AZTEC'S BRIDGE SERIES

Aligned to TABE 11/12 Blueprint Standards- Level D

LESSON	TABE 11/12 STANDARD
READING	
KEY IDEAS AND DETAILS	
General Reading Skills • Understanding Character Traits	7.RL.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
General Reading Skills • Inferences in Reading • Drawing Conclusions in Reading	7.RI.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Specific Reading Skills • Reading Historical Documents	6-8.RH.1: Cite specific textual evidence to support analysis of primary and secondary sources.
	6-8.RST.1: Cite specific textual evidence to support analysis of science and technical texts.
	6.RL2: 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.
	6.RI.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6-8.RST.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
General Reading Skills • Understanding Actions and Results • Similarities and Differences	8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	6-8.RH.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	6-8.RST.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CRAFT AND STRUCTURE	
Specific Reading Skills • Reading Literature	6.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Spelling and Vocabulary • Using Context Clues to Define Words	6.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	6.RL.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Specific Reading Skills • Reading Nonfiction	7.RI.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Specific Reading Skills • Reading Nonfiction	8.RI.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	6-8.RH.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
INTEGRATION OF KNOWLEDGE AND IDEAS	
Gathering Information • Understanding Graphs	6.RI.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	6-8.RST.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.
General Reading Skills • Reading for Facts	8.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
Language Mechanics • Nouns and Verbs • Pronouns	6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Language Mechanics • Adjectives, Adverbs, and Other Parts of Speech • Common Writing Issues	7.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language Mechanics • Nouns and Verbs • Adjectives, Adverbs, and Other Parts of Speech	8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language Mechanics • Capitalization and Punctuation • Common Writing Issues	6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Language Mechanics • Capitalization and Punctuation • Common Writing Issues	8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
KNOWLEDGE OF LANGUAGE	
Writing Skills • Style and Structure	6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Writing Skills • Style and Structure • Language Selection • Clutter	7.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
VOCABULARY ACQUISITION AND USE	
Spelling and Vocabulary • Using Context Clues to Define Words • Adding Suffixes and Plurals	6.L.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.
Spelling and Vocabulary • Using Context Clues to Define Words • Words to Know: Language Arts • Words to Know: Social Studies • Words to Know: Science • Words to Know: Math	8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
TEXT TYPES AND PURPOSES	
Writing Skills • Writing Logical Arguments • Creating an Outline • Writing an Essay • Organization	7.W.1: Write arguments to support claims with clear reasons and relevant evidence.
Writing Skills • Writing an Essay • Organization • Style and Structure	6-8.WHST.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
MATHEMATICS	
GEOMETRY	
Ratios, Proportions and Percentages • Understanding Unit Rates and Scaling	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.
Foundations of Geometry • Transformations	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.
Circles and 3D Objects • Circles	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.

LESSON	TABE 11/12 STANDARD
Foundations of Geometry • Transformations Geometry • Transformations on a Coordinate Plane	8.G.4: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
Geometry • Pairs of Angles • Properties of Parallel Lines	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.
Foundations of Geometry • Triangles • Quadrilaterals Circles and 3D Objects • Volume • Problem Solving with 2D and 3D Objects	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.
Geometry • Pythagorean Theorem Basics	8.G.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
Geometry • Find the Distance Between Two Points	8.G.8: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
EXPRESSIONS AND EQUATIONS	
Solving Linear Equations and Inequalities • Problem Solving in Algebra Exponents and Radicals • Exponents • Roots and Radicals	8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 x 3^-5 = 3^-3 = 1*-/3^3 = 1/27.
	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.
Exponents and Radicals • Solving Basic Radical Equations	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.
The Cost of Living • Understanding and Comparing Unit Prices • Introduction to Math Problem Solving Positive and Negative Numbers • Problem Solving with Positive and Negative Numbers Solving Linear Equations and Inequalities • Solving Multi-step Equations • Problem Solving in Algebra	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 $250. 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 computation.
	8.EE.3: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 x 10^8 and the population of the world as 7 x 10^9, and determine that the world population is more than 20 times larger.
Solving Linear Equations and Inequalities • Working with Inequalities	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.

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	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.
Functions and Graphs • Solving Systems of Linear Equations by Substitution • Solving Systems of Linear Equations by Elimination	8.EE.8: Analyze and solve pairs of simultaneous linear equations.
RATIOS AND PROPORTIONAL RELATIONSHIPS	
The Cost of Living • Understanding Discounts	7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/ 1/4 miles per hour, equivalently 2 miles per hour.
	7.RP.2: Recognize and represent proportional relationships between quantities.
Ratios, Proportions and Percentages • Ratios • Equivalent Ratios	6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
Ratios, Proportions and Percentages • Understanding Unit Rates and Scaling • Percentages	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.
STATISTICS AND PROBABILITY	
	8.SP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Averages, Graphs, and Charts • Interpreting Data Basics of Statistics • Sampling	7.SP.2: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
	8.SP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
	8.SP.3: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Basics of Statistics • Measures of Central Tendency	7.SP.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science
	8.SP.4: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?
Basics of Statistics • Introduction to Statistics	6.SP.5: Summarize numerical data sets in relation to their context, such as by: (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.)

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Basics of Statistics • Basic Probability	7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
	7.SP.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
	7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
THE NUMBER SYSTEM	
Positive and Negative Numbers • Adding and subtracting Negative Numbers • Multiplying and Dividing Negative Numbers • Using Positive and Negative Integers	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.
Functions and Graphs • Coordinate Geometry	6.NS.6: 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.
Positive and Negative Numbers • Ordering of Decimals, Fractions, and Signed Numbers	6.NS.7: Understand ordering and absolute value of rational numbers.
	6.NS.8: Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
	7.NS.1: 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.
	7.NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers
Exponents and Radicals • Rational and Irrational Numbers	8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., pi^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.
FUNCTIONS	
Functions and Graphs • Graphing Lines	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.
	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.
	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.