ProLiteracy New Readers Press®

CCR Standards Comparison: TABE 11&12 vs. TABE 13&14

gray rows = standards removed from TABE 11&12 | white rows = standards added in TABE 13&14

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Standard Code	Standard	Emphasis Level	Reporting Category/ Domain
LANGUAGE E			
2.W.3	**2.W.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	High	Text Types and Purposes
2.L.1.c	**2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2.L.1.c) **2.L.1.c** Use reflexive pronouns (e.g., myself, ourselves).	Medium	Conventions of Standard English
3.L.3.a, c	**3.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3.L.3.a, 3.L.3.b) **3.L.3.a** Choose words and phrases to convey ideas precisely. **3.L.3.b** Choose punctuation for effect.	High	Knowledge of Language and Vocabulary
No standards have been subtracted from Language E.			
LANGUAGE M			
4.L.3.a,c	**4.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (4.L.3.a, 4.L.3.c) **4.L.3.a** Choose words and phrases to convey ideas precisely. **4.L.3.c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).	High	Knowledge of Language and Vocabulary
5.L.4	**5.I.4** Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5.L.4.a, 5.L.4.b, 5.L.4.c) **5.L.4.a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **5.L.4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). **5.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.	Medium	Knowledge of Language and Vocabulary

Standard Code	Standard	Emphasis Level	Reporting Category/ Domain
5.L.5	**5.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word. (5.L.5.a, 5.L.5.b, 5.L.5.c) **5.L.5.a** Interpret figurative language, including similes and metaphors, in context. **5.L.5.b** Recognize and explain the meaning of common idioms, adages, and proverbs. **5.L.5.c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Medium	Knowledge of Language and Vocabulary
4.L.6	**4.L.6** Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Medium	Vocabulary Acquisition and Use
LANGUAGE D			
7.W.2.b–f	**7.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7.W.2.b, 7.W.2.c, 7.W.2.d, 7.W.2.e, 7.W.2.f) **7.W.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **7.W.2.c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **7.W.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **7.W.2.e** Establish and maintain a formal style. **7.W.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.	High	Text Types and Purposes
8.W.2.a,c–f	**8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (8.W.2.a, 8.W.2.c, 8.W.2.d, 8.W.2.e, 8.W.2.f) **8.W.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **8.W.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **8.W.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **8.W.2.e** Establish and maintain a formal style. **8.W.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.	High	Text Types and Purposes
No standards have been subtracted from Language D.			
LANGUAGE A			
No standards have been added to Language A.			
No standards have been subtracted from Language A.			

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Standard Code	Standard	Emphasis Level	Reporting Category/ Domain
READING E			
2.L.4	**2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing f lexibly from an array of strategies. (2.L.4.a.RI/RL)** **2.L.4.a.RI/RL Use sentence-level context as a clue to the meaning of a word or phrase.**	High	Craft and Structure, Vocabulary Acquisition, and Use
3.L.5.a	**3.L.5** Demonstrate understanding of word relationships and nuances in word meanings. (3.L.5.a.RI, 3.L.5.a.RL) **3.L.5.a.RI/RL** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Medium	Craft and Structure, Vocabulary Acquisition, and Use
2.RI.5	**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.	Low	Craft and Structure
3.RI.6	**3.RI.6** Distinguish their own point of view from that of the author of a text.	Medium	Craft and Structure
3.RI.9	**3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.	Low	Integration of Knowledge and Ideas
2.RF.4.a,c	**2.RF.4** Read with sufficient accuracy and fluency to support comprehension. (2.RF.4.a, 2.RF.4.c) **2.RF.4.a** Read grade-level text with purpose and understanding. **2.RF.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Low	Reading Foundational Skills
2.RL.1	**2.RL.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	High	Key Ideas and Details
READING M			
5.RI.4	**5.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	High	Craft and Structure, Vocabulary Acquisition, and Use
5.RL.4	**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.	Medium	Craft and Structure, Vocabulary Acquisition, and Use
4.L.4.a	**4.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (4.L.4.a.RI/RL) **4.L.4.a.RI/RL** Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Low	Craft and Structure, Vocabulary Acquisition, and Use

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5.L.4.a,b	**5.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (5.L.4.a.RI/RL, 5.L.4.b.RI/RL) **5.L.4.a.RI/RL** Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **5.L.4.b.RI/RL** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).	Low	Craft and Structure, Vocabulary Acquisition, and Use
5.RI.1	**5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Low	Key Ideas and Details
5.RI.7	**5.RI.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Medium	Integration of Knowledge and Ideas
5.RI.9	**5.RI.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Medium	Integration of Knowledge and Ideas
4.RF.3.a	**4.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words. (4.RF.3.a) **4.RF.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	High	Reading Foundational Skills
5.RF.3	**5.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words. (5.RF.3.a) **5.RF.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	High	Reading Foundational Skills
READING D			
6.RI.5	**6.RI.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.	High	Craft and Structure, Vocabulary Acquisition, and Use
6.RL.5	**6.RL.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Low	Craft and Structure
6.L.4.a	**6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4.a.RI/RL) **6.L.4.a.RI/RL** 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.	Medium	Craft and Structure, Vocabulary Acquisition, and Use
6-8.RST.7	**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).	Low	Integration of Knowledge and Ideas
8.RI.9	**8.RI.9 Analyze** a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Low	Integration of Knowledge and Ideas
6-8.RH.1	**6-8.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources.	Low	Key Ideas and Details

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6-8.RST.2	**6-8.RST.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Low	Key Ideas and Details
6-8.RH.3	**6-8.RH.3** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Low	Key Ideas and Details
6-8.RST.3	**6-8.RST.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Low	Key Ideas and Details
6-8.RH.6	**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).	Low	Craft and Structure
READING A			
9-10.RH.1	**9-10.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Medium	Key Ideas and Details
9-10.RST.1	**9-10.RST.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Low	Key Ideas and Details
11-12.RST.2	**11-12.RST.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Low	Key Ideas and Details
9-10.RH.3	**9-10.RH.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Medium	Key Ideas and Details
9-10.RST.3	**9-10.RST.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	Medium	Key Ideas and Details
11-12.RI.7	**11-12.RI.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	High	Integration of Knowledge and Ideas
11-12.RI.9	**11-12.RI.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Low	Integration of Knowledge and Ideas
11-12.RL.6	**11-12.RL.6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Low	Craft and Structure
9-10.RH.6	**9-10.RH.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Low	Craft and Structure
11-12.L.4.a	**11-12.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (11-12.L.4.a.RI/RL) **11-12.L.4.a.RI/RL** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Medium	Craft and Structure, Vocabulary Acquisition, and Use

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MATH E			
3.MD.5.b	**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.5.b) **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.	Low	Measurement and Data
3.MD.6	**3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Medium	Measurement, Data, and Probability
3.MD.7	**3.MD.7** Relate area to the operations of multiplication and addition.	High	Measurement and Data
2.OA.2	**2.OA.2** Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers.	Medium	Algebraic Concepts
2.NBT.6	**2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.	Medium	Numbers and Operations in Base Ten
2.NBT.8	**2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Medium	Numbers and Operations
MATH M			
5.G.2	**5.G.2** Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Medium	Geometry
6.G.1	**6.G.1** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Low	Geometry
6.G.3	**6.G.3** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Medium	Geometry
6.G.4	**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.	Low	Geometry
4.MD.2	**4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams, such as number line diagrams, that feature a measurement scale.	Medium	Measurement, Data, and Probability

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4.MD.3	**4.MD.3** Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.	Medium	Measurement, Data, and Probability
5.MD.3	**5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5.MD.3.a, 5.MD.3.b) **5.MD.3.a** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **5.MD.3.b** A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	Medium	Measurement, Data, and Probability
5.MD.4	**5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Low	Measurement and Data
6.SP.3	**6.SP.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Low	Measurement, Data, and Probability
4.OA.4	**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.	Low	Operations and Algebraic Thinking
5.OA.2	**5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Medium	Algebraic Concepts
6.EE.1	**6.EE.1** Write and evaluate numerical expressions involving whole-number exponents.	Low	Algebraic Concepts
6.EE.3	**6.EE.3** Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6(4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	Low	Expressions and Equations
4.NBT.2	**4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Low	Numbers and Operations
4.NBT.5	**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.	Low	Number and Operations in Base Ten
5.NBT.2	**5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Medium	Numbers and Operations
5.NBT.3	**5.NBT.3** Read, write, and compare decimals to thousandths. (5.NBT.3.a, 5.NBT.3.b) **5.NBT.3.a** Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 * 100 + 4 * 10 + 7 * 1 + 3 * (1/10) + 9 * (1/100) + 2 * (1/1000) **5.NBT.3.b** Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Medium	Number and Operations in Base Ten

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5.NBT.4	**5.NBT.4** Use place value understanding to round decimals to any place.	Low	Number and Operations in Base Ten
5.NBT.6	**5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Low	Numbers and Operations
6.NS.1	**6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) / (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) / (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) / (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/square mi?	Low	The Number System
6.NS.3	**6.NS.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Low	Numbers and Operations
4.NF.3	**4.NF.3** Understand a fraction a/b with a > 1 as a sum of fractions 1/b. (4.NF.3.a, 4.NF.3.b, 4.NF.3.c, 4.NF.3.d) **4.NF.3.a** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **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: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. **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. **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.	Medium	Number and Operations—Fractions
4.NF.4	**4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4.a, 4.NF.4.b, 4.NF.4.c) **4.NF.4.a** Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product of 5 * (1/4), recording the conclusion by the equation 5/4 = 5 * (1/4). **4.NF.4.b** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 * (2/5) as 6 * (1/5), recognizing the product as 6/5. (In general, n + (a/b) = (n * a)/b.) **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 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?	Medium	Number and Operations—Fractions

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4.NF.6	**4.NF.6** Use decimal notation for fractions with denominators 10 or 100.	Low	Numbers and Operations
4.NF.7	**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.	Medium	Number and Operations—Fractions
5.NF.2	**5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2.	Low	Number and Operations—Fractions
5.NF.5.b	**5.NF.5** Interpret multiplication as scaling (resizing), by: (5.NF.5.b) **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 a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	Low	Number and Operations—Fractions
6.RP.1	**6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Low	Numbers and Operations
MATH D			
8.G.5	**8.G.5** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	Low	Geometry
8.G.8	**8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Low	Geometry
6.SP.5.a-c	**6.SP.5** Summarize numerical data sets in relation to their context, such as by: (6.SP.5.a, 6.SP.5.b, 6.SP.5.c) **6.SP.5.a** Reporting the number of observations. **6.SP.5.b** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. **6.SP.5.c** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Medium	Measurement, Data, and Probability
7.SP.1	**7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Medium	Measurement, Data, and Probability
7.SP.6	**7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	High	Measurement, Data, and Probability

Standard Code	Standard	Emphasis Level	Reporting Category/ Domain
7.SP.8.a,b	**7.SP.8** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7.SP.8.a, 7.SP.8.b) **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. **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.	Medium	Statistics and Probability
7.EE.1	**7.EE.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Low	Algebraic Concepts
8.EE.3	**8.EE.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 x 10^8 and the population of the world as 7 x 10^9, and determine that the world population is more than 20 times larger.	Low	Expressions and Equations
8.EE.4	**8.EE.4** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Low	Algebraic Concepts
8.EE.7	**8.EE.7** Solve linear equations in one variable.	Medium	Algebraic Concepts
8.F.1	**8.F.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Medium	Algebraic Concepts
7.NS.3	**7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.	Low	Numbers and Operations
7.RP.3	**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.	Low	Ratios and Proportional Relationships
MATH A			
A.CED.4	**A.CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	Low	Algebraic Concepts
A.REI.2	**A.REI.2** Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Low	Algebraic Concepts
A.REI.4	**A.REI.4** Solve quadratic equations in one variable.	Low	Algebra
A.REI.6	**A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Medium	Algebra

Standard Code	Standard	Emphasis Level	Reporting Category/ Domain
F.IF.4	**F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem.	Medium	Functions
F.IF.6	**F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Medium	Functions
F.IF.9	**F.IF.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	Low	Functions
F.LE.1.b	**F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions. (F.LE.1.b) **F.LE.1.b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Low	Algebraic Concepts
F.LE.5	**F.LE.5** Interpret the parameters in a linear or exponential function in terms of a context.	Low	Algebraic Concepts