

Aztec Software's
TABE 11 & 12 Correlation



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TABE 11 & 12 READING		
PHONICS AND WORD RECOGNITION (16%)		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
2.RF.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Letters and Sounds	What Are Short Vowel Sounds?
		What Are Long Vowel Sounds?
		What Are Vowel Pairs and Controlled-R Vowels?
2.RF.3.b Know spelling-sound correspondences for additional common vowel teams.	Letters and Sounds	What Are Vowel Pairs and Controlled-R Vowels?
2.RF.3.e Identify words with inconsistent but common spelling-sound correspondences.	Letters and Sounds	Special Sounds
2.RF.3.f Recognize and read grade-appropriate irregularly spelled words.	Building Your Spelling Skills	Exceptions in Spelling
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
3.RF.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	Letters and Sounds	Adding Suffixes
		Adding Prefixes
3.RF.3.b Decode words with common Latin suffixes.	Letters and Sounds	Adding Suffixes
3.RF.3.c Decode multisyllable words.	Letters and Sounds	Identifying Syllables
3.RF.3.d Read grade-appropriate irregularly spelled words.	Building Your Spelling Skills	Exceptions in Spelling

KEY IDEAS AND DETAILS 37%		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	The Basics of Reading	Answering Who, What, When, Where, Why, and How Questions
3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	The Basics of Reading	Identifying the Main Idea and Important Details
3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Advancing Your Reading Skills	Words and Phrases Used in the Cause and Effect Text Structure
		Words and Phrases Used in the Problem and Solution Text Structure
		Words and Phrases Used in the Sequence Text Structure
		Words and Phrases Used in the Compare and Contrast Text Structure
		Words and Phrases Used in Narratives

CRAFT AND STRUCTURE 32%		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.	Using Your Reading Skills	Reading Social Studies
		Reading Science
2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Building Your Reading Skills	Understanding Print Text Features
		Understanding Online Text Features
3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Building Your Reading Skills	Understanding Print Text Features
		Understanding Online Text Features
		Looking for Keywords
2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	The Basics of Reading	Identifying the Main Idea and Important Details
3.RI.6 Distinguish their own point of view from that of the author of a text.	The Basics of Reading	Identifying the Main Idea and Important Details

INTEGRATION OF KNOWLEDGE AND IDEAS 15%		
Standard	Aztec's Fundamentals Unit	Aztec's Fundamentals Lesson
3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Building Your Reading Skills	Using Graphics to Increase Comprehension
2.RI.8 Describe how reasons support specific points the author makes in a text.	Advancing Your Reading Skills	Fact and Opinion

TABE 11 & 12 LANGUAGE		
CONVENTIONS OF STANDARD ENGLISH 48%		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
2.L.1		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
2.L.1.a Use collective nouns (e.g., group).	Building Your Grammar Skills	More About Nouns
2.L.1.b Form and use regular and irregular plural nouns.	Building Your Grammar Skills	What Are Nouns?
		More About Nouns
2.L.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Building Your Grammar Skills	What Are Verbs?
2.L.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Building Your Sentence Skills	What Are the Compound Parts of Sentences?
		More About the Compound Parts of Sentences
		What Are Compound Sentences?
		What Are Complex Sentences?
3.L.1		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Building Your Grammar Skills	What Are Adverbs?
		Grammar Basics: Parts of Speech
3.L.1.b	Building Your Grammar	What Are Nouns?

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Form and use regular and irregular plural nouns.	Skills	More About Nouns
3.L.1.c Use abstract nouns (e.g., childhood).	Building Your Grammar Skills	More About Nouns
3.L.1.d Form and use regular and irregular verbs.	Building Your Grammar Skills	More About Verbs
3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Building Your Grammar Skills	More About Verbs
3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.	Building Your Grammar Skills	More About Pronouns
		More About Verbs
		What Are Subjects, Predicates, and Direct Objects?
	Building Your Sentence Skills	What Are the Types of Sentences?
3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Building Your Grammar Skills	More About Adjectives
		More About Adverbs
		The Differences Between Adjective and Adverbs
3.L.1.h Use coordinating and subordinating conjunctions.	Building Your Grammar Skills	More About Conjunctions
3.L.1.i Produce simple, compound, and complex sentences.	Building Your Sentence Skills	What Are the Compound Parts of Sentences?
		More About the Compound Parts of Sentences
		What Are Compound Sentences?
		What Are Complex Sentences?
		What Are Fragments and Run-On Sentences?

2.L.2		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
2.L.2.a Capitalize holidays, product names, and geographic names.	Building Your Capitalization and Punctuation Skills	More About Capital Letters
2.L.2.b Use commas in greetings and closings of letters.	Building Your Capitalization and Punctuation Skills	More About Commas
2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.	Building Your Capitalization and Punctuation Skills	What Are Possessives and Contractions?
2.L.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Building Your Spelling Skills	Word Patterns
2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Building Your Spelling Skills	Exceptions with Word Endings
3.L.2		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
3.L.2.a Capitalize appropriate words in titles.	Building Your Capitalization and Punctuation Skills	More About Capital Letters
3.L.2.b Use commas in addresses.	Building Your Capitalization and Punctuation Skills	More About Commas
3.L.2.c Use commas and quotation marks in dialogue.	Building Your Capitalization and Punctuation Skills	Commas and Quotation Marks
3.L.2.d Form and use possessives.	Building Your Capitalization and Punctuation Skills	More About Apostrophes
3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Building Your Spelling Skills	Familiar Words

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<p>3.L.2.f Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>Building Your Spelling Skills</p>	<p>Spelling Patterns: Word Endings</p> <p>Spelling Patterns: Plural Words</p> <p>Spelling Patterns: Word Families</p> <p>Spelling Patterns: Syllables</p> <p>What Are Compound Words?</p> <p>Exceptions with Word Endings</p>
<p>3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Building Your Spelling Skills</p>	<p>Exceptions with Word Endings</p>

VOCABULARY ACQUISITION AND USE 22%		
Standard	Aztec's Fundamentals Unit	Aztec's Fundamentals Lesson
2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	Building Your Vocabulary Skills	Determining the Meaning of Words and Phrases
2.L.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Building Your Spelling Skills	Adding Prefixes
2.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Building Your Spelling Skills	What Are Root Words?
		Using Root Words to Understand New Words
2.L.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Building Your Vocabulary Skills	Determining the Meaning of Compound Words
2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Building Your Vocabulary Skills	Determining the Meaning of Words and Phrases
3.L.5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	Building Your Vocabulary Skills	Understanding Words and Phrases
3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Building Your Vocabulary Skills	Connecting Words to the Real World
3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Building Your Vocabulary Skills	Connecting Words to the Real World
2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy).	Building Your Vocabulary Skills	Using Words and Phrases for Effect

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<p>3.L.6 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).</p>	<p>Building Your Vocabulary Skills</p>	<p>Using Words and Phrases to Signal Relationships</p>
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TEXT TYPES AND PURPOSES 30%		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	Building Your Writing Skills	Writing to Give Your Opinion
	Improving Your Writing Skills	Writing an Opinion Essay
<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Develop the topic with facts, definitions, and details. d. Provide a concluding statement or section. 	Building Your Writing Skills	Writing to Explain
	Improving Your Writing Skills	Writing an Informative or Explanatory Essay

TABE 11 & 12 MATHEMATICS		
NUMBERS AND OPERATIONS IN BASE TEN 28%		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
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:		
2.NBT.1.a 100 can be thought of as a bundle of ten tens — called a “hundred.”	Numbers and Place Value	Reading and Writing Numbers
2.NBT.1.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).	Numbers and Place Value	Reading and Writing Numbers
3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Operations with Whole Numbers	Rounding and Estimating With Whole Numbers
2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.	Numbers and Place Value	Counting and Ordering Numbers
		Counting Odd and Even Numbers
3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Operations with Whole Numbers	How to Add Whole Numbers
		More About Adding Whole Numbers
		How to Subtract Whole Numbers
		More About Subtracting Whole Numbers
2.NBT.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	Numbers and Place Value	Reading and Writing Numbers
3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Operations with Whole Numbers	More About Multiplying Whole Numbers

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<p>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.</p>	<p>Numbers and Place Value</p>	<p>Comparing Whole Numbers</p>
<p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>Operations with Whole Numbers</p>	<p>Adding Two or More Whole Numbers More About Adding Whole Numbers</p>
<p>2.NBT.7 Add and subtract within 1,000, 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.</p>	<p>Operations with Whole Numbers</p>	<p>How to Add Whole Numbers More About Adding Whole Numbers How to Subtract Whole Numbers More About Subtracting Whole Numbers</p>

NUMBERS AND OPERATIONS – FRACTIONS 12%		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
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 $1/b$.	Reasoning with Fractions	What Are Fractions?
		More About Fractions
3.NF.2		
Understand a fraction as a number on the number line; represent fractions on a number line diagram.		
3.NF.2.a 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.	Reasoning with Fractions	More About Fractions
3.NF.2.b 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.	Reasoning with Fractions	More About Fractions
3.NF.3		
Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		
3.NF.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Reasoning with Fractions	What Are Equivalent Fractions?
3.NF.3.b 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.	Reasoning with Fractions	What Are Equivalent Fractions?
3.NF.3.c 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.	Reasoning with Fractions	More About Fractions
		What Are Equivalent Fractions?
3.NF.3.d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that	Reasoning with Fractions	What Are Equivalent Fractions?

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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.

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OPERATIONS AND ALGEBRAIC THINKING 22%		
Standard	Aztec's Fundamentals Unit	Aztec's Fundamentals Lesson
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.	Introduction to Problem Solving and Reasoning	Understanding Money
		What Are Signal Words?
		Solving Word Problems
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 .	Operations with Whole Numbers	How to Multiply Whole Numbers
Standard	Aztec's Fundamentals Unit	More About Multiplying Whole Numbers
2.OA.2 Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one digit numbers.	Introduction to Problem Solving and Reasoning	What Are Arithmetic Patterns?
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 $56 \div 8$.	Operations with Whole Numbers	How to Divide Whole Numbers
		More About Dividing Whole Numbers
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 symbol for the unknown number to represent the problem.	Operations with Whole Numbers	More About Multiplying Whole Numbers
		More About Dividing Whole Numbers
	Introduction to Problem Solving and Reasoning	What Are Signal Words? Solving Word Problems
3.OA.4 Determine the unknown whole number in a multiplication or	Operations with Whole Numbers	How to Multiply Whole Numbers

<p>division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.</p>		<p>How to Divide Whole Numbers</p>
<p>3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p>	<p>Introduction to Mathematical Properties</p>	<p>What is the Commutative Property? What is the Distributive Property? What is the Associative Property?</p>
<p>3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	<p>Operations with Whole Numbers</p>	<p>Connecting Multiplication to Division</p>
<p>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. Know from memory all products of two one-digit numbers.</p>	<p>Operations with Whole Numbers Introduction to Problem Solving and Reasoning</p>	<p>How to Multiply Whole Numbers Connecting Multiplication to Division How to Divide Whole Numbers What Are Arithmetic Patterns?</p>
<p>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. 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).</p>	<p>Operations with Whole Numbers Introduction to Problem Solving and Reasoning</p>	<p>Rounding and Estimating with Whole Numbers Eliminating Extra Information in Word Problems Solving Word Problems</p>

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<p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>	<p>Introduction to Problem Solving and Reasoning</p>	<p>What Are Arithmetic Patterns?</p>
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GEOMETRY 10%		
Standard	Aztec's Fundamentals Unit	Aztec's Fundamentals Lesson
<p>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. Sizes are compared directly or visually, not compared by measuring.</p>	Introduction to Geometry	Working With Plane Figures
		What Are Solid Figures?
<p>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>	Introduction to Geometry	Working With Plane Figures
<p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p>	Introduction to Geometry	Working With Plane Figures
<p>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>	Introduction to Geometry	Working With Plane Figures

MEASUREMENT AND DATA 28%		
Standard	Aztec’s Fundamentals Unit	Aztec’s Fundamentals Lesson
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.	Introduction to Measurement	Measuring Time
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.	Introduction to Measurement	Measuring Length and Distance
3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Introduction to Measurement	Measuring Liquid Volume and Masses of Objects
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Introduction to Measurement	Measuring Length and Distance
3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Introduction to Data Analysis	What Are Tables and Graphs?
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.	Introduction to Measurement	Measuring Length and Distance
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.	Introduction to Measurement	Measuring Length and Distance

Standard	Introduction to Data Analysis	What Are Line Plots?
3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.		
3.MD.5.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.	Introduction to Measurement	What is Area?
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.	Introduction to Measurement	Measuring Length and Distance
3.MD.7 Relate area to the operations of multiplication and addition.		
3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. ()	Introduction to Measurement	What is Area?
3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Introduction to Measurement	What is Area?
		Connecting Perimeter to Area
3.MD.7c 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.	Introduction to Mathematical Properties	What is the Distributive Property?
	Introduction to Measurement	What is Area?
3.MD.7d 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	Introduction to Measurement	What is Area?
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	Introduction to Measurement	Connecting Perimeter to Area

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the same area and different perimeters.		
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.	Introduction to Data Analysis	What Are Tables and Graphs?

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Key Ideas and Details (47%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Becoming a Good Reader	Stories About Social Media
		Stories About Holidays
4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Becoming a Good Reader	Stories About Cars
		Stories About Holidays
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Becoming a Good Reader	Stories About Social Media
		Stories About Holidays
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Becoming a Good Reader	Stories About Cars
		Stories About Holidays
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Understanding What You Read	Summarizing What You Read
		Reading Actively
	Looking at Stories	Reading Smarter
4.RI.2 Determine the the main idea of a text and explain how it is supported by key details; summarize the text.	Understanding What You Read	Summarizing What You Read
		Reading Actively
4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Understanding What You Read	Reading Actively

Craft and Structure (42%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Learning New Words	Abstract Words
	Looking at Stories	Figurative Language
5.RI.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject area.	Learning New Words	Formal Words
		Scientific Words
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Looking at Stories	Structure of Stories
5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Looking at Stories	Structure of Stories
5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	Looking at Stories	Point of View
5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Looking at Stories	Point of View

Integration of Knowledge and Ideas (11%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Understanding What You Read	Reading Actively
	Reading in Diverse Media Formats	Reading Graphics to Get Information
		Understanding Technology
5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Understanding What You Read	Reading Actively

TABE 11 & 12 LANGUAGE

Conventions of Standard English (44%)

Standard	Aztec's Foundations Unit	Aztec's Foundations Lesson
4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Grammar and Usage	Using Pronouns
		Using Adjectives and Adverbs
4.L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Grammar and Usage	Using Verbs
4.L.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Grammar and Usage	Using Verbs
4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Grammar and Usage	More about Adjectives and Adverbs
4.L.1.e Form and use prepositional phrases.	Grammar and Usage	Using Conjunctions, Prepositions, and Interjections
4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Sentence Skills	Good Sentence Structure
4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).	Grammar and Usage	Frequently Confused Words
		Using Negative Words

<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<p>5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>Grammar and Usage</p>	<p>Using Conjunctions, Prepositions, and Interjections</p>
<p>5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<p>Grammar and Usage</p>	<p>Using Verbs</p>
<p>5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>Grammar and Usage</p>	<p>Using Verbs</p>
<p>5.L.1.d Recognize and correct inappropriate shifts in verb tense.</p>	<p>Grammar and Usage</p>	<p>Using Verbs</p>
<p>5.L.1.e Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Grammar and Usage</p>	<p>Using Conjunctions, Prepositions, and Interjections</p>
<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>4.L.2.a Use correct capitalization.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Using Capital Letters</p>
<p>4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Using Commas</p>
<p>4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Using Commas</p>
<p>4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Spelling—Trouble Words</p>

<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>5.L.2.a Use punctuation to separate items in a series.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Using Commas</p>
<p>5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Using Commas</p>
<p>5.L.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Using Commas</p>
<p>5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Using Capital Letters</p>
<p>5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Capitalization, Punctuation, and Spelling</p>	<p>Spelling—Trouble Words</p>

Knowledge of Language (5%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Sentence Skills	Using Compound Sentence Parts and Modifiers
		Good Sentence Structure
		Expanding, Combining, and Reducing Sentences
5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Grammar and Usage	Using Words and Phrases for Effect

Vocabulary Acquisition and Use (26%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p>		
<p>4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	Grammar and Usage	Using Your Grammar Skills
<p>4.L.4.b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph).</p>	Grammar and Usage	Using Your Grammar Skills
<p>4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	Learning New Words	Words in a Thesaurus
	Reading in Diverse Media Formats	Using Dictionaries in Writing
<p>4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	Grammar and Usage	Using Words and Phrases for Effect
<p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	Grammar and Usage	Connecting Ideas

Text Types and Purposes (25%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	Paragraph Skills	Developing Paragraphs with Facts, Figures, and Reasons
5.W.1.b Provide logically ordered reasons that are supported by facts and details.	Paragraph Skills	Developing Paragraphs with Facts, Figures, and Reasons
5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Paragraph Skills	Developing Paragraphs with Facts, Figures, and Reasons
5.W.1.d Provide a concluding statement or section related to the opinion presented.	Paragraph Skills	Developing Paragraphs with Facts, Figures, and Reasons
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Paragraph Skills	Developing Paragraphs with Details and Examples
4.W.2.b	Paragraph Skills	Developing Paragraphs

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Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		with Details and Examples
4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Paragraph Skills	Developing Paragraphs with Details and Examples
4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Paragraph Skills	Developing Paragraphs with Details and Examples
4.W.2.e Provide a concluding statement or section related to the information or explanation presented.	Paragraph Skills	Developing Paragraphs with Details and Examples

TABE 11 & 12 MATHEMATICS

Numbers and Operations in Base Ten (15%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
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.	Numbers and Counting	The Meaning of Place Value
		Understanding Place Value
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	Numbers and Counting	The Meaning of Place Value
		Understanding Place Value
5.NBT.3 Read, write, and compare decimals to thousandths.		
5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right) + 2 \times \left(\frac{1}{1000}\right)$.	Numbers and Counting	The Meaning of Place Value
5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Using Decimals	Comparing Decimals
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Addition with Whole Numbers	Basic Addition of Whole Numbers with Carry Over Part 1
		Basic Addition of Whole Numbers with Carry Over Part 2
	Subtraction with Whole Numbers	Basic Subtraction of Whole Numbers with Borrowing Part 1

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		Basic Subtraction of Whole Numbers with Borrowing Part 2
		Basic Subtraction of Whole Numbers with Borrowing Part 3

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<p>5.NBT.4 Use place value understanding to round decimals to any place.</p>	<p>Using Decimals</p>	<p>Rounding Decimals (in progress)</p>
<p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>Multiplication with Whole Numbers</p>	<p>Basic Multiplication of Whole Numbers with Carry Over Part 1</p>
		<p>Basic Multiplication of Whole Numbers with Carry Over Part 2</p>
<p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p>	<p>Multiplication with Whole Numbers</p>	<p>Basic Multiplication of Whole Numbers with Carry Over Part 1</p>
		<p>Basic Multiplication of Whole Numbers with Carry Over Part 2</p>
<p>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.</p>	<p>Division with Whole Numbers</p>	<p>Basic Division of Whole Numbers</p>
		<p>Basic Division of Whole Numbers with Remainders</p>
<p>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. [Note from panel: Applications involving financial literacy should be used.]</p>	<p>Using Decimals</p>	<p>Adding and Subtracting Decimals (in progress)</p>
		<p>Multiplying and Dividing Decimals</p>

Number and Operations – Fractions (20%) <i>Note: Fractions are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.</i>		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ 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.	Using Fractions	Equivalent Fractions (in progress)
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	Using Fractions	Adding and Subtracting Fractions with Unlike Denominators
4.NF.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.		
4.NF.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Using Fractions	Adding and Subtracting Fractions with Same Denominators
		Adding and Subtracting Fractions with Unlike Denominators
4.NF.3.b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.	Using Fractions	Adding and Subtracting Fractions with Same Denominators
4.NF.3.c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Using Fractions	Adding and Subtracting Mixed Numbers

<p>4.NF.3.d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>Using Fractions</p>	<p>Adding and Subtracting Fractions with Same Denominators Adding and Subtracting Fractions with Unlike Denominators Adding and Subtracting Mixed Numbers</p>
<p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). 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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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?</p>	<p>Using Fractions</p>	<p>Dividing Fractions</p>
<p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>		
<p>4.NF.4.a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</p>	<p>Using Fractions</p>	<p>Multiplying Fractions</p>
<p>4.NF.4.b Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = \frac{(n \times a)}{b}$.)</p>	<p>Using Fractions</p>	<p>Multiplying Fractions</p>

<p>4.NF.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	Using Fractions	Multiplying Fractions
<p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	Using Fractions	Multiplying Two or More Fractions (in progress)
<p>5.NF.5 Interpret multiplication as scaling (resizing), by:</p>		
<p>5.NF.5.b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.</p>	Using Fractions	Multiplying Two or More Fractions (in progress)
<p>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.</p>	Using Fractions	Multiplying Two or More Fractions (in progress)
<p>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>	Using Decimals	Comparing Decimals
<p>5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>		
<p>5.NF.7.a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.</p>	Using Fractions	Dividing Fractions

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<p>5.NF.7.b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$.</p>	<p>Using Fractions</p>	<p>Dividing Fractions</p>
<p>5.NF.7.c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally? How many $\frac{1}{3}$-cup servings are in 2 cups of raisins?</p>	<p>Using Fractions</p>	<p>Dividing Fractions</p>

The Number System (5%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
<p>6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?</p>	Using Fractions	Dividing Fractions
<p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.</p>	Division with Whole Numbers	Using Divisibility Tests
		Basic Division of Whole Numbers
		Basic Division of Whole Numbers with Remainders
<p>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 $4(9 + 2)$.</p>	Factors and Multiples	Finding Factors

Ratios and Proportional Reasoning (3%)		
Standard	Aztec's Foundations Unit	Aztec's Foundations Lesson
6.RP.2 Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio a:b with $b \neq 0$, 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 $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	Introduction to Ratios and Proportions	Understanding Unit Rates (in progress)

Operations and Algebraic Thinking (12%)		
Standard	Aztec’s Foundations Unit	Aztec’s Foundations Lesson
4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Multiplication with Whole Numbers	Basic Multiplication of Whole Numbers with Carry Over Part 1
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Everyday Math Skills	Math Problems with Multiple Operations
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.	Preparing for Algebra	Writing Basic Equations
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.	Everyday Math Skills	Math Problems with Multiple Operations
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.	Factors and Multiples	Finding Factors
		Finding Multiples
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.	Preparing for Algebra	Introduction to Patterns

Expressions and Equations (15%)		
Standard	Aztec's Foundations Unit	Aztec's Foundations Lesson
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.	Preparing for Algebra	Writing Basic Equations
6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	Preparing for Algebra	Writing Basic Equations
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.	Preparing for Algebra	Writing Basic Equations
6.EE.2.a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$	Preparing for Algebra	Writing Basic Equations
6.EE.2.b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	Preparing for Algebra	Writing Basic Equations
6.EE.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.	Preparing for Algebra	Writing Basic Equations
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	Preparing for Algebra	Writing Basic Equations

<p>$6 + 3x$; 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>		
<p>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.</p>	Preparing for Algebra	Writing Basic Equations
<p>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.</p>	Preparing for Algebra	Writing Basic Equations
<p>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.</p>	Preparing for Algebra	Writing Basic Equations

Geometry (10%)		
Standard	Aztec's Foundations Unit	Aztec's Foundations Lesson
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Math with Geometry	Lines
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Math with Geometry	Lines
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.	Math with Geometry	Two Dimensional Figures (in progress)
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.	Math with Geometry	Nets of Three-Dimensional Figures (in progress)

Measurement and Data (15%)		
Standard	Aztec's Foundations Unit	Aztec's Foundations Lesson
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.	Math with Measurement	Problem Solving in Measurement
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. [Note from panel: Plots of numbers other than measurements also should be encouraged.]	Data Analysis	Reading and Creating Graphs and Charts
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.	Math with Measurement	Figures and Volume
4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:		
4.MD.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Math with Geometry	Angles and Measurement
5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	Math with Measurement	Figures and Volume
5.MD.5.a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication.	Math with Measurement	Figures and Volume

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<p>5.MD.5.b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>	<p>Math with Measurement</p>	<p>Figures and Volume</p>
<p>5.MD.5.c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>Math with Measurement</p>	<p>Figures and Volume</p>
<p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p>Math with Geometry</p>	<p>Angles and Measurement</p>
<p>4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>Math with Geometry</p>	<p>Angles and Measurement</p>

Statistics and Probability (5%)		
Standard	Aztec's Foundations Unit	Aztec's Foundations Lesson
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.	Data Analysis	Reading and Creating Graphs and Charts
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.	Data Analysis	Reading and Creating Graphs and Charts
6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Data Analysis	Reading and Creating Graphs and Charts

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TABE 11 & 12 READING		
Key Ideas and Details (47%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
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
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.	General Reading Skills	Inferences in Reading
6-8.RH.1 <i>Application:</i> cite specific textual evidence to support analysis of primary and secondary sources.	Specific Reading Skills	Reading Historical Documents
6-8.RST.1 <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts.	Specific Reading Skills	Reading Nonfiction
6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Specific Reading Skills	Reading Literature
6.RI.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.	General Reading Skills	Reading for Facts
6-8.RST.2 <i>Application:</i> 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	Drawing Conclusions in Reading
8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	General Reading Skills	Similarities and Differences
6-8.RH.3 <i>Application:</i> identify key steps in a text’s of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Specific Reading Skills	Reading Historical Documents
6-8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Specific Reading Skills	Reading Nonfiction

Craft and Structure (38%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
6.RL.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.	Specific Reading Skills	Reading Literature
6.RI.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.	Specific Reading Skills	Reading Historical Documents
	Specific Reading Skills	Reading Nonfiction
6.RL.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.	Specific Reading Skills	Reading Literature
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.	Specific Reading Skills	Reading Nonfiction
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).	Specific Reading Skills	Reading Historical Documents

Integration of Knowledge and Ideas (15%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
<p>6.RI.7 Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.</p>	Gathering Information	Reading Graphical Information
		Understanding Graphs
<p>6-8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	Gathering Information	Reading Graphical Information
		Understanding Graphs
<p>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.</p>	General Reading Skills	Understanding Actions and Results

TABE 11 & 12 LANGUAGE		
Conventions of Standard English (44%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
6.L.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).	Language Mechanics	Pronouns
6.L.1.b Use intensive pronouns. (e.g., myself, ourselves).	Language Mechanics	Pronouns
6.L.1.c Recognize and correct inappropriate shifts in pronoun number and person.	Language Mechanics	Pronouns
6.L.1.d Recognize and correct vague or unclear pronouns.	Language Mechanics	Pronouns
6.L.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Language Mechanics	Common Writing Issues
7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
7.L.1.a Explain the function of phrases and clauses in general and their function in specific sentences.	Language Mechanics	Common Writing Issues
7.L.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Language Mechanics	Capitalization and Punctuation
		Common Writing Issues
7.L.1.c	Language Mechanics	Common Writing

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Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		Issues
<p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<p>8.L.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	Language Mechanics	Nouns and Verbs
		Common Writing Issues
<p>8.L.1.b Form and use verbs in the active and passive voice.</p>	Language Mechanics	Nouns and Verbs
	Writing Skills	Style and Structure
<p>8.L.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	Language Mechanics	Nouns and Verbs
<p>8.L.1.d Recognize and correct inappropriate shifts in verb voice and mood.</p>	Language Mechanics	Nouns and Verbs
	Writing Skills	Style and Structure
<p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	Language Mechanics	Adjectives, Adverbs, and Other Parts of Speech
<p>6.L.2.b Spell correctly.</p>	Language Mechanics	IE - EI Words
		Problem Words

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<p>7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>7.L.2.a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>	Language Mechanics	Adjectives, Adverbs, and Other Parts of Speech
<p>7.L.2.b Spell correctly.</p>	Language Mechanics	IE - EI Words
		Problem Words
<p>8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>8.L.2.a Use punctuation (commas, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</p>	Language Mechanics	Capitalization and Punctuation
<p>8.L.2.b Use an ellipsis to indicate an omission.</p>	Language Mechanics	Capitalization and Punctuation
<p>8.L.2.c Spell correctly.</p>	Language Mechanics	IE - EI Words
		Problem Words

Knowledge of Language (10%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
6.L.3.a Vary sentence patterns for meaning, reader/listener interest, and style.	Writing Skills	Writing an Essay
		Style and Structure
6.L.3.b Maintain consistency in style and tone.	Writing Skills	Writing an Essay
		Style and Structure
7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
7.L.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Writing Skills	Language Selection

Vocabulary Acquisition and Use (23%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p>		
<p>6.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	Spelling and Vocabulary	Using Context Clues to Define Words
<p>6.L.4.b Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	Spelling and Vocabulary	Using Context Clues to Define Words
<p>6.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	General Reading Skills	Reading Literature
	Gathering Information	Using Reference Resources
<p>6.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	Spelling and Vocabulary	Using Context Clues to Define Words
<p>8.L.6 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Spelling and Vocabulary	Words to Know: Language Arts

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	Words to Know: Social Studies
	Words to Know: Science
	Words to Know: Math

Text Types and Purposes (23%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
7.W.1 Write arguments to support claims with clear reasons and relevant evidence.		
7.W.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Writing Skills	Writing Logical Arguments
		Creating an Outline
		Writing an Essay
		Organization
7.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Writing Skills	Writing Logical Arguments
		Writing an Essay
7.W.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Writing Skills	Language Selection
7.W.1.d Establish and maintain a formal style.	Writing Skills	Writing an Essay
		Style and Structure

<p>6-8.WHST.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p>		
<p>6-8.WHST.2.a 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.</p>	<p>Writing Skills</p>	Writing Logical Arguments
		Creating an Outline
		Writing an Essay
		Organization
<p>6-8.WHST.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Writing Skills</p>	Writing Logical Arguments
		Writing an Essay
<p>6-8.WHST.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Writing Skills</p>	Writing an Essay
		Style and Structure
<p>6-8.WHST.2.d Establish and maintain a formal style.</p>	<p>Writing Skills</p>	Language Selection
	<p>Spelling and Vocabulary</p>	Words to Know: Language Arts
		Words to Know: Social Studies

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		Words to Know: Science
		Words to Know: Math
<p>6-8.WHST.2.e Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Writing Skills	Writing an Essay
<p>6-8.WHST.2.f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p>	Writing Skills	<p>Style and Structure</p> <p>Writing Logical Arguments</p> <p>Creating an Outline</p> <p>Writing an Essay</p>

TABE 11 & 12 MATHEMATICS

The Number System (21%)

Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
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.	Positive and Negative Numbers	Using Positive and Negative Integers
		Problem Solving with Positive and Negative Numbers
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.		
6.NS.6.a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	Positive and Negative Numbers	Ordering of Decimals, Fractions, and Signed Numbers
6.NS.6.b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Functions and Graphs	Coordinate Geometry
6.NS.6.c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Positive and Negative Numbers	Ordering of Decimals, Fractions, and Signed Numbers
6.NS.7 Understand ordering and absolute value of rational numbers.		
6.NS.7.a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement	Positive and Negative Numbers	Ordering of Decimals, Fractions, and Signed Numbers

that -3 is located to the right of -7 on a number line oriented from left to right.		
6.NS.7.b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .	Positive and Negative Numbers	Ordering of Decimals, Fractions, and Signed Numbers Using Positive and Negative Integers
6.NS.7.c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.	Positive and Negative Numbers	Ordering of Decimals, Fractions, and Signed Numbers
6.NS.7.d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.	Positive and Negative Numbers	Ordering of Decimals, Fractions, and Signed 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.	Geometry	Finding the Distance between Two Points
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.1.a Describe situations in which opposite quantities combine to make 0. For example, if a check is written for the same amount as a deposit, made to the same checking account, the result is a zero increase or decrease in the account balance.	Positive and Negative Numbers	Adding and Subtracting Negative Numbers
7.NS.1.b Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Positive and Negative Numbers	Adding and Subtracting Negative Numbers

7.NS.1.c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Positive and Negative Numbers	Adding and Subtracting Negative Numbers
7.NS.1.d Apply properties of operations as strategies to add and subtract rational numbers.	Positive and Negative Numbers	Adding and Subtracting Negative Numbers
7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.		
7.NS.2.a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Positive and Negative Numbers	Multiplying and Dividing with Negative Numbers
7.NS.2.b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-\left(\frac{p}{q}\right) = \frac{(-p)}{q} = \frac{p}{(-q)}$. Interpret quotients of rational numbers by describing real-world contexts.	Positive and Negative Numbers	Multiplying and Dividing with Negative Numbers
7.NS.2.c Apply properties of operations as strategies to multiply and divide rational numbers.	Positive and Negative Numbers	Multiplying and Dividing with Negative Numbers
7.NS.2.d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats	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., 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.	Exponents and Radicals	Rational and Irrational Numbers

Ratios and Proportional Reasoning (10%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
<p>7.RP.1</p> <p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</p>	Ratios, Proportions, and Percentages	Understanding Unit Rates and Scaling
<p>7.RP.2</p> <p>Recognize and represent proportional relationships between quantities.</p>		
<p>7.RP.2.a</p> <p>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.</p>	Functions and Graphs	Graphing Lines
<p>7.RP.2.b</p> <p>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbals of proportional relationships. [Also see 8.EE.5]</p>	Functions and Graphs	Graphing Lines
<p>7.RP.2.c</p> <p>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 $t = pn$.</p>	Functions and Graphs	Graphing Lines
<p>7.RP.2.d</p> <p>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.</p>	Functions and Graphs	Graphing Lines
<p>6.RP.3</p> <p>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.</p>		

<p>6.RP.3.a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p>Ratios, Proportions, and Percentages</p>	<p>Equivalent Ratios</p>
<p>6.RP.3.b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p>	<p>Ratios, Proportions, and Percentages</p>	<p>Understanding Unit Rates and Scaling</p>
	<p>The Cost of Living</p>	<p>Understanding and Comparing Unit Prices</p>
<p>6.RP.3.c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>	<p>Ratios, Proportions, and Percentages</p>	<p>Percentages</p>
<p>6.RP.3.d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>Ratios, Proportions, and Percentages</p>	<p>Ratios</p>
<p>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. [Also see 7.G.1 and G.MG.2]</p>	<p>Ratios, Proportions, and Percentages</p>	<p>Percentages</p>
	<p>The Cost of Living</p>	<p>Understanding and Comparing Unit Prices</p>
		<p>Understanding Discounts</p>
<p>Metric Measurements</p>	<p>Changing Measurement Forms</p>	

Expressions and Equations (18%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3(-5) = 3(-3) = (1/3)3 = 1/27$. [Also see F.IF.8b]	Exponents and Radicals	Exponents
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.” [Also see A.SSE.2, A.SSE.3, A.SSE.3a, A.CED.4]	Ratios, Proportions, and Percentages	Percentages
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. [Also see A.REI.2]	Exponents and Radicals	Roots and Radicals
		Rational and Irrational Numbers
		Solving Basic Radical 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 $9 \frac{3}{4}$ inches long in the center of a door that is $27 \frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	Positive and Negative Numbers	Problem Solving with Positive and Negative Numbers
8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or	Exponents and Radicals	Exponents

<p>very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p>		
<p>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. [Also see A.CED.1 and A.REI.3]</p>		
<p>7.EE.4.a 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? [Also see A.CED.1 and A.REI.3]</p>	<p>Solving Linear Equations and Inequalities</p>	<p>Solving Two-Step Equations Solving Multi-Step Equations</p>
<p>7.EE.4.b Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. [Also see A.CED.1 and A.REI.3]</p>		<p>Problem Solving in Algebra</p>
<p>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. [Also see 7.RP.2b]</p>		<p>Solving Linear Equations and Inequalities</p>
<p>8.EE.8 Analyze and solve pairs of simultaneous linear equations.</p>		<p>Graphing Lines</p>
<p>8.EE.8.a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p>	<p>Functions and Graphs</p>	<p>Solving Systems of Equations by Substitution</p>
		<p>Solving Systems of Equations by Elimination</p>

<p>8.EE.8.b</p> <p>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. [Also see A.REI.6]</p>	<p>Functions and Graphs</p>	<p>Solving Systems of Equations by Substitution</p> <p>Solving Systems of Equations by Elimination</p>
<p>8.EE.8.c</p> <p>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.</p>	<p>Functions and Graphs</p>	<p>Solving Systems of Equations by Substitution</p> <p>Solving Systems of Equations by Elimination</p>

Functions (11%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
<p>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.</p>	Functions and Graphs	Graphing Lines
<p>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 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. [Also see F.BF.1 and F.LE.5]</p>	Functions and Graphs	Basics of Functions
		Graphing Lines
<p>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. [Also see A.REI.10 and F.IF.7]</p>	Functions and Graphs	Graphing Lines

Geometry (15%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
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. [Also see 7.RP.3]	Ratios, Proportions, and Percentages	Understanding Unit Rates and Scaling
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. [Also see G.SRT.5]	Geometry	Transformations on a Coordinate Plane
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.	Circles and 3D Objects	Circles
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. [Also see G.SRT.5]	Geometry	Transformations on a Coordinate Plane
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.	Geometry	Pairs of Angles
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. [Also see G.GMD.3]	Circles and 3D Objects	Problem Solving with 2D and 3D Objects
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	Pythagorean Theorem

8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Geometry	Pythagorean Theorem
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Statistics and Probability (22%)		
Standard	Aztec Pre-HSE Unit	Aztec Pre-HSE Lesson
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. [Also see S.ID.1]	Basics of Statistics	Introduction to Statistics
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 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.	Basics of Statistics	Sampling
		Measures of Central Tendency
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.	Basics of Statistics	Introduction to Statistics
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. [Also see S.ID.7]	Functions and Graphing	Graphing Lines
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 one chapter of a science book are generally longer or shorter than the	Basics of Statistics	Measures of Central Tendency

words in another chapter of a lower level science book. [Also see S.ID.3]		
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 like to cook and whether they participate actively in a sport. Is there evidence that those who like to cook also tend to play sports? [Also see S.ID.5]	Basics of Statistics	Introduction to Statistics
6.SP.5 Summarize numerical data sets in relation to their context, such as by:		
6.SP.5.d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	Basics of Statistics	Measures of Central Tendency
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.	Basics of Statistics	Basic Probability
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.7.a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Basics of Statistics	Basic Probability
7.SP.7.b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a	Basics of Statistics	Basic Probability

<p>chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p>		
<p>7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>		
<p>7.SP.8.a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>	<p>Basics of Statistics</p>	<p>Basic Probability</p>
<p>7.SP.8.b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>	<p>Basics of Statistics</p>	<p>Basic Probability</p>