



READING

Letters and Sounds

Beginning Vowels
Vowel Pairs
Consonants
Consonant Blends &
Twins
Special Sounds
Bossy R & Endings
Big Words and Exceptions
Sight Words
More Sight Words

Improving Your Vocabulary

Synonyms & Antonyms
Words About Ideas
Transition Words

More Words About Ideas
Words with Many Meanings

Understanding the Story

Compare and Contrast
Characters & Style of Writing

Improving Reading Skills

Stories About Sports
Stories About Vacations
Stories About Health

Stories About Music
Stories About Outer Space

Reading to Learn
Things to Do Before You Read
Things to Do While You Read
Things to Do After You Read

Reading for Information

Looking Up Words in a Dictionary
Making Decisions as Consumers
Understanding Text Features

Reading Graphics to Understand the Story

INTRODUCTION TO LANGUAGE SKILLS

Introduction to Writing

Linking Words & Phrases
Making Complete Sentences
Combining Sentences
Creating Compound & Complex Sentences
What is a Paragraph?
Paragraphs--The Topic Sentence
Choosing Strong Words
The Topic of Your Writing
Writing the Introduction
The Final Paragraph
Editing Your Writing
Using Your Writing Skills

Introduction to Grammar & Usage

Grammar Basics--Parts of Speech
What are Nouns?
What are Verbs?
What are Pronouns?
What are Conjunctions?
Adjective & Adverb Forms
Adjective & Adverb Basics
Using Your New Grammar Skills

Introduction to Capitalization, Spelling, & Punctuation

Spelling -- The Sounds of Letters
Spelling -- Word Patterns & Forms
Spelling -- Making Plurals
Spelling -- I before E except after C
Spelling -- Prefixes & Suffixes
Commas
Using End Marks

MATHEMATICS

Introduction to Numbers and Counting

Counting & Ordering Numbers
Counting Even & Odd Numbers
Reading and Writing Numbers

Introduction to Operations with Whole Numbers

Basic Addition of Whole Numbers Part 1
Basic Addition of Whole Numbers Part 2
Basic Subtraction of Whole Numbers Part 1
Basic Subtraction of Whole Numbers Part 2
Basic Multiplication of Whole Numbers Part 1
Basic Multiplication of Whole Numbers Part 2
Understanding Multiplication and Division
Understanding Division Part 1
Understanding Division Part 2
Rounding & Estimating with Whole Numbers

Introduction to Mathematical Properties

Using the Commutative Property
Using the Distributive Property
Using the Associative Property

Introduction to Operations with Fractions

Using Fractions Part 1
Using Fractions Part 2
Equivalency & Comparison of Fractions

Introduction to Problem Solving and Reasoning

Understanding Money
Signal Words in Word Problems
Steps to Eliminating Extra Information in Word Problems
Steps to Solving Words Problems

Introduction to Measurement

Measuring Length & Distance
Measuring Liquid Volume and Masses of Objects
Measuring Time
Introduction to Area with Measurement

Introduction to Geometry

What are Solid Figures?
Working with Shapes

Introduction to Data Analysis

Types of Graphs & Charts Part 1
Types of Graphs & Charts Part 2

READING**Phonics and Word Recognition**

CCR Anchor 3: Know and apply grade-level phonics and word analysis skills in decoding words.

STANDARD	AZTEC ALIGNMENT
<p>Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3 and 3.3 merge)</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.a)</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> Beginning Vowels Vowel Pairs Special Sounds Sight Words More Sight Words <p>Introduction to Capitalization, Spelling, and Punctuation</p> <ul style="list-style-type: none"> Spelling – Word Patterns and Forms Spelling – The Sounds of Letters
<p>Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.b)</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> Beginning Vowels Vowel Pairs Special Sounds <p>Introduction to Capitalization, Spelling, and Punctuation</p> <ul style="list-style-type: none"> Spelling – The Sounds of Letters Spelling – Word Patterns and Forms Spelling – I before E except after C
<p>Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.e)</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> Consonants Consonant Blends and Twins Special Sounds Bossy R and Endings Big Words and Exceptions <p>Introduction to Capitalization, Spelling, and Punctuation</p> <ul style="list-style-type: none"> Spelling – The Sounds of Letters Spelling – Word Patterns and Forms Spelling – I before E except after C
<p>Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.a)</p>	<p>Introduction to Capitalization, Spelling, and Punctuation</p> <ul style="list-style-type: none"> Spelling – Prefixes and Suffixes
<p>Decode words with common Latin suffixes. (RF.3.3.b)</p>	<p>Introduction to Capitalization, Spelling, and Punctuation</p> <ul style="list-style-type: none"> Spelling – Prefixes and Suffixes
<p>Decode multisyllable words. (RF.3.3.c)</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> Big Words and Exceptions <p>Introduction to Capitalization, Spelling, and Punctuation</p> <ul style="list-style-type: none"> Spelling – Word Patterns and Forms Spelling – Prefixes and Suffixes
<p>Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.f/3.3.d)</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> Big Words and Exceptions <p>Improving Your Vocabulary</p> <ul style="list-style-type: none"> Synonyms and Antonyms Words about Ideas Transition Words More Words about Ideas Words with Many Meanings

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

STANDARD	AZTEC ALIGNMENT
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)	Improving Your Reading Skills Stories about Sports Stories about Vacations Stories about Health Stories about Music Stories about Outer Space Reading to Learn Things to Do Before You Read Things to Do While You Read Things to Do After You Read Understanding the Story Compare and Contrast Characters and Style of Writing Reading for Information Reading Graphics to Understand the Story
<i>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>	
STANDARD	AZTEC ALIGNMENT
Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)	Improving Your Reading Skills Stories about Sports Stories about Vacations Stories about Health Stories about Music Stories about Outer Space Reading to Learn Things to Do Before You Read Things to Do While You Read Things to Do After You Read
<i>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>	
STANDARD	AZTEC ALIGNMENT
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. (RI.3.3)	Understanding the Story Compare and Contrast Characters and Style of Writing Reading for Information Making Decisions as Consumers Reading Graphics to Understand the Story
<i>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>	
STANDARD	AZTEC ALIGNMENT
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)	Improving Your Vocabulary Synonyms and Antonyms Words about Ideas Transition Words More Words about Ideas Words with Many Meanings Reading for Information Looking Up Words in a Dictionary
<i>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>	
STANDARD	AZTEC ALIGNMENT

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. (RI.2.5)	Reading for Information Understanding Text Features
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)	Reading for Information Understanding Text Features
<i>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>	
STANDARD	AZTEC ALIGNMENT
Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)	Improving Reading Skills Stories about Sports Stories about Vacations Stories about Health Stories about Music Stories about Outer Space Reading to Learn Things to Do Before You Read Things to Do While You Read Things to Do After You Read Understanding the Story Character and Styles of Writing
Distinguish their own point of view from that of the author of a text. (RI.3.6)	Understanding the Story Compare and Contrast Characters and Style of Writing
<i>CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</i>	
STANDARD	AZTEC ALIGNMENT
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). (RI.3.7)	Reading to Learn Things to Do Before You Read Things to Do While You Read Things to Do After You Read Understanding the Story Compare and Contrast Characters and Style of Writing Reading for Information Understanding Text Features Reading Graphics to Understand the Story
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). (RI.3.7)	Reading to Learn Things to Do Before You Read Things to Do While You Read Things to Do After You Read Understanding the Story Compare and Contrast Characters and Style of Writing Reading for Information Understanding Text Features Reading Graphics to Understand the Story

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

STANDARD	AZTEC ALIGNMENT
Describe how reasons support specific points the author makes in a text. (RI.2.8)	Improving Reading Skills Stories about Sports Stories about Vacations Stories about Health Stories about Music Stories about Outer Space Reading to Learn Things to Do Before You Read Things to Do While You Read Things to Do After You Read Understanding the Story Compare and Contrast Characters and Style of Writing

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

STANDARD	AZTEC ALIGNMENT
Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)	Understanding the Story Compare and Contrast

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48

WRITING

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD	AZTEC ALIGNMENT
Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (W.3.1.a)	Introduction to Writing The Topic of Your Writing Writing the Introduction The Final Paragraph Editing Your Writing Using Your Writing Skills
b. Provide reasons that support the opinion. (W.3.1.b)	Introduction to Writing The Topic of Your Writing Writing the Introduction The Final Paragraph Editing Your Writing

	Using Your Writing Skills
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.1.c)	Introduction to Writing Linking Words and Phrases Creating Compound and Complex Sentences Introduction to Grammar and Usage What are Conjunctions?
d. Provide a concluding statement or section. (W.3.1.d)	Introduction to Writing The Final Paragraph Editing Your Writing Using Your Writing Skills

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD	AZTEC ALIGNMENT
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2.a)	Introduction to Writing What is a Paragraph? Paragraphs – The Topic Sentence Choosing Strong Words The Topic of Your Writing Writing the Introduction The Final Paragraph Editing Your Writing Using Your Writing Skills
b. Develop the topic with facts, definitions, and details. (W.3.2.b)	Introduction to Writing What is a Paragraph? Paragraphs – The Topic Sentence Choosing Strong Words The Topic of Your Writing Writing the Introduction The Final Paragraph Editing Your Writing Using Your Writing Skills
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (W.3.2.c)	Introduction to Writing Linking Words and Phrases Combining Sentences Creating Compound and Complex Sentences Introduction to Grammar and Usage What are Conjunctions?
d. Provide a concluding statement or section. (W.3.2.d)	Introduction to Writing The Final Paragraph Editing Your Writing Using Your Writing Skills

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

STANDARD	AZTEC ALIGNMENT
<p>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. (W.2.3)</p>	<p>Introduction to Writing Paragraphs – The Topic Sentence Choosing Strong Words The Topic of Your Writing Writing the Introduction The Final Paragraph Using Your Writing Skills</p>
<p><i>CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	
STANDARD	AZTEC ALIGNMENT
<p>Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</p>	<p>Introduction to Writing What is a Paragraph? Paragraphs – The Topic Sentence The Topic of Your Writing Writing the Introduction The Final Paragraph Editing Your Writing Using Your Writing Skills</p>
<p><i>CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>	
STANDARD	AZTEC ALIGNMENT
<p>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5)</p>	<p>Introduction to Writing Editing Your Writing Using Your Writing Skills</p>
<p><i>CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p>	
STANDARD	AZTEC ALIGNMENT
<p>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)</p>	
<p><i>CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i></p>	
STANDARD	AZTEC ALIGNMENT
<p>Conduct short research projects that build knowledge about a topic. (W.3.7)</p>	<p>Introduction to Writing What is a Paragraph? Paragraphs – The Topic Sentence Choosing Strong Words The Topic of Your Writing Writing the Introduction The Final Paragraph Editing Your Writing Using Your Writing Skills</p>
<p><i>CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p>	

STANDARD	AZTEC ALIGNMENT
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)	Introduction to Writing The Topic of Your Writing Writing the Introduction The Final Paragraph Using Your Writing Skills

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. This standard does not begin until Grade Level 4.

Note: This standard does not begin until grade 4.

LANGUAGE

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	AZTEC ALIGNMENT
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1 merge) a. Use collective nouns (e.g., group). (L.2.1.a)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Nouns? What are Pronouns? Using Your New Grammar Skills
b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1.a)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Nouns? What are Verbs? What are Pronouns? Adjective and Adverb Forms Adjective and Adverb Basics Using Your New Grammar Skills
c. Form and use regular and irregular plural nouns. (L.2.1.b/L.3.1.b)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Nouns? Using Your New Grammar Skills Introduction to Capitalization, Spelling, and Punctuation Spelling – Making Plurals
d. Use reflexive pronouns (e.g., myself, ourselves). (L.2.1.c)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Pronouns? Using Your New Grammar Skills
e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1.d)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Verbs? Using Your New Grammar Skills
f. Use abstract nouns (e.g., childhood). (L.3.1.c)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Nouns? Using Your New Grammar Skills
g. Form and use regular and irregular verbs. (L.3.1.d)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Verbs? Using Your New Grammar Skills

h. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.e)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Verbs? Using Your New Grammar Skills
i. Ensure subject-verb and pronoun-antecedent agreement. (L.3.1.f)	Introduction to Grammar and Usage Grammar Basics – Parts of Speech What are Verbs? What are Pronouns? Using Your New Grammar Skills
j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1.g)	Introduction to Grammar and Usage Adjective and Adverb Forms Adjective and Adverb Basics Using Your New Grammar Skills
k. Use coordinating and subordinating conjunctions. (L.3.1.h)	Introduction to Grammar and Usage What are Conjunctions? Using Your New Grammar Skills
l. Produce simple, compound, and complex sentences. (L.3.1.i)	Introduction to Writing Linking Words and Phrases Making Complete Sentences Combining Sentences Creating Compound and Complex Sentences Using Your New Writing Skills
m. 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). (L.2.1.f)	Introduction to Writing Linking Words and Phrases Making Complete Sentences Combining Sentences Creating Compound and Complex Sentences Using Your New Writing Skills
<i>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>	
STANDARD	AZTEC ALIGNMENT
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2 and 3.2 merge)	Introduction to Capitalization, Spelling, and Punctuation Using Capital Letters Introduction to Writing Editing Your Writing
a. Capitalize holidays, product names, and geographic names. (L.2.2.a)	
b. Capitalize appropriate words in titles. (L.3.2.a)	Introduction to Capitalization, Spelling, and Punctuation Using Capital Letters
c. Use commas in greetings and closings of letters. (L.2.2.b)	Introduction to Capitalization, Spelling, and Punctuation Commas Introduction to Writing Editing Your Writing
d. Use commas in addresses. (L.3.2.b)	Introduction to Capitalization, Spelling, and Punctuation Commas
e. Use commas and quotation marks in dialogue. (L.3.2.c)	Introduction to Capitalization, Spelling, and Punctuation Commas
f. Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.c)	
g. Form and use possessives. (L.3.2.d)	
h. Use conventional spelling for high-frequency and other studied words and for	Introduction to Capitalization, Spelling, and Punctuation Spelling – Word Patterns and Forms

adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (L.3.2.e)	Spelling – I before E except after C Spelling – Prefixes and Suffixes
i. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2.d)	Introduction to Capitalization, Spelling, and Punctuation Spelling – Word Patterns and Forms Spelling – I before E except after C Spelling – Prefixes and Suffixes Spelling – Making Plurals
j. Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (L.3.2.f)	Introduction to Capitalization, Spelling, and Punctuation Spelling – Word Patterns and Forms Spelling – I before E except after C Spelling – Prefixes and Suffixes Spelling – Making Plurals
k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2.e/L.3.2.g)	Reading for Information Looking Up Words in a Dictionary

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD	AZTEC ALIGNMENT
Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. (L.3.3.a)	Improving Your Vocabulary Synonyms and Antonyms Words about Ideas Transition Words More Words about Ideas Words with Many Meanings
b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3.b)	Improving Your Vocabulary Synonyms and Antonyms Words about Ideas Transition Words More Words about Ideas Words with Many Meanings

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	AZTEC ALIGNMENT
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.a)	Improving Your Vocabulary Synonyms and Antonyms Words about Ideas More Words about Ideas Words with Many Meanings
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (L.2.4.b)	Introduction to Capitalization, Spelling, and Punctuation Spelling – Prefixes and Suffixes
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4.c)	Introduction to Capitalization, Spelling, and Punctuation Spelling – Prefixes and Suffixes
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (L.2.4.d)	Letters and Sounds Big Words and Exceptions
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.e)	Reading for Information Looking Up Words in a Dictionary

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARD	AZTEC ALIGNMENT
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<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). (L.3.5.a)</p>	<p>Improving Your Vocabulary</p> <ul style="list-style-type: none"> Synonyms and Antonyms Words about Ideas Transition Words More Words about Ideas Words with Many Meanings
<p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5.b)</p>	<p>Improving Your Vocabulary</p> <ul style="list-style-type: none"> Synonyms and Antonyms Words about Ideas More Words about Ideas Words with Many Meanings
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5.c)</p>	<p>Improving Your Vocabulary</p> <ul style="list-style-type: none"> Synonyms and Antonyms Words about Ideas More Words about Ideas
<p><i>CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</i></p>	
<p>STANDARD</p>	<p>AZTEC ALIGNMENT</p>
<p>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 people are happy that makes me happy). (L.2.6)</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> Big Words and Exceptions Sight Words More Sight Words <p>Improving Your Vocabulary</p> <ul style="list-style-type: none"> Synonyms and Antonyms Words about Ideas More Words about Ideas Words with Many Meanings <p>Introduction to Grammar and Usage</p> <ul style="list-style-type: none"> Adjective and Adverb Forms Adjective and Adverb Basics
<p>Acquire and use accurately level-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). (L.3.6)</p>	<p>Letters and Sounds</p> <ul style="list-style-type: none"> Big Words and Exceptions Sight Words More Sight Words <p>Improving Your Vocabulary</p> <ul style="list-style-type: none"> Synonyms and Antonyms Words about Ideas Transition Words More Words about Ideas Words with Many Meanings <p>Introduction to Grammar and Usage</p> <ul style="list-style-type: none"> Adjective and Adverb Forms Adjective and Adverb Basics Using Your New Grammar Skills

MATHEMATICS

Career and College Readiness Level B Standards

Numbers and Operations: Base Ten

Understand place value.

STANDARD	AZTEC ALIGNMENT
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: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. 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). (2.NBT.1)	Introduction to Numbers and Counting Reading and Writing Numbers
Count within 1000; skip-count by 5s, 10s, and 100s. (2.NBT.2)	Introduction to Numbers and Counting Counting and Ordering Numbers Counting Odd and Even Numbers
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.3)	Introduction to Numbers and Counting Reading and Writing Numbers
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. (2.NBT.4)	Introduction to Numbers and Counting Comparing Whole Numbers

Use place value understanding and properties of operations to add and subtract.

STANDARD	AZTEC ALIGNMENT
Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)	Introduction to Operations with Whole Numbers Basic Addition of Whole Numbers Part 2
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. (2.NBT.7)	Introduction to Operations with Whole Numbers Basic Addition of Whole Numbers Part 1 Basic Addition of Whole Numbers Part 2 Basic Subtraction of Whole Numbers Part 1 Basic Subtraction of Whole Numbers Part 2
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (2.NBT.8)	Introduction to Operations with Whole Numbers Basic Addition of Whole Numbers Part 1 Basic Subtraction of Whole Numbers Part 1
Explain why addition and subtraction strategies work, using place value and the properties of operations. (2.NBT.9)	Introduction to Operations with Whole Numbers Basic Addition of Whole Numbers Part 1 Basic Addition of Whole Numbers Part 2 Basic Subtraction of Whole Numbers Part 1 Basic Subtraction of Whole Numbers Part 2

Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)

STANDARD	AZTEC ALIGNMENT
Use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.1)	Introduction to Operations with Whole Numbers Rounding and Estimating with Whole Numbers
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. (3.NBT.2)	Introduction to Operations with Whole Numbers Basic Addition of Whole Numbers Part 1 Basic Addition of Whole Numbers Part 2 Basic Subtraction of Whole Numbers Part 1 Basic Subtraction of Whole Numbers Part 2

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. (3.NBT.3)	Introduction to Operations with Whole Numbers Basic Multiplication of Whole Numbers Part 2
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Number and Operations: Fractions	
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<i>Develop understanding of fractions as numbers.</i>	
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STANDARD	AZTEC ALIGNMENT
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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 $1/b$. (3.NF.1)	Introduction to Operations with Fractions Using Fractions Part 1 Using Fractions Part 2
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Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3.NF.2) 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. (3.NF.2a)	Introduction to Operations with Fractions Using Fractions Part 2
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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. (3.NF.2b)	Introduction to Operations with Fractions Using Fractions Part 2
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Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (3.NF.3a)	Introduction to Operations with Fractions Equivalency and Comparison of Fractions
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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. (3.NF.3b)	Introduction to Operations with Fractions Equivalency and Comparison of Fractions
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Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. (3.NF.3c)	Introduction to Operations with Fractions Using Fractions Part 2 Equivalency and Comparison of Fractions
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Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (3.NF.3d)	Introduction to Operations with Fractions Equivalency and Comparison of Fractions
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Operations and Algebraic Thinking	
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<i>Represent and solve problems involving addition and subtraction.</i>	
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STANDARD	AZTEC ALIGNMENT
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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. (2.OA.1)	Introduction to Problem Solving and Reasoning Understanding Money Signal Words in Word Problems Steps to Eliminating Extra Information in Word Problems Steps to Solving Word Problems
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<i>Add and subtract within 20.</i>	
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STANDARD	AZTEC ALIGNMENT
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Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one digit numbers. (2.OA.2)	Introduction to Operations with Whole Numbers Basic Addition of Whole Numbers Part 1 Basic Subtraction of Whole Numbers Part 1 Introduction to Problem Solving and Reasoning Arithmetic Patterns
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Represent and solve problems involving multiplication and division.

STANDARD	AZTEC ALIGNMENT
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 . (3.OA.1)	Introduction to Operations with Whole Numbers Basic Multiplication of Whole Numbers Part 1
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 $56 \div 8$. (3.OA.2)	Introduction to Operations with Whole Numbers Understanding Division Part 1 Understanding Division Part 2
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 symbol for the unknown number to represent the problem. (3.OA.3)	Introduction to Operations with Whole Numbers Basic Multiplication of Whole Numbers Part 2 Understanding Division Part 1 Understanding Division Part 2 Introduction to Problem Solving and Reasoning Signal Words in Word Problems Steps to Eliminating Extra Information in Word Problems Steps to solving Word Problems
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 $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$. (3.OA.4)	Introduction to Operations with Whole Numbers Understanding Multiplication and Division Understanding Division Part 1 Understanding Division Part 2

Understand properties of multiplication and the relationship between multiplication and division.

STANDARD	AZTEC ALIGNMENT
Apply properties of operations as strategies to multiply and divide.15 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (3.OA.5)	Introduction to Mathematical Properties Using the Commutative Property Using the Distributive Property Using the Associative Property
Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. (3.OA.6)	Introduction to Operations with Whole Numbers Understanding Multiplication and Division Understanding Division Part 1 Understanding Division Part 2

Multiply and divide within 100.

STANDARD	AZTEC ALIGNMENT
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. Know from memory all products of two one-digit numbers. (3.OA.7)	Introduction to Operations with Whole Numbers Basic Multiplication of Whole Numbers Part 1 Basic Multiplication of Whole Numbers Part 2 Understanding Multiplication and Division Understanding Division Part 1 Understanding Division Part 2 Introduction to Problem Solving and Reasoning Arithmetic Patterns

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

STANDARD	AZTEC ALIGNMENT
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	Introduction to Operations with Whole Numbers Rounding and Estimating with Whole Numbers Introduction to Problem Solving and Reasoning

using mental computation and estimation strategies including rounding.16 (3.OA.8) <i>This standard is limited to problems posed with whole numbers having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</i>	Steps to Eliminating Extra Information in Word Problems Steps to Solving Word Problems
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. (3.OA.9)	Introduction to Problem Solving and Reasoning Arithmetic Patterns
Geometry	
<i>Reason with shapes and their attributes.</i>	
STANDARD	AZTEC ALIGNMENT
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.17 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.1) Sizes are compared directly or visually, not compared by measuring.	Introduction to Geometry Working with Shapes What are Solid Figures?
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. (2.G.3)	Introduction to Operations with Fractions Using Fractions Part 1 Introduction to Geometry Working with Shapes
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. (3.G.1)	Introduction to Geometry Working with Shapes
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. (3.G.2)	Introduction to Operations with Fractions Using Fractions Part 1 Introduction to Geometry Working with Shapes
Measurement and Data	
<i>Measure and estimate lengths in standard units.</i>	
STANDARD	AZTEC ALIGNMENT
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. (2.MD.2)	Introduction to Measurement Measuring Length and Distance
Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3)	Introduction to Measurement Measuring Length and Distance
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4)	Introduction to Measurement Measuring Length and Distance
<i>Relate addition and subtraction to length.</i>	
STANDARD	AZTEC ALIGNMENT

<p>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. (2.MD.6)</p>	<p>Introduction to Operations with Whole Numbers Basic Addition of Whole Numbers Part 1 Basic Addition of Whole Numbers Part 2 Basic Subtraction of Whole Numbers Part 1 Basic Subtraction of Whole Numbers Part 2</p> <p>Introduction to Measurement Measuring Length and Distance</p>
<p><i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i></p>	
<p>STANDARD</p>	<p>AZTEC ALIGNMENT</p>
<p>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. (3.MD.1)</p>	<p>Introduction to Measurement Measuring Time</p>
<p>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3.MD.2) Excludes compound units such as cm^3 and finding geometric volume of a container. Excludes multiplicative comparison problems (problems involving notions of “times as much”).</p>	<p>Introduction to Measurement Measuring Liquid Volume and Masses of Objects</p>
<p><i>Represent and interpret data.</i></p>	
<p>STANDARD</p>	<p>AZTEC ALIGNMENT</p>
<p>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. (2.MD.10)</p>	<p>Introduction to Data Analysis Types of Graphs and Charts Part 1</p>
<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (3.MD.3)</p>	<p>Introduction to Data Analysis Types of Graphs and Charts Part 1</p>
<p>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. (3.MD.4)</p>	<p>Introduction to Measurement Measuring Length and Distance Introduction to Data Analysis Types of Graphs and Charts Part 2</p>
<p><i>Geometric measurement: understand concepts of area and relate to area of multiplication and addition.</i></p>	
<p>STANDARD</p>	<p>AZTEC ALIGNMENT</p>
<p>Recognize area as an attribute of plane figures and understand concepts of area measurement</p> <p>a. 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.</p> <p>b. 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. (3.MD.5)</p>	<p>Introduction to Measurement Introduction to Area with Measurement</p>

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.6)	Introduction to Measurement Introduction to Area with Measurement
Relate area to the operations of multiplication and addition. (3.MD.7) 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. (3.MD.7a)	Introduction to Measurement Introduction to Area with Measurement
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. (3.MD.7b)	Introduction to Measurement Introduction to Area with Measurement Problem Solving with Perimeter and Area
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. (3.MD.7c)	Introduction to Mathematical Properties Using the Distributive Property Introduction to Measurement Introduction to Area with Measurement
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 (3.MD.7d)	Introduction to Measurement Introduction to Area with Measurement Problem Solving with Perimeter and Area
<i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i>	
STANDARD	AZTEC ALIGNMENT
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. (3.MD.8)	Introduction to Measurement Problem Solving with Perimeter and Area