest
M	Lang-Spoken Language	Spoken Language-Yr 6	Spoken Language-Yr 6	Teacher Prepared	Poetry-Yr 6		Highest
M	Lang-Literature	Literature-Yr 6	Literature-Yr 6	Teacher Prepared	Plays-Yr 6		Highest
Grade 6 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:						6th	
<p><i>"Letter on Thomas Jefferson" by John Adams (1776)</i> <i>Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (1845)</i> <i>"Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940)</i> <i>Harriet Tubman: Conductor on the Underground Railroad by Ann Petry (1955)</i> <i>Travels with Charley: In Search of America by John Steinbeck (1962)</i></p>							
M	Lang-Literature	Literature-Yr 6	Literature-Yr 6	Teacher Prepared	Non-Fiction-Yr 6		Highest
M	Lang-Literature	Literature-Yr 6	Literature-Yr 6	Teacher Prepared	Biography-Yr 6		Highest
Grade 7 - Literature: Stories, Drama, Poetry - Examples:						7th	
<p><i>Little Women by Louisa May Alcott (1869)</i> <i>The Adventures of Tom Sawyer by Mark Twain (1876)</i> <i>"The Road Not Taken" by Robert Frost (1915)</i> <i>The Dark Is Rising by Susan Cooper (1973)</i> <i>Dragonwings by Laurence Yep (1975)</i></p>							

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				<i>Roll of Thunder, Hear My Cry by Mildred Taylor (1976)</i>			
				<i>Grade 7 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:</i>		7th	
				<i>"Letter on Thomas Jefferson" by John Adams (1776)</i>			
				<i>Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (1845)</i>			
				<i>"Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940)</i>			
				<i>Harriet Tubman: Conductor on the Underground Railroad by Ann Petry (1955)</i>			
				<i>Travels with Charley: In Search of America by John Steinbeck (1962)</i>			
				<i>Grade 8 - Literature: Stories, Drama, Poetry - Examples:</i>		8th	
				<i>Little Women by Louisa May Alcott (1869)</i>			
				<i>The Adventures of Tom Sawyer by Mark Twain (1876)</i>			
				<i>"The Road Not Taken" by Robert Frost (1915)</i>			
				<i>The Dark Is Rising by Susan Cooper (1973)</i>			
				<i>Dragonwings by Laurence Yep (1975)</i>			
				<i>Roll of Thunder, Hear My Cry by Mildred Taylor (1976)</i>			
				<i>Grade 8 - Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts-Examples:</i>		8th	
				<i>"Letter on Thomas Jefferson" by John Adams (1776)</i>			
				<i>Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (1845)</i>			
				<i>"Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940)</i>			
				<i>Harriet Tubman: Conductor on the Underground Railroad by Ann Petry (1955)</i>			
				<i>Travels with Charley: In Search of America by John Steinbeck (1962)</i>			



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K-5 » English Language Arts Standards » Standard 10: Range, Quality, & Complexity » Staying on Topic Within a Grade & Across Grades » Exemplar Texts on a Topic Across Grades - The Human Body: Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.							
<i>Kindergarten - The five senses and associated body parts</i>							<i>Kindergt</i>
<i>My Five Senses by Aiki (1989)</i>							
<i>Hearing by Maria Rius (1985)</i>							
<i>Sight by Maria Rius (1985)</i>							
<i>Smell by Maria Rius (1985)</i>							
<i>Taste by Maria Rius (1985)</i>							
<i>Touch by Maria Rius (1985)</i>							
M	Language - EC	Oral Language		n/a	Songs, finger plays		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Phonetic Reading Books		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Sentences: Comprehension		Highest
<i>Kindergarten - Taking care of your body: Overview (hygiene, diet, exercise, rest)</i>							<i>Kindergt</i>
<i>My Amazing Body: A First Look at Health & Fitness by Pat Thomas (2001)</i>							
<i>Get Up and Go! by Nancy Carlson (2008)</i>							
<i>Go Wash Up by Doering Tourville (2008)</i>							
M	Language - EC	Oral Language		n/a	Songs, finger plays		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Phonetic Reading Books		Highest
M	Language - EC	Reading		Teacher Prepared Activity	Sentences: Comprehension		Highest
<i>Grade 1 - Introduction to the systems of the human body and associated body parts</i>							<i>1st</i>
<i>Under Your Skin: Your Amazing Body by Mick Manning (2007)</i>							
<i>Me and My Amazing Body by Joan Sweeney (1999)</i>							
<i>The Human Body by Gallimard Jeunesse (2007)</i>							
<i>The Busy Body Book by Lizzy Rockwell (2008)</i>							
<i>First Encyclopedia of the Human Body by Fiona Chandler (2004)</i>							
M	Lang-Literature	Literature-Yr 1		Teacher Prepared	Non-Fiction-Yr 1		Highest

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<i>Grade 1 - Taking care of your body: Germs, diseases, and preventing illness</i>						1st	
<i>Germs Make Me Sick by Marilyn Berger (1995)</i>							
<i>Tiny Life on Your Body by Christine Taylor-Butler (2005)</i>							
<i>Germ Stories by Arthur Kornberg (2007)</i>							
<i>All About Scabs by Genichiro Yagu (1998)</i>							
M	Lang-Literature		Literature-Yr 1	Teacher Prepared	Non-Fiction-Yr 1		Highest
<i>Grade 2 - Digestive and excretory systems</i>						2nd	
<i>What Happens to a Hamburger by Paul Showers (1985)</i>							
<i>The Digestive System by Christine Taylor-Butler (2008)</i>							
<i>The Digestive System by Rebecca L. Johnson (2006)</i>							
<i>The Digestive System by Kristin Petrie (2007)</i>							
M	Lang-Literature		Literature-Yr 2	Teacher Prepared	Non-Fiction-Yr 2		Highest
<i>Grade 2 - Taking care of your body: Healthy eating and nutrition</i>						Kindergt	
<i>Good Enough to Eat by Lizzy Rockwell (1999)</i>							
<i>Showdown at the Food Pyramid by Rex Barron (2004)</i>							
M	Lang-Literature		Literature-Yr 2	Teacher Prepared	Non-Fiction-Yr 2		Highest
<i>Grade 2 - Muscular, skeletal, and nervous systems</i>						2nd	
<i>The Mighty Muscular and Skeletal Systems Crabtree Publishing (2009)</i>							
<i>Muscles by Seymour Simon (1998)</i>							
<i>Bones by Seymour Simon (1998)</i>							
<i>The Astounding Nervous System Crabtree Publishing (2009)</i>							
<i>The Nervous System by Joelle Riley (2004)</i>							
M	Lang-Literature		Literature-Yr 2	Teacher Prepared	Non-Fiction-Yr 2		Highest
<i>Grade 3 - Digestive and excretory systems</i>						3rd	
<i>What Happens to a Hamburger by Paul Showers (1985)</i>							
<i>The Digestive System by Christine Taylor-Butler (2008)</i>							
<i>The Digestive System by Rebecca L. Johnson (2006)</i>							

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<i>The Digestive System by Kristin Petrie (2007)</i>						
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Non-Fiction-Yr 3		Highest
	<i>Grade 3 - Taking care of your body: Healthy eating and nutrition</i>						<i>Kindergt</i>
	<i>Good Enough to Eat by Lizzy Rockwell (1999)</i>						
	<i>Showdown at the Food Pyramid by Rex Barron (2004)</i>						
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Non-Fiction-Yr 3		Highest
	<i>Grade 3 - Muscular, skeletal, and nervous systems</i>						<i>3rd</i>
	<i>The Mighty Muscular and Skeletal Systems Crabtree Publishing (2009)</i>						
	<i>Muscles by Seymour Simon (1998)</i>						
	<i>Bones by Seymour Simon (1998)</i>						
	<i>The Astounding Nervous System Crabtree Publishing (2009)</i>						
	<i>The Nervous System by Joelle Riley (2004)</i>						
	M	Lang-Literature	Literature-Yr 3	Teacher Prepared	Non-Fiction-Yr 3		Highest
	<i>Grade 4 - Circulatory system</i>						<i>4th</i>
	<i>The Heart by Seymour Simon (2006)</i>						
	<i>The Heart and Circulation by Carol Ballard (2005)</i>						
	<i>The Circulatory System by Kristin Petrie (2007)</i>						
	<i>The Amazing Circulatory System by John Burstein (2009)</i>						
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Non-Fiction-Yr 4		Highest
	<i>Grade 4 - Respiratory system</i>						<i>4th</i>
	<i>The Lungs by Seymour Simon (2007)</i>						
	<i>The Respiratory System by Susan Glass (2004)</i>						
	<i>The Respiratory System by Kristin Petrie (2007)</i>						
	<i>The Remarkable Respiratory System by John Burstein (2009)</i>						
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Non-Fiction-Yr 4		Highest
	<i>Grade 4 - Endocrine system</i>						<i>4th</i>
	<i>The Endocrine System by Rebecca Olien (2006)</i>						
	<i>The Exciting Endocrine System by John Burstein (2009)</i>						

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
	M	Lang-Literature	Literature-Yr 4	Teacher Prepared	Non-Fiction-Yr 4		Highest	
	Grade 5 - Circulatory system						5th	
	<i>The Heart by Seymour Simon (2006)</i>							
	<i>The Heart and Circulation by Carol Ballard (2005)</i>							
	<i>The Circulatory System by Kristin Petrie (2007)</i>							
	<i>The Amazing Circulatory System by John Burstein (2009)</i>							
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Non-Fiction-Yr 5		Highest	
	Grade 5 - Respiratory system						5th	
	<i>The Lungs by Seymour Simon (2007)</i>							
	<i>The Respiratory System by Susan Glass (2004)</i>							
	<i>The Respiratory System by Kristin Petrie (2007)</i>							
	<i>The Remarkable Respiratory System by John Burstein (2009)</i>							
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Non-Fiction-Yr 5		Highest	
	Grade 5 - Endocrine system						5th	
	<i>The Endocrine System by Rebecca Olien (2006)</i>							
	<i>The Exciting Endocrine System by John Burstein (2009)</i>							
	M	Lang-Literature	Literature-Yr 5	Teacher Prepared	Non-Fiction-Yr 5		Highest	

6-8 » English Language Arts Standards » History/Social Studies » Key Ideas and Details

Grades 6-8 - RH.6-8.1.Cite specific textual evidence to support analysis of primary and secondary sources. **6th**

M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Reference Books-Yr 6	Highest
M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6	Highest
M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Note Taking / Paraphrasing-Yr 6	Highest

Grades 6-8 - RH.6-8.2.Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **6th**

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Reference Books-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Develop Research Questions-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Note Taking / Paraphrasing-Yr 6		Highest
Grades 6-8 - RH.6-8.3. 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).						6th	
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Note Taking / Paraphrasing-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Research Paper-Yr 6		Highest

6-8 » English Language Arts Standards » History/Social Studies » Craft and Structure

Grades 6-8 - RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **6th**

M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Vocabulary-Yr 6		Highest
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Grades 6-8 - RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). **6th**

M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Purpose-Yr 6		Highest
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Grades 6-8 - RH.6-8.6. 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). **6th**

M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Author's Purpose, Point of View-Yr 6		Highest
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6-8 » English Language Arts Standards » History/Social Studies » Integration of Knowledge and Ideas

Grades 6-8 - RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **6th**

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Research Skills	Research Skills -Yr 6	Teacher Prepared	Reading a Table and Chart-Yr 6		Highest
	M	Lang-Research Skills	Research Skills -Yr 6	Teacher Prepared	Reading a Graph and Map-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Reading a Picture and Diagram-Yr 6		Highest
Grades 6-8 - RH.6-8.8.Distinguish among fact, opinion, and reasoned judgment in a text.						6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Fact or Opinion-Yr 6		Highest
Grades 6-8 - RH.6-8.9.Analyze the relationship between a primary and secondary source on the same topic.						6th	
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Use of Online Resources-Yr 6		Highest
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Note Taking / Paraphrasing-Yr 6		Highest

6-8 » English Language Arts Standards » History/Social Studies » Range of Reading and Level of Text Complexity

Grades 6-8 - RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. **6th**

M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6	Highest
M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6	Highest
M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Purpose-Yr 6	Highest

6-8 » English Language Arts Standards » Science & Technical Subjects » Key Ideas and Details

Grades 6-8 - RST.6-8.1.Cite specific textual evidence to support analysis of science and technical texts. **6th**

M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6	Highest
M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6	Highest
M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Supporting Details-Yr 6	Highest

Grades 6-8 - RST.6-8.2.Determine the central ideas or conclusions of a text; provide an accurate **6th**

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
	<i>summary of the text distinct from prior knowledge or opinions.</i>							
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Main Idea-Yr 6		Highest	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Summarizing-Yr 6		Highest	
	<i>Grades 6-8 - RST.6-8.3.Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</i>						6th	
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Research Paper-Yr 6		Highest	

6-8 » English Language Arts Standards » Science & Technical Subjects » Craft and Structure

Grades 6-8 - RST.6-8.4.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 6–8 texts and topics.

M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Vocabulary-Yr 6		Highest
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Grades 6-8 - RST.6-8.5.Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6		Highest
M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6		Highest

Grades 6-8 - RST.6-8.6.Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Author's Purpose, Point of View-Yr 6		Highest
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6-8 » English Language Arts Standards » Science & Technical Subjects » Integration of Knowledge and Ideas

Grades 6-8 - RST.6-8.7.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).

M	Lang-Research Skills	Research Skills -Yr 6	Teacher Prepared	Reading a Table and Chart-Yr 6		Highest
M	Lang-Research Skills	Research Skills -Yr 6	Teacher Prepared	Reading a Graph and Map-Yr 6		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Lang-Research Skills	Research Skills-Yr 6	Teacher Prepared	Reading a Picture and Diagram-Yr 6		Highest
<i>Grades 6-8 - RST.6-8.8.Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</i>						6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Fact or Opinion-Yr 6		Highest
<i>Grades 6-8 - RST.6-8.9.Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</i>						6th	
	M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Compare and Contrast-Yr 6		Highest

6-8 » English Language Arts Standards » Science & Technical Subjects » Range of Reading and Level of Text Complexity

Grades 6-8 - RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. 6th

M	Lang-Literature	Literature-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6	Highest
M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Comprehension and Analysis-Yr 6	Highest
M	Lang-Reading	Reading-Yr 6	Teacher Prepared	Reading for Purpose-Yr 6	Highest

K » Mathematics » Counting & Cardinality

Kindergarten - Know number names and the count sequence - K.CC.1. Count to 100 by ones and by tens. Kindergt

M	Math - EC	Linear Counting (Numeration Beyond 10)	Hundred Board	Filling in the Grid with Tiles Presorted by Row	Highest
M	Math - EC	Linear Counting (Numeration Beyond 10)	Hundred Board	Filling in the Grid with Unsorted Tiles	Highest
M	Math - EC	Linear Counting (Numeration Beyond 10)	Hundred Board	Variations & Extensions	Highest
M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains	Sensorial Exploration	Highest
M	Math - EC	Linear Counting	Squaring Chains and	Linear Counting	Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	(Numeration Beyond 10) Linear Counting	Numeral Arrows Squaring Chains and Numerical Arrows	Skip Counting		Highest
	M	Math - EC	(Numeration Beyond 10) Linear Counting	Squaring Chains and Numerical Arrows	Additional Exercises, Variations & Extensions		Highest
Kindergarten - Know number names and the count sequence - K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).							Kindergt
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Bead Box	Quantity: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards	Numerals: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Non- Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Variations & Extensions		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Tens Only: 10 - 90		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Tens and Ones: 10 - 99		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Building Numbers		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Additional Exercises, Variations & Extensions		Highest
Kindergarten - Know number names and the count sequence - K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).							Kindergt
	M	Math - EC	Numeration 1 to 10	Sandpaper Numerals	Naming and Tracing Numerals		Highest
	M	Math - EC	Numeration 1 to 10	Sandpaper Numerals	Retrieving from a Distance		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Numeration 1 to 10	Sandpaper Numerals	Comparing Numerals (larger/smaller)		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods and Sandpaper Numerals	Associating Rods and Numerals		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods and Sandpaper Numerals	Matching Rods and Numerals from a Distance		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods and Sandpaper Numerals	Matching Larger/Smaller Rods and Numerals from a Distance		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods and Sandpaper Numerals	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Numeration 1 to 10	Spindle Boxes	Placing Spindles in Corresponding Compartments		Highest

Kindergarten - Count to tell the number of objects - K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. Kindergarten

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

- Understand that each successive number name refers to a quantity that is one larger.

	M	Math - EC	Numeration 1 to 10	Red Rods and Number Rods	Transition from Red Rods		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Naming the Rods		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Building Tens Sensorially		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Retrieving Rods from a Distance (larger/smaller; greater than/less than)		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Comparing Rods from a Distance		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Simple Operations		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Games, Variations & Extensions		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Numeration 1 to 10	Rods) Spindle Boxes	Placing Spindles in Corresponding Compartments		Highest
	M	Math - EC	Numeration 1 to 10	Spindle Boxes	Games, Variations & Extensions		Highest
Kindergarten - Count to tell the number of objects - K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.							Kindergt
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Bead Box	Quantity: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards	Numerals: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Non- Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Variations & Extensions		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Tens Only: 10 - 90		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Tens and Ones: 10 - 99		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Building Numbers		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Additional Exercises, Variations & Extensions		Highest
Kindergarten - Compare numbers - K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.							Kindergt
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Retrieving Rods from a Distance (larger/smaller; greater than/less than)		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<i>Kindergarten - Compare numbers - K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</i>						Kindergt
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Comparing Rods from a Distance		Highest
	<i>Kindergarten - Compare numbers - K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</i>						Kindergt
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Comparing Rods from a Distance		Highest
	<i>Kindergarten - Compare numbers - K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</i>						Kindergt
	M	Math - EC	Numeration 1 to 10	Sandpaper Numerals	Comparing Numerals (larger/smaller)		Highest
	<i>Kindergarten - Compare numbers - K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</i>						Kindergt
	M	Math - EC	Numeration 1 to 10	Sandpaper Numerals	Comparing Numerals (larger/smaller)		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods and Sandpaper Numerals	Matching Rods and Numerals from a Distance		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods and Sandpaper Numerals	Matching Larger/Smaller Rods and Numerals from a Distance		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods and Sandpaper Numerals	Additional Exercises, Variations & Extensions		Highest

K-5 » Mathematics » Operations & Algebraic Thinking

K - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

M	Math - EC	Memory Work: Addition	Short Bead Stair	Building Tens			Highest
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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Memory Work: Addition	Short Bead Stair	Bead Bar Addition		Highest
	M	Math - EC	Memory Work: Addition	Addition Snake Game	Adding Groups of Ten		Highest
	M	Math - EC	Memory Work: Addition	Addition Snake Game	Adding Beyond Ten		Highest
	M	Math - EC	Memory Work: Addition	Small Number Rods	Ordered Addition		Highest
	M	Math - EC	Memory Work: Addition	Small Number Rods	Mixed-up Addition		Highest
	M	Math - EC	Memory Work: Addition	Small Number Rods	Variations & Extensions		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Snake Game	Subtracting Groups of Ten		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Snake Game	Subtracting Toward Cancellation		Highest

K - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Kindergarten

	M	Math - EC	Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest

K - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). Kindergarten

	M	Math - EC	Memory Work: Addition	Short Bead Stair	Building Tens		Highest
	M	Math - EC	Memory Work: Addition	Short Bead Stair	Bead Bar Addition		Highest
	M	Math - EC	Memory Work: Addition	Addition Snake Game	Adding Groups of Ten		Highest
	M	Math - EC	Memory Work: Addition	Addition Snake Game	Adding Beyond Ten		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Snake Game	Subtracting Groups of Ten		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Snake Game	Subtracting Toward Cancellation		Highest

K - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. Kindergarten

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Naming the Rods		Highest
	M	Math - EC	Numeration 1 to 10	Number Rods (Red and Blue Rods)	Building Tens Sensorially		Highest
	M	Math - EC	Memory Work: Addition	Short Bead Stair	Building Tens		Highest
	M	Math - EC	Memory Work: Addition	Short Bead Stair	Bead Bar Addition		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Making Combinations of Ten		Highest

K - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.5. Fluently add and subtract within 5. Kindergarten

	M	Math - EC	Memory Work: Addition	Addition Working Charts	Full Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Half Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Skip Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Full Chart		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest

Grade 1 - Represent and solve problems involving addition and subtraction. 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1st

	M	Math - EC	Memory Work: Addition	Short Bead Stair	Building Tens		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Ordered Addition with Tables		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Mixed-up Addition		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Strip Board	Ordered Subtraction with Tables		Highest
	M	Math - EC	Memory Work: Addition	Small Number Rods	Variations & Extensions		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Variations & Extensions		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Memory Work: Addition	Addition Strip Board	The Addition Table of Zero		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Matching Equations		Highest
Grade 1 - Represent and solve problems involving addition and subtraction. 1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.						1st	
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Ordered Addition with Tables		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Mixed-up Addition		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Matching Equations		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	The Addition Table of Zero		Highest
	M	Math - EC	Memory Work: Addition	Addition Strip Board	Variations & Extensions		Highest
	M	Math - EC	Memory Work: Addition	Small Number Rods	Variations & Extensions		Highest
Grade 1 - Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.3. Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)						1st	
	M	Math - EC	Memory Work: Addition	Short Bead Stair	Building Tens		Highest
	M	Math - EC	Memory Work: Addition	Short Bead Stair	Bead Bar Addition		Highest
	M	Math - EC	Memory Work: Addition	Addition Snake Game	Adding Groups of Ten		Highest
	M	Math - EC	Memory Work: Addition	Addition Snake Game	Adding Beyond Ten		Highest
Grade 1 - Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.						1st	
	M	Math - EC	Memory Work: Subtraction	Subtraction Snake Game	Subtracting Groups of Ten		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Snake Game	Subtracting Toward Cancellation		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Strip Board	Ordered Subtraction with Tables		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Strip Board	Mixed-up Subtraction		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Full Chart		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest
Grade 1 - Add and subtract within 20. 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).							1st
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains	Sensorial Exploration		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Linear Counting		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Skip Counting		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Additional Exercises, Variations & Extensions		Highest
Grade 1 - Add and subtract within 20. 1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).							1st
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Full Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Half Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Skip Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Strip Board	Mixed-up Subtraction		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Full Chart		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
					Extensions		
<p><i>Grade 1 - Work with addition and subtraction equations. 1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>						1st	
M	Math - EC		Memory Work: Addition	Addition Working Charts	Full Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Half Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Skip Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Blank Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
M	Math - EC		Memory Work: Subtraction	Subtraction Strip Board	Mixed-up Subtraction		Highest
M	Math - EC		Memory Work: Subtraction	Subtraction Working Charts	Full Chart		Highest
M	Math - EC		Memory Work: Subtraction	Subtraction Working Charts	Blank Chart		Highest
M	Math - EC		Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest
<p><i>Grade 1 - Work with addition and subtraction equations. 1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i></p>						1st	
M	Math - EC		Memory Work: Addition	Addition Working Charts	Full Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Half Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Skip Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Blank Chart		Highest
M	Math - EC		Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
M	Math - EC		Memory Work: Subtraction	Subtraction Strip Board	Mixed-up Subtraction		Highest
M	Math - EC		Memory Work: Subtraction	Subtraction Working Charts	Full Chart		Highest
M	Math - EC		Memory Work: Subtraction	Subtraction Working Charts	Blank Chart		Highest

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	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest
<p><i>Grade 2 - Represent and solve problems involving addition and subtraction. 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.</i></p>							2nd
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Dynamic Addition		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Addition Leading to Abstraction		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Abstract Addition		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Static Subtraction		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Subtraction Leading to Abstraction		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Abstract Subtraction		Highest
<p><i>Grade 2 - Add and subtract within 20. 2.OA.2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</i></p>							2nd
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest
<p><i>Grade 2 - Work with equal groups of objects to gain foundations for multiplication. 2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</i></p>							2nd
	M	Math - EC	Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest
<p><i>Grade 2 - Work with equal groups of objects to gain foundations for multiplication. 2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</i></p>							2nd

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	M	Math - EC	Memory Work: Addition	Addition Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest
<p><i>Grade 3 - Represent and solve problems involving multiplication and division. 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.</i></p>						3rd	
	M	Math - EC	Memory Work: Multiplication	Multiplication Board	Ordered Multiplication with Tables		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Board	Mixed-up Multiplication		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Bead Bar Box	Multiplication Bead Bar Layout		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Bead Bar Box	Analysis of a Multiplication Table		Highest
<p><i>Grade 3 - Represent and solve problems involving multiplication and division. 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 $56 \div 8$.</i></p>						3rd	
	M	Math - EC	Memory Work: Division	Unit Division Board	Ordered Division with Tables		Highest
	M	Math - EC	Memory Work: Division	Unit Division Board	Mixed-up Division		Highest
	M	Math - EC	Memory Work: Division	Division Working Charts	Division Chart One		Highest
<p><i>Grade 3 - Represent and solve problems involving multiplication and division. 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.</i></p>						3rd	
	M	Math - EC	Memory Work:	Multiplication Bead Bar Box	Analysis of a Number		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
			Multiplication				
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Full Chart		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Half Chart		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Division	Division Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Division	Division Working Charts	Additional Exercises, Variations & Extensions		Highest

Grade 3 - Represent and solve problems involving multiplication and division. 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 $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$ **3rd**

	M	Math - EC	Memory Work: Multiplication	Multiplication Bead Bar Box	Analysis of a Number		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Full Chart		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Half Chart		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Division	Division Working Charts	Blank Chart		Highest
	M	Math - EC	Memory Work: Division	Division Working Charts	Additional Exercises, Variations & Extensions		Highest

Grade 3 - Understand properties of multiplication and the relationship between multiplication and division. 3.OA.5. 3rd Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$

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<p><i>can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>							
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Commutative Law of Multiplication [$a \times b = b \times a$]-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Associative Law of Multiplication [$(a \times b) \times c = a \times (b \times c)$]-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Distributive Law of Multiplication [$a(b + c) = (a \times b) + (a \times c)$]-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Distributive Law of Multiplication w/ Operational Signs-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars, Decimal Cards	Distributive Law of Multiplication w/ Beads and Cards-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Decimal Cards	Distributive Law of Multiplication w/ Cards-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Paper	One-Digit Distributive Law of Multiplication on Paper-Yr3		Highest
<p>Grade 3 - Understand properties of multiplication and the relationship between multiplication and division. 3.OA.6. 3rd Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>							
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Commutative Law of Multiplication [$a \times b = b \times a$]-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Associative Law of Multiplication [$(a \times b) \times c = a \times (b \times c)$]-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Distributive Law of Multiplication [$a(b + c) = (a \times b) + (a \times c)$]-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars	Distributive Law of Multiplication w/ Operational Signs-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Bead Bars, Decimal Cards	Distributive Law of Multiplication w/ Beads and Cards-Yr3		Highest

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	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Decimal Cards	Distributive Law of Multiplication w/ Cards-Yr3		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr3	Paper	One-Digit Distributive Law of Multiplication on Paper-Yr3		Highest
<p>Grade 3 - Multiply and 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.</p>							3rd
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr3	Bead Chains, Arrows with Multiples	Concept and Language of Multiples-Yr3		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr3	Bead Bars	Common Multiples-Yr3		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr3	1-100 Multiples of Numbers Paper	Multiples Paper-Yr3		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr3	Table A	Investigation of Multiples 1-50-Yr3		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr3	Table B	Investigation of Multiples 51-100-Yr3		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr3	Bead Cabinet Short Chains	Geometric Designs with Short Chains-Yr3		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr3	Bead Cabinet	Concept and Notation of Squares-Yr3		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr3	Bead Cabinet	Notation of Squares Layout-Yr3		Highest
<p>Grade 3 - Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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.</p>							3rd
	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest

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	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Division	Division Working Charts	Additional Exercises, Variations & Extensions		Highest

Grade 3 - Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.OA.9. 3rd
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.

	M	Math - EC	Memory Work: Subtraction	Subtraction Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Multiplication	Multiplication Working Charts	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Memory Work: Division	Division Working Charts	Additional Exercises, Variations & Extensions		Highest

Grade 4 - Use the four operations with whole numbers to solve problems. 4.OA.1. Interpret a multiplication 4th
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.

	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Table Layout and Power Scales (Patterns in Successive Differences)-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Decanomial Layout: Finding Squares-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Adjusted Decanomial: Commutative Law- Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares and Cubes	Adjusted Decanomial: Tower of Jewels- Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Numerical Decanomial: Distributive Law- Yr4		Highest
	M	Math 9-Squares	Squares and Cubes-Yr4	Paper Rectangles and	Numerical Decanomial-Yr4		Highest

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		and Cubes		Squares			
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Algebraic Decanomial-Yr4		Highest

Grade 4 - Use the four operations with whole numbers to solve 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. 4th

	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Table Layout and Power Scales (Patterns in Successive Differences)-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Decanomial Layout: Finding Squares-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Adjusted Decanomial: Commutative Law-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares and Cubes	Adjusted Decanomial: Tower of Jewels-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Numerical Decanomial: Distributive Law-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Paper Rectangles and Squares	Numerical Decanomial-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Bars, Bead Cabinet Squares	Algebraic Decanomial-Yr4		Highest

Grade 4 - Use the four operations with whole numbers to solve 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. 4th

	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Cabinet Squares	Addition-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Cabinet Squares	Subtraction-Yr4		Highest

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	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Cabinet Squares	Multiplication-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Cabinet Squares	Division-Yr4		Highest
<p>Grade 4 - Gain familiarity with 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.</p>							4th
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	Bead Bars	Common Multiples-Yr4		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	1-100 Multiples of Numbers Paper	Multiples Paper-Yr4		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	Table A	Investigation of Multiples 1-50-Yr4		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	Table B	Investigation of Multiples 51-100-Yr4		Highest
	M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	Peg Board	Concept and Language of Factors-Yr4		Highest
<p>Grade 4 - Generate and analyze 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.</p>							4th
	M	Math21-Algebra	Algebra-Yr4	Paper	Algebraic Word Problems: One Unknown-Yr4		Highest
	M	Math21-Algebra	Algebra-Yr4	Paper	Algebraic Word Problems: Two Unknowns-Yr4		Highest
<p>Grade 5 - Write and interpret numerical expressions. 5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>							5th

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Bars, Bead Cabinet Squares	Numerical Decanomial: Distributive Law- Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Paper Rectangles and Squares	Numerical Decanomial-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Bars, Bead Cabinet Squares	Algebraic Decanomial-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Cabinet Squares	Algebraic Expression of a Binomial-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Cabinet Squares	Algebraic Expression of a Trinomial-Yr5		Highest

Grade 5 - Write and interpret numerical expressions. 5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. 5th

	M	Math10-Squaring	Squaring-Yr5	Bead Cabinet Squares, Bead Bars	Passing to a Non-Successive Square Numerically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Cabinet Squares, Bead Bars	Changing From One Square to Another Algebraically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Bars	Squaring a Binomial Numerically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Bars	Squaring a Trinomial Numerically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Bars	Squaring a Polynomial Numerically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Bars	Squaring a Binomial Algebraically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Bars	Squaring a Trinomial Algebraically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Bead Bars	Squaring a Polynomial Algebraically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Golden Bead Material	Squaring a Binomial Hierarchically-Yr5		Highest
	M	Math10-Squaring	Squaring-Yr5	Peg Board	Transition from a Real Square to a Symbolic One-Yr5		Highest

Grade 5 - Analyze patterns and relationships. 5.OA.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a 5th



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	<i>coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>						
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Cabinet	Concept and Notation of Squares-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Cabinet	Notation of Squares Layout-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Cabinet	Geometric Designs with Cubing Chains-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Cabinet	Finding the Totals of Squares and Cubes-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Bars, Bead Cabinet Squares	Table Layout and Power Scales (Patterns in Successive Differences)-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Bars, Bead Cabinet Squares	Decanomial Layout: Finding Squares-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Bars, Bead Cabinet Squares	Adjusted Decanomial: Commutative Law-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Bars, Bead Cabinet Squares and Cubes	Adjusted Decanomial: Tower of Jewels-Yr5		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr5	Bead Bars, Bead Cabinet Squares	Numerical Decanomial: Distributive Law-Yr5		Highest

K-5 » Mathematics » Number & Operations in Base Ten

Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

K - Work with numbers 11-19 to gain foundations for place value. K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Kindergt

M	Math - EC	Introduction to the Decimal	Golden Beads Introduction	Introduction to Quantity	Highest
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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
			System	Tray			
M	Math - EC		Introduction to the Decimal System	Decimal System Numerals Introduction Tray	Introduction to Numerals		Highest
M	Math - EC		Introduction to the Decimal System	Introduction Trays: Golden Beads and Decimal System Numerals	Association of Quantity and Numerals		Highest
M	Math - EC		Introduction to the Decimal System	The Ten Tray	Quantity Equivalencies		Highest
M	Math - EC		Introduction to the Decimal System	Golden Beads	Quantity: Nine Layout		Highest
M	Math - EC		Introduction to the Decimal System	Golden Beads	Forty-Five Quantity Layout		Highest
M	Math - EC		Introduction to the Decimal System	Golden Beads	Retrieving Quantities Verbally (1-9 by category)		Highest
M	Math - EC		Introduction to the Decimal System	Decimal System Number Cards	Numerals Layout		Highest
M	Math - EC		Introduction to the Decimal System	Decimal System Number Cards	Retrieving Numerals Verbally (1-9 by category)		Highest
M	Math - EC		Introduction to the Decimal System	Golden Beads and Decimal System Number Cards	Association of Quantity and Numerals: Nine Layout		Highest
M	Math - EC		Introduction to the Decimal System	Golden Beads and Decimal System Number Cards	Full Decimal Layout (Birds Eye View)		Highest
M	Math - EC		Introduction to the Decimal System	Golden Beads and Decimal System Number Cards	Composition of Quantity and Symbol		Highest
<p>Grade 1 - Extend the counting sequence. 1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>							1st
M	Math - EC		Linear Counting (Numeration Beyond 10)	Hundred Board	Filling in the Grid with Tiles Presorted by Row		Highest
M	Math - EC		Linear Counting (Numeration Beyond 10)	Hundred Board	Filling in the Grid with Unsorted Tiles		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Hundred Board	Variations & Extensions		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains	Sensorial Exploration		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Linear Counting		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Skip Counting		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Additional Exercises, Variations & Extensions		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Cubing Chains	Sensorial Exploration		Highest
	M	Math 1- Numeration	Numeration-Yr1	Wooden Hierarchy Material	Linear Layout-Yr1		Highest
	M	Math 1- Numeration	Numeration-Yr1	Wooden Hierarchy Material	Layered Formation of Categories-Yr1		Highest
	M	Math 1- Numeration	Numeration-Yr1	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr1		Highest
	M	Math 1- Numeration	Numeration-Yr1	Wooden Hierarchy Material, Numeral Cards 1 to 1,000,000	Number Cards with Material-Yr1		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr1	Bead Cabinet Short Chains	Geometric Designs with Short Chains-Yr1		Highest

Grade 1 - Understand place value. 1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

10 can be thought of as a bundle of ten ones — called a “ten.”

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).



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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Bead Box	Quantity: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards	Numerals: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Non- Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Variations & Extensions		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Tens Only: 10 - 90		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Tens and Ones: 10 - 99		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Building Numbers		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Ten Boards and Tens Bead Box	Additional Exercises, Variations & Extensions		Highest

Grade 1 - Understand place value. 1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Bead Box	Quantity: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards	Numerals: 11 to 19		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Quantity and Numerals: 11 to 19 Non- Sequentially		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Teen Boards and Teen Bead Box	Variations & Extensions		Highest
	M	Math - EC	Linear Counting	Ten Boards and Tens Bead	Tens Only: 10 - 90		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
			(Numeration Beyond 10)	Box			
	M	Math - EC	Linear Counting	Ten Boards and Tens Bead	Tens and Ones: 10 - 99		Highest
			(Numeration Beyond 10)	Box			
	M	Math - EC	Linear Counting	Ten Boards and Tens Bead	Building Numbers		Highest
			(Numeration Beyond 10)	Box			
	M	Math - EC	Linear Counting	Ten Boards and Tens Bead	Additional Exercises, Variations &		Highest
			(Numeration Beyond 10)	Box	Extensions		

Grade 1 - Use place value understanding and properties of operations to add and subtract. 1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1st

	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Exchange Game		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Static Addition		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Addition		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Dynamic Addition		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Static Addition		Highest

Grade 1 - Use place value understanding and properties of operations to add and subtract. 1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1st

	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains	Sensorial Exploration		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Linear Counting		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Skip Counting		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Additional Exercises, Variations & Extensions		Highest
Grade 1 - Use place value understanding and properties of operations to add and subtract. 1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.						1st	
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Subtraction		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Subtraction		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Static Subtraction		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Subtraction		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Static Subtraction		Highest
	M	Math - EC	Leading to Abstraction	Small Bead Frame	Dynamic Subtraction		Highest
Grade 2 - Understand 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. Understand the following as special cases:						2nd	
100 can be thought of as a bundle of ten tens — called a “hundred.”							
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).							
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math 1- Numeration	Numeration-Yr2	Wooden Hierarchy Material	Layered Formation of Categories-Yr2		Highest
	M	Math 1- Numeration	Numeration-Yr2	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr2		Highest
	M	Math 1- Numeration	Numeration-Yr2	Wooden Hierarchy Material, Numerical Cards 1 to 1,000,000	Number Cards with Material-Yr2		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr2	Bead Cabinet Short Chains	Geometric Designs with Short Chains-Yr2		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr2	Bead Cabinet	Notation of Squares Layout-Yr2		Highest
Grade 2 - Understand place value. 2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.						2nd	
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
	M	Math 1- Numeration	Numeration-Yr2	Wooden Hierarchy Material	Layered Formation of Categories-Yr2		Highest
	M	Math 1- Numeration	Numeration-Yr2	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr2		Highest
	M	Math 1- Numeration	Numeration-Yr2	Wooden Hierarchy Material, Numerical Cards 1 to 1,000,000	Number Cards with Material-Yr2		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr2	Bead Cabinet Short Chains	Geometric Designs with Short Chains-Yr2		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr2	Bead Cabinet	Concept and Notation of Squares-Yr2		Highest
Grade 2 - Understand place value. 2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.						2nd	
	M	Math - EC	Decimal System	Golden Beads and Decimal	Dynamic Addition		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
			Operations	System Number Cards			
M	Math - EC		Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
M	Math 1- Numeration		Numeration-Yr2	Wooden Hierarchy Material	Layered Formation of Categories-Yr2		Highest
M	Math 1- Numeration		Numeration-Yr2	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr2		Highest
M	Math 1- Numeration		Numeration-Yr2	Wooden Hierarchy Material, Numerical Cards 1 to 1,000,000	Number Cards with Material-Yr2		Highest
M	Math 9-Squares and Cubes		Squares and Cubes-Yr2	Bead Cabinet Short Chains	Geometric Designs with Short Chains-Yr2		Highest
M	Math 9-Squares and Cubes		Squares and Cubes-Yr2	Bead Cabinet	Concept and Notation of Squares-Yr2		Highest
Grade 2 - Understand place value. 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.							2nd
M	Math - EC		Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
M	Math - EC		Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
M	Math 1- Numeration		Numeration-Yr2	Wooden Hierarchy Material	Layered Formation of Categories-Yr2		Highest
M	Math 1- Numeration		Numeration-Yr2	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr2		Highest
M	Math 1- Numeration		Numeration-Yr2	Wooden Hierarchy Material, Numerical Cards 1 to 1,000,000	Number Cards with Material-Yr2		Highest
M	Math 9-Squares and Cubes		Squares and Cubes-Yr2	Bead Cabinet Short Chains	Geometric Designs with Short Chains-Yr2		Highest
M	Math 9-Squares and Cubes		Squares and Cubes-Yr2	Bead Cabinet	Concept and Notation of Squares-Yr2		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<p><i>Grade 2 - Use place value understanding and properties of operations to add and subtract. 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</i></p>							2nd
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Exchange Game		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Subtraction		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Subtraction		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
M	Math - EC	Leading to Abstraction	Leading to Abstraction	Stamp Game	Static Addition		Highest
M	Math - EC	Leading to Abstraction	Leading to Abstraction	Stamp Game	Dynamic Addition		Highest
M	Math - EC	Leading to Abstraction	Leading to Abstraction	Stamp Game	Static Subtraction		Highest
M	Math - EC	Leading to Abstraction	Leading to Abstraction	Stamp Game	Dynamic Subtraction		Highest
<p><i>Grade 2 - Use place value understanding and properties of operations to add and subtract. 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</i></p>							2nd
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Addition		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Exchange Game		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Subtraction		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Subtraction		Highest
M	Math - EC	Decimal System Operations	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
			Operations	System Number Cards	Extensions		
M	Math - EC		Leading to Abstraction	Stamp Game	Static Addition		Highest
M	Math - EC		Leading to Abstraction	Stamp Game	Dynamic Addition		Highest
M	Math - EC		Leading to Abstraction	Stamp Game	Static Subtraction		Highest
M	Math - EC		Leading to Abstraction	Stamp Game	Dynamic Subtraction		Highest

Grade 2 - Use place value understanding and properties of operations to add and 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. 2nd

M	Math - EC	Decimal System Operations		Golden Beads and Decimal System Number Cards	Static Addition		Highest
M	Math - EC	Decimal System Operations		Golden Beads and Decimal System Number Cards	Exchange Game		Highest
M	Math - EC	Decimal System Operations		Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
M	Math - EC	Decimal System Operations		Golden Beads and Decimal System Number Cards	Static Subtraction		Highest
M	Math - EC	Decimal System Operations		Golden Beads and Decimal System Number Cards	Dynamic Subtraction		Highest
M	Math - EC	Decimal System Operations		Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
M	Math - EC	Leading to Abstraction		Stamp Game	Static Addition		Highest
M	Math - EC	Leading to Abstraction		Stamp Game	Dynamic Addition		Highest
M	Math - EC	Leading to Abstraction		Stamp Game	Static Subtraction		Highest
M	Math - EC	Leading to Abstraction		Stamp Game	Dynamic Subtraction		Highest

Grade 2 - Use place value understanding and properties of operations to add and subtract. 2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given 2nd



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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
<i>number 100–900.</i>							
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Exchange Game		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Subtraction		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Subtraction		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Static Addition		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Addition		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Static Subtraction		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Subtraction		Highest

Grade 2 - Use place value understanding and properties of operations to add and subtract. 2.NBT.9. Explain why 2nd addition and subtraction strategies work, using place value and the properties of operations.

	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Exchange Game		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Static Subtraction		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Subtraction		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Static Addition		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Addition		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Static Subtraction		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Subtraction		Highest

Grade 3 - Use place value understanding and properties of operations to perform multi-digit arithmetic. 3.NBT.1. 3rd
Use place value understanding to round whole numbers to the nearest 10 or 100.

	M	Math 1- Numeration	Numeration-Yr3	Wooden Hierarchy Material	Layered Formation of Categories-Yr3		Highest
	M	Math 1- Numeration	Numeration-Yr3	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr3		Highest
	M	Math 1- Numeration	Numeration-Yr3	Wooden Hierarchy Material, Numerical Cards 1 to 1,000,000	Number Cards with Material-Yr3		Highest
	M	Math 1- Numeration	Numeration-Yr3	Large Bead Frame	Counting-Yr3		Highest
	M	Math 1- Numeration	Numeration-Yr3	Large Bead Frame	Forming Numerals-Yr3		Highest
	M	Math 1- Numeration	Numeration-Yr3	Large Bead Frame, Bead Frame Paper	Writing Numerals on Notation Paper-Yr3		Highest

Grade 3 - Use place value understanding and properties of operations to perform multi-digit arithmetic. 3.NBT.2. 3rd
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.

	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Dynamic Addition		Highest
	M	Math - EC	Decimal System Operations	Golden Beads and Decimal System Number Cards	Subtraction Games, Variations and Extensions		Highest
	M	Math - EC	Decimal System	Golden Beads and Decimal	Dynamic Multiplication		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math - EC	Operations Decimal System Operations	System Number Cards Golden Beads and Decimal System Number Cards	Dynamic Division		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Addition		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Subtraction		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Multiplication		Highest
	M	Math - EC	Leading to Abstraction	Stamp Game	Dynamic Division		Highest
<p>Grade 3 - Use place value understanding and properties of operations to perform multi-digit arithmetic. 3.NBT.3. 3rd 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.</p>							
	M	Math 5- Multiplication	Multiplication-Yr3	Checker Board	Introduction: Value According to Position- Yr3		Highest
	M	Math 5- Multiplication	Multiplication-Yr3	Checker Board	One-Digit Multiplier: Full Bead Bar Layout-Yr3		Highest
	M	Math 5- Multiplication	Multiplication-Yr3	Flat Bead Frame	One-Digit Multiplier-Yr3		Highest
	M	Math 5- Multiplication	Multiplication-Yr3	Bank Game	One-Digit Multiplier-Yr3		Highest
<p>Grade 4 - Generalize place value understanding for multi-digit 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. 4th</p>							
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material	Linear Layout-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material	Layered Formation of Categories-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material, Numerical Cards 1 to	Number Cards with Material-Yr4		Highest

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	M	Math 1- Numeration	Numeration-Yr4	1,000,000 Large Bead Frame	Counting-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame	Forming Numerals-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame, Bead Frame Paper	Writing Numerals on Notation Paper-Yr4		Highest
Grade 4 - Generalize place value understanding for multi-digit whole numbers. 4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.						4th	
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material	Linear Layout-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material	Layered Formation of Categories-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material, Numerical Cards 1 to 1,000,000	Number Cards with Material-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame	Counting-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame	Forming Numerals-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame, Bead Frame Paper	Writing Numerals on Notation Paper-Yr4		Highest
Grade 4 - Generalize place value understanding for multi-digit whole numbers. 4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.						4th	
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material	Linear Layout-Yr4		Highest

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<u>Category</u>	<i>Concept</i>	Area	Topic	Presentation/ Material	Work/Lesson	<i>Concept Grade</i>	Status Setting Method
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material	Layered Formation of Categories-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Numeral Cards 1 to 1,000,000	Introduction to Symbols-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Wooden Hierarchy Material, Numerical Cards 1 to 1,000,000	Number Cards with Material-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame	Counting-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame	Forming Numerals-Yr4		Highest
	M	Math 1- Numeration	Numeration-Yr4	Large Bead Frame, Bead Frame Paper	Writing Numerals on Notation Paper-Yr4		Highest
<p>Grade 4 - Use place value understanding and properties of operations to perform multi-digit arithmetic. 4.NBT.4. 4th Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>							
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Cabinet Squares	Addition-Yr4		Highest
	M	Math 9-Squares and Cubes	Squares and Cubes-Yr4	Bead Cabinet Squares	Subtraction-Yr4		Highest
<p>Grade 4 - Use place value understanding and properties of operations to perform multi-digit arithmetic. 4.NBT.5. 4th 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.</p>							
	M	Math 5- Multiplication	Multiplication-Yr4	Large Bead Frame	One-Digit Multiplier-Yr4		Highest
	M	Math 5- Multiplication	Multiplication-Yr4	Flat Bead Frame	One-Digit Multiplier-Yr4		Highest
	M	Math 5- Multiplication	Multiplication-Yr4	Bank Game	One-Digit Multiplier-Yr4		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Multiplication					
		<i>Grade 4 - Use place value understanding and properties of operations to perform multi-digit arithmetic. 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.</i>				4th	
	M	Math 6-Division	Division-Yr4	Test Tube Division	One-Digit Divisor: Final Quotients Only-Yr4		Highest
	M	Math 6-Division	Division-Yr4	Test Tube Division	One-Digit Divisor: Intermediate Remainders-Yr4		Highest
	M	Math 6-Division	Division-Yr4	Test Tube Division	One-Digit Divisor: Recording All Work-Yr4		Highest
	M	Math 6-Division	Division-Yr4	Stamp Game	Group Division by a 1-Digit Divisor-Yr4		Highest
		<i>Grade 5 - Understand the place value system. 5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</i>				5th	
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Fraction Circles, Decimal Cubes	Presentation of Quantity-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Symbol Linked to Quantity-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Formation and Reading of Quantities-Yr5		Highest
		<i>Grade 5 - Understand the place value system. 5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</i>				5th	
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Multiplication by a Unit-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Checker Board	Decimal Checker Board Multiplication-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Checker Board	Writing Partial Products-Yr5		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Fractions					
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board, Test Tube Division	Effects of Multiplication or Division by Powers of Ten-Yr5		Highest
<p>Grade 5 - Understand the place value system. 5.NBT.3. Read, write, and compare decimals to thousandths. 5th</p> <p>- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>- Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>							
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Fraction Circles, Decimal Cubes	Presentation of Quantity-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Symbol Linked to Quantity-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Formation and Reading of Quantities-Yr5		Highest
<p>Grade 5 - Understand the place value system. 5.NBT.4. Use place value understanding to round decimals to any place. 5th</p>							
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Fraction Circles, Decimal Cubes	Presentation of Quantity-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Symbol Linked to Quantity-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Formation and Reading of Quantities-Yr5		Highest
<p>Grade 5 - Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.5. Fluently multiply multi-digit whole numbers using the standard algorithm. 5th</p>							
	M	Math 5- Multiplication	Multiplication-Yr5	Large Bead Frame	Three-Digit Multiplier-Yr5		Highest
	M	Math 5- Multiplication	Multiplication-Yr5	Flat Bead Frame	Three-Digit Multiplier-Yr5		Highest
	M	Math 5- Multiplication	Multiplication-Yr5	Bank Game	Three-Digit Multiplier-Yr5		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	M	Math 5- Multiplication	Multiplication-Yr5	Paper	Abstract Multiplication-Yr5		Highest
<p><i>Grade 5 - Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</i></p>						5th	
	M	Math 6-Division	Division-Yr5	Test Tube Division	Two-Digit Divisor: Final Quotients Only-Yr5		Highest
	M	Math 6-Division	Division-Yr5	Test Tube Division	Two-Digit Divisor: Intermediate Remainders-Yr5		Highest
	M	Math 6-Division	Division-Yr5	Test Tube Division	Two-Digit Divisor: Recording All Work-Yr5		Highest
	M	Math 6-Division	Division-Yr5	Test Tube Division	Special Cases (Zeros)-Yr5		Highest
	M	Math 6-Division	Division-Yr5	Stamp Game	Group Division by a 2-Digit Divisor-Yr5		Highest
	M	Math 6-Division	Division-Yr5	Stamp Game	Group Division with Zeros in the Divisor-Yr5		Highest
	M	Math 6-Division	Division-Yr5	Stamp Game	Writing on Paper-Yr5		Highest
	M	Math 6-Division	Division-Yr5	Paper	Abstract Division-Yr5		Highest
<p><i>Grade 5 - Perform operations with multi-digit whole numbers and with decimals to hundredths. 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.</i></p>						5th	
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Addition-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Subtraction-Yr5		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr5	Decimal Board and Cubes	Multiplication by a Unit-Yr5		Highest
	M	Math 8-Decimal	Decimal Fractions-Yr5	Decimal Cubes	Division by a Unit-Yr5		Highest

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Fractions							
K-5 » Mathematics » Measurement & Data							
<i>K - Describe and compare measurable attributes. K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</i>							Kindergt
M	Math - EC		Numeration 1 to 10	Red Rods and Number Rods	Transition from Red Rods		Highest
M	Math - EC		Numeration 1 to 10	Number Rods (Red and Blue Rods)	Naming the Rods		Highest
M	Math - EC		Numeration 1 to 10	Number Rods (Red and Blue Rods)	Comparing Rods from a Distance		Highest
M	Math - EC		Numeration 1 to 10	Number Rods and Sandpaper Numerals	Matching Rods and Numerals from a Distance		Highest
M	Math - EC		Math Extension: Measurement	Teacher Made	Introduction to Linear Measurement		Highest
M	Math - EC		Math Extension: Measurement	Teacher Made	Using a Scale		Highest
M	Math - EC		Math Extension: Measurement	Teacher Made	Measuring Liquids and Solids		Highest
<i>K - Describe and compare measurable attributes. K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</i>							Kindergt
M	Math - EC		Math Extension: Measurement	Teacher Made	Introduction to Linear Measurement		Highest
M	Math - EC		Math Extension: Measurement	Teacher Made	Using a Scale		Highest
M	Math - EC		Math Extension: Measurement	Teacher Made	Measuring Liquids and Solids		Highest
<i>K - Classify objects and count the number of objects in each category. K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</i>							Kindergt

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	M	Math - EC	Numeration 1 to 10	Counters and Numerals	Cards and Counters Layout		Highest
	M	Math - EC	Numeration 1 to 10	Counters and Numerals	Introduction to Odd and Even		Highest
	M	Math - EC	Introduction to the Decimal System	Golden Beads Introduction Tray	Introduction to Quantity		Highest
	M	Math - EC	Introduction to the Decimal System	Decimal System Numerals Introduction Tray	Introduction to Numerals		Highest
	M	Math - EC	Introduction to the Decimal System	Introduction Trays: Golden Beads and Decimal System Numerals	Association of Quantity and Numerals		Highest
	M	Math - EC	Introduction to the Decimal System	Golden Beads	Forty-Five Quantity Layout		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Hundred Board	Filling in the Grid with Tiles Presorted by Row		Highest
	M	Math - EC	Linear Counting (Numeration Beyond 10)	Hundred Board	Filling in the Grid with Unsorted Tiles		Highest
Grade 1 - Measure lengths indirectly and by iterating length units. 1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.						1st	
	M	Math 4- Measurement	Measurement	Teacher Prepared	History of Measurement		Highest
	M	Math 4- Measurement	Measurement-Yr1	Linear Measurement Tools	Length-Yr1		Highest
Grade 1 - Measure lengths indirectly and by iterating length units. 1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.						1st	
	M	Math 4- Measurement	Measurement	Teacher Prepared	History of Measurement		Highest
	M	Math 4- Measurement	Measurement-Yr1	Linear Measurement Tools	Length-Yr1		Highest

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Grade 1 - Tell and write time. 1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.						1st	
M	Math - EC		Math Extension: Time	Clock with Movable Hands	Introduction to Time		Highest
M	Math - EC		Math Extension: Time	Clock with Movable Hands	Telling Time		Highest
M	Math - EC		Math Extension: Time	Clock with Movable Hands	Writing Time		Highest
Grade 1 - Represent and interpret data. 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.						1st	
M	Math 4- Measurement		Measurement-Yr1	Linear Measurement Tools	Length-Yr1		Highest
Grade 2 - Measure and estimate lengths in standard units. 2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.						2nd	
M	Math 4- Measurement		Measurement-Yr2	Linear Measurement Tools	Length-Yr2		Highest
Grade 2 - Measure and estimate lengths in standard units. 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.						2nd	
M	Math 4- Measurement		Measurement-Yr2	Linear Measurement Tools	Length-Yr2		Highest
Grade 2 - Measure and estimate lengths in standard units. 2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.						2nd	
M	Math 4- Measurement		Measurement-Yr2	Linear Measurement Tools	Length-Yr2		Highest
Grade 2 - Measure and estimate lengths in standard units. 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.						2nd	
M	Math 4- Measurement		Measurement-Yr2	Linear Measurement Tools	Length-Yr2		Highest

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<p><i>Grade 2 - Relate addition and subtraction to length. 2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</i></p>						2nd	
M	Math - EC		Leading to Abstraction	Small Bead Frame	Addition Leading to Abstraction		Highest
M	Math - EC		Leading to Abstraction	Small Bead Frame	Subtraction Leading to Abstraction		Highest
<p><i>Grade 2 - Relate addition and subtraction to length. 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.</i></p>						2nd	
M	Math - EC		Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Linear Counting		Highest
M	Math - EC		Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Skip Counting		Highest
M	Math - EC		Linear Counting (Numeration Beyond 10)	Squaring Chains and Numeral Arrows	Additional Exercises, Variations & Extensions		Highest
<p><i>Grade 2 - Work with time and money. 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</i></p>						2nd	
M	Math - EC		Math Extension: Time	Clock with Movable Hands	Introduction to Time		Highest
M	Math - EC		Math Extension: Time	Clock with Movable Hands	Telling Time		Highest
M	Math - EC		Math Extension: Time	Clock with Movable Hands	Writing Time		Highest
<p><i>Grade 2 - Work with time and money. 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>						2nd	
M	Math - EC		Math Extension: Money	Teacher Made	Introduction to Money		Highest
M	Math - EC		Math Extension: Money	Teacher Made	Money Equivalence		Highest
M	Math - EC		Math Extension: Money	Teacher Made	Writing Money		Highest
<p><i>Grade 2 - Represent and interpret data. 2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same</i></p>						2nd	

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	<i>object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</i>						
	M	Math - EC	Math Extension: Measurement	Teacher Made	Introduction to Linear Measurement		Highest
	M	Math 4- Measurement	Measurement-Yr2	Linear Measurement Tools	Length-Yr2		Highest
	<i>Grade 2 - Represent and interpret data. 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.</i>						
	M	Math21-Algebra	Algebra-Yr2	Paper	Algebraic Word Problems: Two Unknowns-Yr2	2nd	Highest
	<i>Grade 3 - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 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.</i>						
	M	Math - EC	Math Extension: Time	Clock with Movable Hands	Telling Time		Highest
	M	Math - EC	Math Extension: Time	Clock with Movable Hands	Writing Time		Highest
	<i>Grade 3 - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 1 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.</i>						
	M	Math 4- Measurement	Measurement-Yr3	Linear Measurement Tools	Length-Yr3	3rd	Highest
	M	Math 4- Measurement	Measurement-Yr3	Volume Measurement Tools	Volume-Yr3		Highest
	M	Math 4- Measurement	Measurement-Yr3	Weight Measurement Tools	Weight-Yr3		Highest
	<i>Grade 3 - Represent and interpret data. 3.MD.3. Draw a scaled picture graph and a scaled bar graph</i>						

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			<p><i>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.</i></p>					
	M	Math21-Algebra	Algebra-Yr3	Paper	Algebraic Word Problems: Two Unknowns-Yr3		Highest	
			<p><i>Grade 3 - Represent and interpret data. 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.</i></p>				3rd	
	M	Math 4- Measurement	Measurement-Yr3	Linear Measurement Tools	Length-Yr3		Highest	
			<p><i>Grade 3 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</i></p> <p><i>- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</i></p> <p><i>- 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.</i></p>				3rd	
	M	Geometry	Area	Yellow Area Material	Rectangles		Highest	
	M	Geometry	Area	Yellow Area Material	Parallelograms		Highest	
	M	Geometry	Area	Yellow Area Material	Acute Angled Triangle: Doubling the Area		Highest	
	M	Geometry	Area	Yellow Area Material	Right Angled Triangle: Doubling the Area		Highest	
			<p><i>Grade 3 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</i></p>				3rd	
	M	Geometry	Area	Yellow Area Material	Rectangles		Highest	
	M	Geometry	Area	Yellow Area Material	Parallelograms		Highest	
	M	Geometry	Area	Yellow Area Material	Acute Angled Triangle: Doubling the Area		Highest	
	M	Geometry	Area	Yellow Area Material	Right Angled Triangle: Doubling the Area		Highest	

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	<p><i>Grade 3 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3rd</i></p> <p>3.MD.7. Relate area to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> - 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. - 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. - 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. - 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. 						3rd
	M	Geometry	Area	Yellow Area Material	Formula for a Rectangle		Highest
	<p><i>Grade 3 - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 3rd</i></p> <p>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.</p>						3rd
	M	Geometry	Area	Yellow Area Material	Rectangles		Highest
	<p><i>Grade 4 - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 4th</i></p> <p>4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p>						4th
	M	Math 4- Measurement	Measurement	Teacher Prepared	History of Measurement		Highest

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	M	Math 4- Measurement	Measurement-Yr4	Linear Measurement Tools	Length-Yr4		Highest
	M	Math 4- Measurement	Measurement-Yr4	Volume Measurement Tools	Volume-Yr4		Highest
	M	Math 4- Measurement	Measurement-Yr4	Weight Measurement Tools	Weight-Yr4		Highest
	M	Math 4- Measurement	Measurement-Yr4	Temperature Measurement Tools	Temperature-Yr4		Highest

Grade 4 - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 4th

	M	Math 4- Measurement	Measurement-Yr4	Linear Measurement Tools	Length-Yr4		Highest
	M	Math 4- Measurement	Measurement-Yr4	Volume Measurement Tools	Volume-Yr4		Highest
	M	Math 4- Measurement	Measurement-Yr4	Weight Measurement Tools	Weight-Yr4		Highest
	M	Math 4- Measurement	Measurement-Yr4	Temperature Measurement Tools	Temperature-Yr4		Highest

Grade 4 - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. 4th

	M	Geometry	Area	Yellow Area Material	Formula for a Rectangle		Highest
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Grade 4 - Represent and interpret data. 4.MD.4. Make a line plot to display a data set of 4th

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<p><i>measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p>							
M	Math 7-Fractions	Fractions-Yr4	Fractions-Yr4	Fraction Circles	Addition: Different Denominators-Yr4		Highest
M	Math 7-Fractions	Fractions-Yr4	Fractions-Yr4	Fraction Circles	Subtraction: Different Denominators-Yr4		Highest
M	Math 7-Fractions	Fractions-Yr4	Fractions-Yr4	Paper	Formulation of the Rule for Addition and Subtraction of Fractions-Yr4		Highest
<p>Grade 4 - Geometric measurement: understand concepts of angle and measure angles. 4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p><i>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.</i></p> <p><i>An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</i></p>							4th
M	Geometry	Angles	Angles	Montessori Protractor	Measurement of Angles		Highest
M	Geometry	Angles	Angles	Standard Protractor	Measuring Angles with a Regular Protractor		Highest
M	Geometry	Circle	Circle	Geometry Sticks, Circumferences	Relationship Between the Center of a Circle and a Straight Line		Highest
<p>Grade 4 - Geometric measurement: understand concepts of angle and measure angles. 4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>							4th
M	Geometry	Angles	Angles	Standard Protractor	Measuring Angles with a Regular Protractor		Highest
<p>Grade 4 - Geometric measurement: understand concepts of angle and measure angles. 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,</p>							4th

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	<i>e.g., by using an equation with a symbol for the unknown angle measure.</i>							
	M	Geometry	Angles	Montessori Protractor	Addition and Subtraction of Angles		Highest	
	M	Geometry	Angles	Standard Protractor	Measuring Angles with a Regular Protractor		Highest	
	M	Geometry	Angles	Compass	Bisecting Angles		Highest	
	M	Geometry	Angles	Geometry Sticks	Relationship Between Two Angles		Highest	
	Grade 5 - Convert like measurement units within a given measurement system. 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.						5th	
	M	Math 4- Measurement	Measurement-Yr5	Linear Measurement Tools	Length-Yr5		Highest	
	Grade 5 - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 5.MD.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.						5th	
	<i>A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</i>							
	<i>A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</i>							
	M	Geometry	Volume	Pink Tower, Volume Cubes	Concept of Volume		Highest	
	Grade 5 - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 5.MD.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.						5th	
	M	Geometry	Volume	Pink Tower, Volume Cubes	Concept of Volume		Highest	
	M	Geometry	Volume	Five Yellow Prisms	Three Important Dimensions		Highest	
	Grade 5 - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 5.MD.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.						5th	
	<i>Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit</i>							

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	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Compass and Parts of a Circle		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Types of Lines		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Protractor and Types of Angles		Highest
<p><i>K - Analyze, compare, create, and compose shapes. K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</i></p>							Kindergt
	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Compass and Parts of a Circle		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Types of Lines		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Protractor and Types of Angles		Highest
<p><i>K - Analyze, compare, create, and compose shapes. K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</i></p>							Kindergt
	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Compass and Parts of a Circle		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Types of Lines		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Protractor and Types of Angles		Highest
<p><i>K - Analyze, compare, create, and compose shapes. K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>							Kindergt
	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Compass and Parts of a Circle		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Types of Lines		Highest
	M	Math - EC	Math Extension: Geometry	Teacher Made	Using a Protractor and Types of Angles		Highest
<p><i>Grade 1 - Reason with shapes and their attributes. 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.</i></p>							1st
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Congruent Shapes-Yr1		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Similarity-Yr1		Highest

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	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Equivalence-Yr1		Highest
<i>Grade 1 - Reason with shapes and their attributes. 1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</i>						1st	
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Congruent Shapes-Yr1		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Similarity-Yr1		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Equivalence-Yr1		Highest
<i>Grade 1 - Reason with shapes and their attributes. 1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</i>						1st	
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Congruent Shapes-Yr1		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Similarity-Yr1		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Equivalence-Yr1		Highest
<i>Grade 2 - Reason with shapes and their attributes. 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.</i>						2nd	
	M	Geometry	Polygons	Geometry Sticks	Triangles Classified by Sides		Highest
	M	Geometry	Polygons	Geometry Sticks	Triangles Classified by Sides and Angles		Highest
<i>Grade 2 - Reason with shapes and their attributes. 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</i>						2nd	

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	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Congruent Shapes-Yr2		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Similarity-Yr2		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Equivalence-Yr2		Highest
<p>Grade 2 - Reason with shapes and their attributes. 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.</p>							2nd
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Similarity-Yr2		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Congruent Shapes-Yr2		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Metal Square Insets	Equivalence-Yr2		Highest
	M	Geometry	Congruent, Similar and Equivalent Figures	Combining and Comparing Boxes	Finding Congruent, Similar and Equivalent Shapes		Highest
	M	Geometry	Circle	Geometry Sticks, Circumferences	Relationship Between a Circle and a Straight Line		Highest
	M	Geometry	Circle	Geometry Sticks, Circumferences	Relationship Between the Center of a Circle and a Straight Line		Highest
	M	Geometry	Circle	Geometry Sticks, Circumferences	Relationship Between Two Circles		Highest
<p>Grade 3 - Reason with shapes and their attributes. 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.</p>							3rd
	M	Geometry	Polygons	Geometry Sticks	Types of Plane Figures		Highest

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	M	Geometry	Polygons	Geometry Sticks	Types of Quadrilaterals		Highest
	M	Geometry	Polygons	Geometry Sticks	Parts of a Polygon (Nomenclature)		Highest
<p>Grade 3 - Reason with shapes and their attributes. 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 1/4 of the area of the shape.</p>							3rd
	M	Math 7-Fractions	Fractions-Yr3	Fraction Circles	Introduction to Quantity, Symbol and Language-Yr3		Highest
	M	Math 7-Fractions	Fractions-Yr3	Fraction Circles	Equivalence of Fraction-Yr3		Highest
<p>Grade 4 - Draw and identify lines and angles, and classify shapes by properties of their lines 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.</p>							4th
	M	Geometry	Lines	String	Types of Lines		Highest
	M	Geometry	Lines	Geometry Sticks	Positions of a Straight Line		Highest
	M	Geometry	Lines	Geometry Sticks	Straight, Broken Lines		Highest
	M	Geometry	Lines	Geometry Sticks	Positions of Two Straight Lines		Highest
	M	Geometry	Lines	Geometry Sticks	Intersecting Lines		Highest
	M	Geometry	Geometry	Classified Nomenclature	Introduction		Highest
	M	Geometry	Geometry	Classified Nomenclature	Point, Line, Plane, Solid		Highest
	M	Geometry	Geometry	Classified Nomenclature	Types of Lines		Highest
	M	Geometry	Geometry	Classified Nomenclature	Parts of the Straight Line		Highest
	M	Geometry	Geometry	Classified Nomenclature	Positions of a Straight Line		Highest
	M	Geometry	Geometry	Classified Nomenclature	Relationship Between Straight Lines in a Plane		Highest
	M	Geometry	Geometry	Classified Nomenclature	Parts of an Angle		Highest
	M	Geometry	Geometry	Classified Nomenclature	Types of Angles		Highest
	M	Geometry	Geometry	Classified Nomenclature	Convex and Reflex Angles		Highest
	M	Geometry	Geometry	Classified Nomenclature	Relationships Between Angles		Highest
	M	Geometry	Geometry	Classified Nomenclature	Relationship Between Angles and Sides		Highest
	M	Geometry	Geometry	Classified Nomenclature	Triangles According to Sides		Highest

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	M	Geometry	Geometry	Classified Nomenclature	Triangles According to Angles		Highest
<p>Grade 4 - Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>							4th
	M	Geometry	Geometry	Classified Nomenclature	Introduction		Highest
	M	Geometry	Geometry	Classified Nomenclature	Point, Line, Plane, Solid		Highest
	M	Geometry	Geometry	Classified Nomenclature	Types of Lines		Highest
	M	Geometry	Geometry	Classified Nomenclature	Parts of the Straight Line		Highest
	M	Geometry	Geometry	Classified Nomenclature	Positions of a Straight Line		Highest
	M	Geometry	Geometry	Classified Nomenclature	Relationship Between Straight Lines in a Plane		Highest
	M	Geometry	Geometry	Classified Nomenclature	Parts of an Angle		Highest
	M	Geometry	Geometry	Classified Nomenclature	Types of Angles		Highest
	M	Geometry	Geometry	Classified Nomenclature	Convex and Reflex Angles		Highest
	M	Geometry	Geometry	Classified Nomenclature	Relationships Between Angles		Highest
	M	Geometry	Geometry	Classified Nomenclature	Relationship Between Angles and Sides		Highest
	M	Geometry	Geometry	Classified Nomenclature	Triangles According to Sides		Highest
	M	Geometry	Geometry	Classified Nomenclature	Triangles According to Angles		Highest
<p>Grade 4 - Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>							4th
	M	Geometry	Lines	String	Types of Lines		Highest
	M	Geometry	Lines	Geometry Sticks	Positions of a Straight Line		Highest
<p>Grade 5 - Graph points on the coordinate plane to solve real-world and mathematical problems. 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</p>							5th

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			<p><i>first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</i></p>					
	M	Math21-Algebra	Algebra-Yr5	Paper	Algebraic Word Problems: Two Unknowns-Yr5		Highest	
			<p><i>Grade 5 - Graph points on the coordinate plane to solve real-world and mathematical problems. 5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</i></p>				5th	
	M	Math21-Algebra	Algebra-Yr5	Paper	Algebraic Word Problems: Two Unknowns-Yr5		Highest	
			<p><i>Grade 5 - Classify two-dimensional figures into categories based on their properties. 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.</i></p>				5th	
	M	Geometry	Polygons	Geometry Sticks	Parts of Regular Polygons		Highest	
	M	Geometry	Inscribed and Circumscribed Figures	Metal Inscribed and Concentric Figures	Inscribed and Circumscribed Figures		Highest	
	M	Geometry	Circle	Geometry Sticks, Fraction Circles	Parts of a Circle (Nomenclature)		Highest	
			<p><i>Grade 5 - Classify two-dimensional figures into categories based on their properties. 5.G.4. Classify two-dimensional figures in a hierarchy based on properties.</i></p>				5th	
	M	Geometry	Polygons	Geometry Sticks	Regular and Irregular Polygons		Highest	
	M	Geometry	Inscribed and Circumscribed Figures	Metal Inscribed and Concentric Figures	Inscribed and Circumscribed Figures		Highest	
	M	Geometry	Circle	Geometry Sticks, Fraction Circles	Parts of a Circle (Nomenclature)		Highest	
			<p><i>Grade 6 - Solve real-world and mathematical problems involving area, surface area, and volume. 6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by</i></p>				6th	

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<i>composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</i>							
M	Geometry	Area	Area	Yellow Area Material	Acute Angled Triangle: Doubling the Area		Highest
M	Geometry	Area	Area	Yellow Area Material	Acute Angled Triangle: Bisecting the Base		Highest
M	Geometry	Area	Area	Yellow Area Material	Acute Angled Triangle: Bisecting the Height		Highest
M	Geometry	Area	Area	Yellow Area Material	Right Angled Triangle: Doubling the Area		Highest
M	Geometry	Area	Area	Yellow Area Material	Right Angled Triangle: Bisecting the Base		Highest
M	Geometry	Area	Area	Yellow Area Material	Right Angled Triangle: Bisecting the Height		Highest
M	Geometry	Area	Area	Yellow Area Material	Obtuse Angled Triangle: Doubling the Area		Highest
M	Geometry	Area	Area	Yellow Area Material	Obtuse Angled Triangle: Bisecting the Base		Highest
M	Geometry	Area	Area	Yellow Area Material	Obtuse Angled Triangle: Bisecting the Height		Highest
M	Geometry	Area	Area	Yellow Area Material	Formula for a Rectangle		Highest
<i>Grade 6 - Solve real-world and mathematical problems involving area, surface area, and volume. 6.G.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</i>							6th
M	Geometry	Volume	Volume	Pink Tower, Volume Cubes	Concept of Volume		Highest
M	Geometry	Volume	Volume	Volume Cubes	Equivalence of Solid Figures		Highest
M	Geometry	Volume	Volume	Five Yellow Prisms	Three Important Dimensions		Highest
M	Geometry	Volume	Volume	Hollow Metal Volume Containers	Volume of A Rectangular Prism		Highest
M	Geometry	Volume	Volume	Hollow Metal Volume Containers	Volume of A Small Rectangular Prism		Highest

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<p><i>Grade 6 - Solve real-world and mathematical problems involving area, surface area, and volume. 6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</i></p>						6th	
M	Geometry		Polygons	Geometry Sticks	Parts of Regular Polygons		Highest
M	Geometry		Polygons	Geometry Sticks	Diagonals in Polygons		Highest
M	Geometry		Polygons	Teacher Prepared Hexagons	Relationship Between Apothem and Side of a Regular Polygon		Highest
<p><i>Grade 6 - Solve real-world and mathematical problems involving area, surface area, and volume. 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.</i></p>						6th	
M	Geometry	Area		Geometric Solids	Lateral and Total Area of a Triangular Prism		Highest
<p><i>Grade 7 - Draw construct, and describe geometrical figures and describe the relationships between them. 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.</i></p>						7th	
M	Geometry		Congruent, Similar and Equivalent Figures	Triangular Box	Finding Congruent, Similar and Equivalent Shapes		Highest
<p><i>Grade 7 - Draw construct, and describe geometrical figures and describe the relationships between them. 7.G.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</i></p>						7th	
M	Geometry		Angles	Standard Protractor	Measuring Angles with a Regular Protractor		Highest
<p><i>Grade 7 - Draw construct, and describe geometrical figures and describe the relationships between them. 7.G.3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</i></p>						7th	
M	Geometry	Area		Geometric Solids	Lateral and Total Area of a Rectangular		Highest

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					Prism		
	M	Geometry	Area	Geometric Solids	Lateral and Total Area of a Cylinder		Highest
	M	Geometry	Area	Geometric Solids	Lateral and Total Area of a Square Pyramid		Highest
	M	Geometry	Area	Geometric Solids	Lateral and Total Area of a Cone		Highest
<i>Grade 7 - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>						7th	
<i>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.</i>							
<i>Grade 7 - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>						7th	
<i>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.</i>							
	M	Geometry	Angles	Compass	Bisecting Angles		Highest
	M	Geometry	Angles	Geometry Sticks	Relationship Between Two Angles		Highest
	M	Geometry	Angles	Geometry Sticks	Two Lines Cut by a Transversal		Highest
<i>Grade 7 - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>						7th	
<i>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.</i>							
	M	Geometry	Area	Yellow Area Material	Formula for a Parallelogram		Highest
	M	Geometry	Area	Yellow Area Material	Formulas for a Right Angled Triangle		Highest
	M	Geometry	Area	Yellow Area Material	Formulas for an Acute Angled Triangle		Highest
	M	Geometry	Area	Yellow Area Material	Formulas for an Obtuse Angled Triangle		Highest
	M	Geometry	Area	Metal Equivalent Figure Material	Formula for a Triangle		Highest
	M	Geometry	Area	Metal Equivalent Figure Material	Formula for a Trapezoid		Highest
	M	Geometry	Area	Metal Equivalent Figure	Formula for a Rhombus: Major Diagonal		Highest

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	M	Geometry	Area	Material Metal Equivalent Figure Material	Formula for a Rhombus: Minor Diagonal		Highest
<i>Grade 8 - Understand congruence and similarity using physical models, transparencies, or geometry software.</i>							8th
<i>8.G.1. Verify experimentally the properties of rotations, reflections, and translations:</i>							
<i>a. Lines are taken to lines, and line segments to line segments of the same length.</i>							
<i>b. Angles are taken to angles of the same measure.</i>							
<i>c. Parallel lines are taken to parallel lines.</i>							
	M	Geometry	Angles	Geometry Sticks	Types of Angles		Highest
	M	Geometry	Angles	Geometry Sticks	Parts of Angles		Highest
	M	Geometry	Angles	Montessori Protractor	Addition and Subtraction of Angles		Highest
	M	Geometry	Angles	Compass	Bisecting Angles		Highest
	M	Geometry	Angles	Geometry Sticks	Relationship Between Two Angles		Highest
	M	Geometry	Angles	Geometry Sticks	Parallel Lines and a Transversal: Relationship of Angles		Highest
<i>Grade 8 - Understand congruence and similarity using physical models, transparencies, or geometry software.</i>							8th
<i>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.</i>							
	M	Geometry	Congruent, Similar and Equivalent Figures	Small Hexagonal Box	Finding Congruent, Similar and Equivalent Shapes		Highest
<i>Grade 8 - Understand congruence and similarity using physical models, transparencies, or geometry software.</i>							8th
<i>8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</i>							
<i>Grade 8 - Understand congruence and similarity using physical models, transparencies, or geometry software.</i>							8th
<i>8.G.4. Understand that a two-dimensional figure is similar to another if the second can be</i>							

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<i>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.</i>							
M	Geometry		Congruent, Similar and Equivalent Figures	Combining and Comparing Boxes	Finding Congruent, Similar and Equivalent Shapes		Highest
Grade 8 - Understand congruence and similarity using physical models, transparencies, or geometry software. 8.G.5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.							8th
M	Geometry		Angles	Compass	Bisecting Angles		Highest
M	Geometry		Angles	Geometry Sticks	Parallel Lines and a Transversal: Relationship of Angles		Highest
M	Geometry		Angles	Geometry Sticks	Two Parallel Lines and a Transversal: Proofs		Highest
M	Geometry		Angles	Paper Polygons with Marked Corners	Sum of Angles of Plane Figures		Highest
Grade 8 - Understand and apply the Pythagorean Theorem. 8.G.6. Explain a proof of the Pythagorean Theorem and its converse.							8th
M	Geometry		Pythagoras and Euclid's Theorems	Pythagoras Isosceles Triangle Plate	Isosceles Triangle		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Pythagoras Numerical Plate	Scalene Triangle		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Constructive Triangles	Pythagorean Discoveries		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Euclid's Plate	Sensorial Level		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Euclid's Plate	Reasoning Level		Highest
Grade 8 - Understand and apply the Pythagorean Theorem. 8.G.7. Apply the Pythagorean Theorem							8th

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<i>to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</i>							
M	Geometry		Pythagoras and Euclid's Theorems	Pythagoras Isosceles Triangle Plate	Isosceles Triangle		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Pythagoras Numerical Plate	Scalene Triangle		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Constructive Triangles	Pythagorean Discoveries		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Euclid's Plate	Sensorial Level		Highest
M	Geometry		Pythagoras and Euclid's Theorems	Euclid's Plate	Reasoning Level		Highest

Grade 8 - Understand and apply the Pythagorean Theorem. 8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. 8th

Grade 8 - Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. 8.G.9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. 8th

M	Geometry		Volume	Triangular Based Prisms, Hexagonally Based Prisms	Equivalence Between Prisms with Various Bases		Highest
M	Geometry		Volume	Triangular Based Prisms	Derivation of Volume Formulas		Highest
M	Geometry		Volume	Hexagonally Based Prisms	Derivation of Volume Formulas		Highest
M	Geometry		Volume	Geometric Solids	Volume of a Cone		Highest
M	Geometry		Volume	Geometric Solids	Volume of a Sphere		Highest

3-5 » Mathematics » Number & Operations—Fractions

Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

Grade 3 - Develop understanding of fractions as numbers. 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 $1/b$. 3rd



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	M	Math 7-Fractions	Fractions-Yr3	Fraction Circles	Introduction to Quantity, Symbol and Language-Yr3		Highest
<p>Grade 3 - Develop understanding of fractions as numbers. 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>- 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.</p> <p>- 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.</p>						3rd	
	M	Math 7-Fractions	Fractions-Yr3	Fraction Circles	Introduction to Quantity, Symbol and Language-Yr3		Highest
	M	Math 7-Fractions	Fractions-Yr3	Fraction Circles	Equivalence of Fraction-Yr3		Highest
<p>Grade 3 - Develop understanding of fractions as numbers. 3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reas</p> <p>- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>- 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.</p> <p>- Express whole numbers as fractions that are equivalent to whole numbers.</p>						3rd	
	M	Math 7-Fractions	Fractions-Yr3	Fraction Circles	Introduction to Quantity, Symbol and Language-Yr3		Highest
	M	Math 7-Fractions	Fractions-Yr3	Fraction Circles	Equivalence of Fraction-Yr3		Highest
<p>Grade 4 - Extend understanding of fraction equivalence and ordering. 4.NF.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>						4th	
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Introduction to Quantity, Symbol and Language-Yr4		Highest

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	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Equivalence of Fraction-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Paper	Finding Common Denominators on Paper-Yr4		Highest
<p><i>Grade 4 - Extend understanding of fraction equivalence and ordering. 4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.</i></p>						4th	
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Introduction to Quantity, Symbol and Language-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Equivalence of Fraction-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Paper	Finding Common Denominators on Paper-Yr4		Highest
<p><i>Grade 4 - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 4.NF.3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. 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. 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.</i></p>						4th	
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Addition: Same Denominators-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Subtraction: Same Denominators-Yr4		Highest

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	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Reducing Fractions-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Improper Fractions to Mixed Fractions-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Addition: Different Denominators-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Subtraction: Different Denominators-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Paper	Finding Common Denominators on Paper-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Paper	Formulation of the Rule for Addition and Subtraction of Fractions-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Fraction Word Problems-Yr4		Highest

Grade 4 - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4th

Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.

Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)

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 $3/8$ 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?

	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Improper Fractions to Mixed Fractions-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Multiplying a Fraction by a Whole Number-Yr4		Highest
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Multiplying a Whole Number by a Fraction-Yr4		Highest

Grade 4 - Understand decimal notation for fractions, and compare decimal fractions. 4.NF.5. Express 4th

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	<p><i>a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.</i></p>						
	M	Math 7-Fractions	Fractions-Yr4	Fraction Circles	Equivalence of Fraction-Yr4		Highest
	<p>Grade 4 - Understand decimal notation for fractions, and compare decimal fractions. 4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>						4th
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr4	Fraction Circles, Decimal Cubes	Presentation of Quantity-Yr4		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr4	Decimal Board and Cubes	Symbol Linked to Quantity-Yr4		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr4	Decimal Board and Cubes	Formation and Reading of Quantities-Yr4		Highest
	<p>Grade 4 - Understand decimal notation for fractions, and compare decimal fractions. 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.</p>						4th
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr4	Fraction Circles, Decimal Cubes	Presentation of Quantity-Yr4		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr4	Decimal Board and Cubes	Symbol Linked to Quantity-Yr4		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr4	Decimal Board and Cubes	Formation and Reading of Quantities-Yr4		Highest
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr4	Decimal Squares	Introduction to the Decimal Checker Board-Yr4		Highest
	<p>Grade 5 - Use equivalent fractions as a strategy to add and subtract fractions. 5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad +$</p>						5th

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<i>bc)/bd.)</i>						
	M	Math 7-Fractions	Fractions-Yr5	Paper	Finding Common Denominators on Paper-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Paper	Finding the Least Common Denominator on Paper-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Paper	Formulation of the Rule for Addition and Subtraction of Fractions-Yr5		Highest
<p><i>Grade 5 - Use equivalent fractions as a strategy to 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 $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p>							5th
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Fraction Word Problems-Yr5		Highest
<p><i>Grade 5 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 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?</i></p>							5th
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Multiplying a Fraction by a Fraction-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Multiplying a Whole Number by a Fraction-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Graph Paper	Multiplying Fractions on Graph Paper-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles, Large Fraction Skittles	Dividing a Whole Number by a Fraction-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles, Large	Dividing a Fraction by a Fraction-Yr5		Highest

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				Fraction Skittles			
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Group Division-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Paper	Multiplying Fractions on Paper-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Paper	Dividing Fractions Using Cross Multiplication-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Paper	Formation of the Rule for Dividing Fractions-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Fraction Word Problems-Yr5		Highest

Grade 5 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5th
5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.

Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Multiplying a Whole Number by a Fraction-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Multiplying a Fraction by a Fraction-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Fraction Word Problems-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Graph Paper	Multiplying Fractions on Graph Paper-Yr5		Highest
	M	Math 7-Fractions	Fractions-Yr5	Paper	Multiplying Fractions on Paper-Yr5		Highest

Grade 5 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5th
5.NF.5. Interpret multiplication as scaling (resizing), by:

Comparing the size of a product to the size of one factor on the basis of the size of the other

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factor, without performing the indicated multiplication.

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Multiplying a Whole Number by a Fraction-Yr5	Highest
M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Multiplying a Fraction by a Fraction-Yr5	Highest
M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Fraction Word Problems-Yr5	Highest
M	Math 7-Fractions	Fractions-Yr5	Paper	Multiplying Fractions on Paper-Yr5	Highest
M	Math 7-Fractions	Fractions-Yr5	Graph Paper	Multiplying Fractions on Graph Paper-Yr5	Highest

Grade 5 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5th
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.

M	Math 7-Fractions	Fractions-Yr5	Fraction Circles	Fraction Word Problems-Yr5	Highest
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Grade 5 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5th
5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 1

Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

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



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<i>represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i>							
M	Math 7-Fractions	Fractions-Yr5	Fractions-Yr5	Fraction Circles, Large Fraction Skittles	Dividing a Whole Number by a Fraction- Yr5		Highest
M	Math 7-Fractions	Fractions-Yr5	Fractions-Yr5	Fraction Circles, Large Fraction Skittles	Dividing a Fraction by a Fraction-Yr5		Highest
M	Math 7-Fractions	Fractions-Yr5	Fractions-Yr5	Fraction Circles	Group Division-Yr5		Highest
M	Math 7-Fractions	Fractions-Yr5	Fractions-Yr5	Fraction Circles	Fraction Word Problems-Yr5		Highest
M	Math 7-Fractions	Fractions-Yr5	Fractions-Yr5	Paper	Dividing Fractions Using Cross Multiplication-Yr5		Highest
M	Math 7-Fractions	Fractions-Yr5	Fractions-Yr5	Paper	Formation of the Rule for Dividing Fractions-Yr5		Highest

6-7 » Mathematics » Ratios & Proportional Relationships

Grade 6 - Understand ratio concepts and use ratio reasoning to solve problems. 6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." 6th

M	Math18-Ratio	Ratio-Yr5	Ratio-Yr5	Peg Board	Ratio in Terms of Multiples-Yr5		Highest
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Grade 6 - Understand ratio concepts and use ratio reasoning to solve problems. 6.RP.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 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." 6th

M	Math18-Ratio	Ratio-Yr6	Ratio-Yr6	Peg Board	Ratio in Terms of Multiples-Yr6		Highest
M	Math18-Ratio	Ratio-Yr6	Ratio-Yr6	Peg Board	Word Problems-Yr6		Highest

Grade 6 - Understand ratio concepts and use ratio reasoning to solve problems. 6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of 6th

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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.

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

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 $t = pn$.

Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

M	Math19- Proportion		Proportion-Yr6	Metal Square Insets	Proportions With Plane Figures-Yr6		Highest
M	Math19- Proportion		Proportion-Yr6	Power of Two Cube	Proportions With 3 Dimensional Figures-Yr6		Highest
M	Math19- Proportion		Proportion-Yr6	Peg Board	Proportions With Pegs-Yr6		Highest
M	Math19- Proportion		Proportion-Yr6	Paper	Cross Multiplication-Yr6		Highest

Grade 7 - Analyze proportional relationships and use them to solve real-world and mathematical problems. 7th
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.

M	Math17-Word Problems		Word Problems-Yr6	Time, Rate, Interest and Principal Material	Level III Problems-Yr6		Highest
M	Math19- Proportion		Proportion-Yr6	Paper	Word Problems-Yr6		Highest

6-8 » Mathematics » The Number System

Grade 6 - Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 6th
6.NS.1. Interpret and compute quotients of fractions, and solve word problems

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<p><i>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? Compute fluently with multi-digit numbers and find common factors and multiples.</i></p>							
M	Math 7-Fractions	Fractions-Yr6	Fractions-Yr6	Graph Paper	Multiplying Fractions on Graph Paper-Yr6		Highest
M	Math 7-Fractions	Fractions-Yr6	Fractions-Yr6	Paper	Multiplying Fractions on Paper-Yr6		Highest
M	Math 7-Fractions	Fractions-Yr6	Fractions-Yr6	Paper	Dividing Fractions Using Cross Multiplication-Yr6		Highest
M	Math 7-Fractions	Fractions-Yr5	Fractions-Yr5	Paper	Formation of the Rule for Dividing Fractions-Yr5		Highest
M	Math14-Powers of Numbers	Powers of Numbers-Yr6	Powers of Numbers-Yr6	Cubing Material	Dividing Numbers of the Same Base-Yr6		Highest
<p>Grade 6 - Compute fluently with multi-digit numbers and find common factors and multiples. 6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.</p>							6th
M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	Multiples and Factors-Yr4	Table C	Investigation of Factors-Yr4		Highest
M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	Multiples and Factors-Yr4	Table C	Concept and Language of Prime Numbers-Yr4		Highest
M	Math 3-Multiples and Factors	Multiples and Factors-Yr4	Multiples and Factors-Yr4	Peg Board	Finding Greatest Common Factors-Yr4		Highest
M	Math 6-Division	Division-Yr6	Division-Yr6	Test Tube Division	Three-Digit Divisor: Final Quotients Only-Yr6		Highest
M	Math 6-Division	Division-Yr6	Division-Yr6	Test Tube Division	Three-Digit Divisor: Intermediate Remainders-Yr6		Highest

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	M	Math 6-Division	Division-Yr6	Test Tube Division	Three-Digit Divisor: Recording All Work-Yr6		Highest
<p><i>Grade 6 - Compute fluently with multi-digit numbers and find common factors and multiples. 6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</i></p>						6th	
	M	Math 8-Decimal Fractions	Decimal Fractions-Yr6	Paper	Abstraction of Rule for Multiplying Decimal Fractions-Yr6		Highest
<p><i>Grade 6 - Compute fluently with multi-digit numbers and find common factors and multiples. 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 $4(9 + 2)$. Apply and extend previous understandings of numbers to the system of rational numbers.</i></p>						6th	
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr6	Paper	One-Digit Distributive Law of Multiplication on Paper-Yr6		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr6	Paper	Distributive Law of Multiplication w/ 2-Digit Numerals on Paper-Yr6		Highest
	M	Math 2-Laws of Multiplication	Laws of Multiplication-Yr6	Paper	Distributive Law of Multiplication w/ 3-Digit Numerals on Paper-Yr6		Highest
<p><i>Grade 6 - Apply and extend previous understandings of numbers to the system of rational 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.</i></p>						6th	
	M	Math 4- Measurement	Measurement-Yr6	Temperature Measurement Tools	Temperature-Yr6		Highest
	M	Math15-Negative Numbers	Negative Numbers-Yr6	Negative Snake Game	Subtraction of Signed Numbers-Yr6		Highest
	M	Math15-Negative	Negative Numbers-Yr6	Negative Snake Game	Multiplication of Signed Numbers-Yr6		Highest

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		Numbers					
	M	Math15-Negative Numbers	Negative Numbers-Yr6	Negative Snake Game	Division of Signed Numbers-Yr6		Highest
	M	Math16-Non- Decimal Bases	Non-Decimal Bases-Yr6	Non-Decimal Base Board, Bead Cabinet	Counting in a Non-Decimal Base-Yr6		Highest

Grade 6 - Apply and extend previous understandings of numbers to the system of rational numbers. 6.NS.6. 6th

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

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.

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.

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.

	M	Math15-Negative Numbers	Negative Numbers-Yr6	Negative Snake Game	Subtraction of Signed Numbers-Yr6		Highest
	M	Math15-Negative Numbers	Negative Numbers-Yr6	Negative Snake Game	Multiplication of Signed Numbers-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest

Grade 6 - Apply and extend previous understandings of numbers to the system of rational numbers. 6.NS.7. 6th

Understand ordering and absolute value of rational numbers.

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.

Write, interpret, and explain statements of order for rational numbers in real-world contexts. For

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example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.

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.

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.

M	Math15-Negative Numbers	Negative Numbers-Yr6	Negative Snake Game	Subtraction of Signed Numbers-Yr6	Highest
M	Math15-Negative Numbers	Negative Numbers-Yr6	Negative Snake Game	Multiplication of Signed Numbers-Yr6	Highest
M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6	Highest

Grade 6 - Apply and extend previous understandings of numbers to the system of rational numbers. **6.NS.8.** *6th*
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.

M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6	Highest
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Grade 7 - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. **7.NS.1.** *7th*
Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 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.

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.

Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show



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Grade 8 - Know that there are numbers that are not rational, and approximate them by rational numbers. 8.NS.2. 8th
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.

6-8 » Mathematics » Expressions & Equations

Grade 6 - Apply and extend previous understandings of arithmetic to algebraic expressions. 6.EE.1. Write and evaluate numerical expressions involving whole-number exponents. 6th

M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars		Balancing an Equation: Addition-Yr6		Highest
M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars		Balancing an Equation: Subtraction-Yr6		Highest
M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars		Balancing an Equation: Multiplication-Yr6		Highest
M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars		Balancing an Equation: Division-Yr6		Highest

Grade 6 - Apply and extend previous understandings of arithmetic to algebraic expressions. 6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers. 6th

Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.

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



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<p><i>expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i></p> <p><i>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 $s = 1/2$.</i></p>							
M	Math20- Introduction to Algebra		Introduction to Algebra-Yr6	Bead Bars		Solving for an Unknown: Subtraction-Yr6	Highest
M	Math20- Introduction to Algebra		Introduction to Algebra-Yr6	Bead Bars		Solving for an Unknown: Multiplication-Yr6	Highest
M	Math21-Algebra	Algebra-Yr6		Bead Bars		Solving for an Unknown: Division-Yr6	Highest
M	Math21-Algebra	Algebra-Yr6		Paper		Algebraic Word Problems: One Unknown-Yr6	Highest
M	Math21-Algebra	Algebra-Yr6		Paper		Algebraic Word Problems: Two Unknowns-Yr6	Highest
<p>Grade 6 - Apply and extend previous understandings of arithmetic to algebraic 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 $3y$.</p>							6th
M	Math 2-Laws of Multiplication		Laws of Multiplication-Yr6	Paper		One-Digit Distributive Law of Multiplication on Paper-Yr6	Highest
M	Math 2-Laws of Multiplication		Laws of Multiplication-Yr6	Paper		Distributive Law of Multiplication w/ 2-Digit Numerals on Paper-Yr6	Highest
M	Math 2-Laws of Multiplication		Laws of Multiplication-Yr6	Paper		Distributive Law of Multiplication w/ 3-Digit Numerals on Paper-Yr6	Highest
M	Math21-Algebra	Algebra-Yr6		Bead Bars		Solving for an Unknown: Division-Yr6	Highest

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	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: One Unknown-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest
<p><i>Grade 6 - Apply and extend previous understandings of arithmetic to algebraic expressions. 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. Reason about and solve one-variable equations and inequalities.</i></p>							6th
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Subtraction-Yr6		Highest
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Multiplication-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Bead Bars	Solving for an Unknown: Division-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: One Unknown-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest
<p><i>Grade 6 - Reason about and solve one-variable 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.</i></p>							6th
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Subtraction-Yr6		Highest
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Multiplication-Yr6		Highest

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	M	Math21-Algebra	Algebra-Yr6	Bead Bars	Solving for an Unknown: Division-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: One Unknown-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest

Grade 6 - Reason about and solve one-variable equations and inequalities. 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. 6th

	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Subtraction-Yr6		Highest
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Multiplication-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Bead Bars	Solving for an Unknown: Division-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: One Unknown-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest

Grade 6 - Reason about and solve one-variable equations and inequalities. 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. 6th

	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Subtraction-Yr6		Highest
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Multiplication-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Bead Bars	Solving for an Unknown: Division-Yr6		Highest

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	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: One Unknown-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest
<p>Grade 6 - Reason about and solve one-variable equations and 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.</p>						6th	
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Subtraction-Yr6		Highest
	M	Math20- Introduction to Algebra	Introduction to Algebra-Yr6	Bead Bars	Solving for an Unknown: Multiplication-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Bead Bars	Solving for an Unknown: Division-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: One Unknown-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest
<p>Grade 6 - Represent and analyze quantitative relationships between dependent and independent variables. 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.</p>						6th	
	M	Math17-Word Problems	Word Problems-Yr6	Time, Rate, Interest and Principal Material	Level I Problems-Yr6		Highest
	M	Math17-Word	Word Problems-Yr6	Time, Rate, Interest and	Level II Problems-Yr6		Highest

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			Problems	Principal Material			
	M	Math17-Word Problems	Word Problems-Yr6	Time, Rate, Interest and Principal Material	Level III Problems-Yr6		Highest
	M	Math17-Word Problems	Word Problems-Yr6	Distance, Velocity and Time Material	Level II Problems-Yr6		Highest
	M	Math17-Word Problems	Word Problems-Yr6	Distance, Velocity and Time Material	Level III Problems-Yr6		Highest
	M	Math18-Ratio	Ratio-Yr6	Peg Board, Geography Stamps	Concept, Language and Notation of Ratio-Yr6		Highest
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest

Grade 7 - Use properties of operations to generate equivalent expressions. 7.EE.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 7th

Grade 7 - Use properties of operations to generate equivalent expressions. 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." 7th

Grade 7 - Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 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 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact 7th

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
			<i>computation.</i>					
	M	Math17-Word Problems	Word Problems-Yr6	Time, Rate, Interest and Principal Material	Level III Problems-Yr6		Highest	
		<i>Grade 7 - Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 7.EE.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</i>					7th	
		<i>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?</i>						
		<i>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.</i>						
		<i>Grade 8 - Expressions and Equations Work with radicals and integer exponents. 8.EE.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.</i>					8th	
		<i>Grade 8 - Expressions and Equations Work with radicals and integer exponents. 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.</i>					8th	
	M	Math12-Square Root	Square Root-Yr6	Bead Squares	Concept, Language and Notation of Square Roots-Yr6		Highest	
	M	Math12-Square Root	Square Root-Yr6	Square Root Unit Board	Extracting a Square Root for Numbers Less Than 225-Yr6		Highest	
	M	Math13-Cube	Cube Root-Yr6	Bead Cubes	Concept, Language and Notation of Cube		Highest	

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
		Root			Roots-Yr6		
	M	Math13-Cube Root	Cube Root-Yr6	Chart of Numbers 1-9	Finding Cube Roots with Chart of Numbers 1-9-Yr6		Highest
	M	Math13-Cube Root	Cube Root-Yr6	Cubing Material	Extracting a Cube Root of 4-6 Digit Numbers-Yr6		Highest
	M	Math13-Cube Root	Cube Root-Yr6	Hierarchical Trinomial Cube	Extracting a Cube Root of 7-9 Digit Numbers-Yr6		Highest

Grade 8 - Expressions and Equations Work with radicals and integer exponents. 8.EE.3. Use numbers expressed in the form of a single digit times a whole-number 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 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger. 8th

Grade 8 - Expressions and Equations Work with radicals and integer exponents. 8.EE.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. 8th

Grade 8 - Understand the connections between proportional relationships, lines, and linear equations. 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. 8th

Grade 8 - Understand the connections between proportional relationships, lines, and linear equations. 8.EE.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . 8th

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
	<p><i>Grade 8 - Analyze and solve linear equations and pairs of simultaneous linear equations. 8.EE.7. Solve linear equations in one variable.</i></p> <p><i>Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</i></p> <p><i>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</i></p>						8th
	<p><i>Grade 8 - Analyze and solve linear equations and pairs of simultaneous linear equations. 8.EE.8. Analyze and solve pairs of simultaneous linear equations.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>						8th
6-8 » Mathematics » Statistics & Probability							
	<p><i>Grade 6 - Develop understanding of statistical variability. 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.</i></p>						6th
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two		Highest

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Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method	
					Unknowns-Yr6			
	<i>Grade 6 - Develop understanding of statistical variability. 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.</i>						6th	
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest	
	<i>Grade 6 - Develop understanding of statistical variability. 6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</i>						6th	
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest	
	<i>Grade 6 - Summarize and describe distributions. 6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</i>						6th	
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest	
	<i>Grade 6 - Summarize and describe distributions. 6.SP.5. Summarize numerical data sets in relation to their context, such as by:</i>						6th	
	<i>Reporting the number of observations.</i>							
	<i>Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</i>							
	<i>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</i>							
	<i>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.</i>							
	M	Math21-Algebra	Algebra-Yr6	Paper	Algebraic Word Problems: Two Unknowns-Yr6		Highest	
	<i>Grade 7 - Use random sampling to draw inferences about a population. 7.SP.1. Understand that statistics can be used to gain information about a population by examining a sample of the</i>						7th	

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National Common Core Standards - K - 8th (Revised 6/13/2013)

Category	Concept	Area	Topic	Presentation/ Material	Work/Lesson	Concept Grade	Status Setting Method
						8th	
						8th	
						8th	
						8th	
						8th	

Grade 8 - Define, evaluate, and compare functions. 8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Grade 8 - Define, evaluate, and compare functions. 8.F.2. 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.

Grade 8 - Define, evaluate, and compare functions. 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.

Grade 8 - Use functions to model relationships between quantities. 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.

Grade 8 - Use functions to model relationships between quantities. 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.