

Mathletics

Mathletics Common Core State Standards Alignment

Supported by independent
evidence-based research and practice.



CCSS
ready



Powerful
reporting



Student
centered



Mathletics Common Core State Standards Alignment

One of the key concerns of the CCSSM is that in previous years, the approach to Mathematics in the USA has been 'a mile wide and an inch high'. The CCSSM aims to focus on the mastery of concepts, conceptual understanding, procedural skill and fluency. These aims are fully supported by the Mathletics program through adaptive and targeted exercises and problems across all content areas, without compromising rigor and progress to mastery.

The very design of Mathletics supports the spirit of the Common Core State Standards' approach to the teaching and learning of Mathematics, and it is by this design that student achievement and improvement goals are met. The headline Mathletics data shows a broad-brush improvement of 36.5% across all grades and states in the USA – however this figure does not detail how this improvement relates to real students and their real understanding of mathematic principles as outlined in the Common Core State Standards.

Districts and teachers who use Mathletics can rest assured that their teaching will be enhanced further through the transition to Common Core Standards by providing a fully aligned course for each State's adaptation. One of the many reasons teachers rate the popularity and effectiveness of Mathletics is the ability to personalize the experience and encourage self-directed learning in their classes without the attenuation of rigor or depth of content.



Mathletics Reinforces Principles of Mathematical Practice Standards

States implementing the Common Core State Standards (CCSS) must use programs that provide instruction for mathematical concepts and integrate the Standards for Mathematical Practice. Mathletics provides structure for the practice standards and guides teachers in their efforts to integrate the practice standards into the content standards, as mandated by the CCSS.

1. Make sense of problems and persevere in solving them



Mathletics incentivizes learning through curriculum points, awards, 'avatar' credits and visual performance indicators. Students are encouraged through the accumulation of points and performance indicators to review and repeat curriculum standards that have yet to be mastered. Students receive 10 points per question attempted in their CCSS activities. At the end of their assessments, students will be presented a graph indicating proficiency. Students are encouraged to repeat activities that have not yet been mastered. Activities repeated will earn additional points which go toward earning weekly achievement certificates.



Teachers can assign and re-assign activities to be learned, based on proficiency and/or curriculum topics discussed in class time. This can be done on an individual basis or assigned as a class activity.



Students can ask for 'help'. Questions in the activities contain a help feature that steps out a solution to the question. This feature allows a student to make sense of the question and to persevere in its solution.

2. Reason abstractly and quantitatively



Mathletics offers students a 'Problem Solving Center' where they can use abstract and quantitative reasoning to answer multi-step problems through a gaming format. These games allow students to use multiple learning modalities to enhance abstract thought and reasoning processes.



Mathletics offers students and teachers an Interactive Visual Glossary known as the 'Concept Search' that allows students and teachers to manipulate interactive tools in order to understand more advanced mathematical concepts, building up both reasoning and quantitative reasoning skills.



3. Construct viable arguments and critique the reasoning of others



Students and Teachers have the opportunity to work in a synchronous setting within the Mathletics portal. Projecting the e-Books and Interactive PDF's onto the classroom whiteboard/IWB devices, students and teachers can manipulate the digital learning environment, working together to construct viable arguments and critique the reasoning of others through discussion and manipulation of the virtual manipulatives.

4. Model with Math



Through the use of their 'Demonstrations Portal' teachers can model mathematical concepts. Each CCSS domain provides visual instruction and remediation that can be projected and integrated into the direct instruction per concept taught. Teachers can guide students following the hints and instructions provided to enhance the students learning experience.



Teachers can also use the Concept Search to model mathematical concepts and tools.

5. Use appropriate tools strategically



The Concept Search provides a glossary of terms and tools for students to use. These tools come with both definitions as well as visual representations of terms and usage. They are also coupled with related topics to make help students make connections between concept, definition and integration of tools.



Teachers can model the use of mathematical tools both visually and tactilely for students to understand appropriate use of each tool.



6. Attend to Precision

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Using the Demonstrations Portal, teachers can use instructional material to encourage students to communicate precisely with others and try to use clear mathematical language when discussing their reasoning.

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Live Mathletics offers students the opportunity to compete in real-time 60 second math challenges with students around the world, in their school or in their class. Students are paired with others based on their own levels of knowledge, speed and accuracy. Students are rewarded for improving their own high scores as well as winning each challenge. Efficient and accurate calculations (SMP 6) are supported by participation in Live Math. Students are encouraged to compete in multiple challenges to attend to precision and fluency. Students are offered ten levels of competitive difficulty and are ranked in each level on their speed and precision. Students are awarded avatar credits for achieving high scores, improving personal scores and winning challenges.

7. Look for and make use of structure

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Activities are organized down by domain and standard. Activities grouped under each domain contain a diagnostic assessment that measures a student's pre-knowledge. Students work through assigned standards-aligned activities grouped under the domain. Upon completion of all domain activities, students are assessed and measured based on performance and understanding of mathematical concepts and embedded practice standards. Throughout this process, students apply general mathematical rules to specific situations, look for the overall structure and patterns in mathematics, and learn to see complicated things as single objects or as being composed of several objects.

8. Look for and express regularity in repeated reasoning

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Students express regularity in repeated reasoning through attempting all activities in the Mathletics program. Through both curriculum activities as well as Live Mathletics challenges students repeat concepts and achieve mastery of each concept through the use of repeated reasoning.

CCSS Kindergarten			
Counting and Cardinality (CC)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Counting and Cardinality (CC)	K.CC.1	Count by Tens (#824) Making Numbers Count (#13) Numbers and Patterns pp. 1–16; 21–22; 24–26 Assessment pp. 61, problems 1–3 p. 62, problems 5–6 p. 63, problems 1–3 p. 64, problems 5–6 pp. 65, 66, problem 6 pp. 67–68 p. 69, problem 1 pp. 71–72 p. 81	
Counting and Cardinality (CC)	K.CC.2	Counting Forward (#9) Going Up (#10) <i>Something Harder: Counting Backward</i> (#8) Numbers and Patterns pp. 1–16; 21–22; 24–26 Assessment pp. 61, problems 1–3 p. 62, problems 5–6 p. 63, problems 1–3 p. 64, problems 5–6 pp. 65, 66, problem 6 pp. 67–68 p. 69, problem 1 pp. 71–72 p. 81 Math Problem Solving, Level 1 (Look for Patterns, Worksheet 8)	
Counting and Cardinality (CC)	K.CC.3	Order Numbers to 10 (#817) 1 to 30 (#6) Reading Numbers to 30 (#7) Numbers and Patterns pp. 1–16; 21–22; 24–26 Assessment pp. 61, problems 1–3 p. 62, problems 5–6 p. 63, problems 1–3 p. 64, problems 5–6 pp. 65, 66, problem 6 pp. 67–68 p. 69, problem 1 pp. 71–72 p. 81	
Counting and Cardinality (CC)	K.CC.4	How Many? (#1) Numbers and Patterns pp. 1–15; 18–24 Math Problem Solving, Level 1 (Open-ended, Worksheets 1, 2)	
Counting and Cardinality (CC)	K.CC.6	Who Has the Goods? (#82) More or Less? (#826) Numbers and Patterns pp. 18, 20, 22–23; 55–60 Operations with Number pp. 39–41	
Counting and Cardinality (CC)	K.CC.7	Numbers and Patterns pp. 18, 20, 22–23; 55–60 pp. 39–41	Operations with Number

Operations and Algebraic Thinking (OA)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Operations and Algebraic Thinking (OA)	K.OA.1	Operations with Number pp. 5–16; 18–32; 34–36; 38–41 Assessment pp. 45–52
Operations and Algebraic Thinking (OA)	K.OA.2	Simple Subtraction (#65) Model Subtraction (#820) Operations with Number pp. 5–16; 18–32; 34–36; 38–41 Level1 (P)
Operations and Algebraic Thinking (OA)	K.OA.3	Operations with Number pp. 5–16; 18–32; 34–36; 38–41 Level 2 (P)
Operations and Algebraic Thinking (OA)	K.OA.4	Operations with Number pp. 5–16; 18–32; 34–36; 38–41 Level 2 (P)
Operations and Algebraic Thinking (OA)	K.OA.5	Operations with Number pp. 5–16; 18–32; 34–36; 38–41
Measurement and Data (MD)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Measurement and Data (MD)	K.MD.1	Measurement pp. 1–19 Assessment pp. 36–41 Math Problem Solving, Level 1 (Look for Patterns, Worksheet 1)
Measurement and Data (MD)	K.MD.3	Sort It (#829) Operations with Numbers p. 37
	K.G.1	Where Is It? (#105) Space and Shape pp. 1–27 Assessment pp. 29–38
Geometry (G)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Geometry (G)	K.G.2	Collect the Shapes (#86) Collect the Shapes 1 (#87) Collect the Shapes 2 (#193)

CCSS Grade 1		
Operations and Algebraic Thinking (OA)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Operations and Algebraic Thinking (OA)	1.OA.1	Add and Subtract Using Graphs (#849) Operations with Numbers pp. 1–8, 11–17, 19–22, 24–28, 30–54 Assessment pp. 72–79, p. 80 Problems 2a-2b p.81 (Teacher Page) problems 2a-2b), 82–85, 86–87 Patterns and Relationships Assessment pp. 41, 44 Math Problem Solving, Level 1 (Work Backward, Worksheets 1, 2); (Read, plan, work, check, Worksheets 1-4); (Draw a diagram, Worksheet 3)
Operations and Algebraic Thinking (OA)	1.OA.2	Add Three 1-Digit Numbers (#134) Math Problem Solving, Level 1 (Open-ended, Worksheet 2)
Operations and Algebraic Thinking (OA)	1.OA.3	Addition Properties (#777) Commutative Property (#796) Adding In Any Order (#797) Operations with Numbers p. 23 (Commutative Property) Patterns and Relationships pp. 28–30
Operations and Algebraic Thinking (OA)	1.OA.4	Missing Numbers: Variables (#802) Missing Numbers (#173) Operations with Number p. 49
Operations and Algebraic Thinking (OA)	1.OA.6	Patterns and Relationships pp. 22–23 Level 1 (F)
Operations and Algebraic Thinking (OA)	1.OA.7	Patterns and Relationships pp. 17–21 pp. 26–27
Operations and Algebraic Thinking (OA)	1.OA.8	Missing Numbers (#173) Level 3 (P)
Number and Operation in Base Ten (NBT)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Number and Operation in Base Ten (NBT)	1.NBT.1	Making Big Numbers Count (#18) Numbers pp. 14–15, 17–19, 22–28, 30 Assessment pp. 72–83
Number and Operation in Base Ten (NBT)	1.NBT.2	Make Big Numbers Count (#808) Make Numbers Count (#818)
Number and Operation in Base Ten (NBT)	1.NBT.3	Compare Numbers to 20 (#833) Compare Numbers to 100 (#838)
Number and Operation in Base Ten (NBT)	1.NBT.4	Levels 2-4 (P)
Measurement and Data (MD)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Measurement and Data (MD)	1.MD.1	Comparing Length (#108) Everyday Length (#115) Measurement pp. 1; 4–8; 10–11 Assessment pp. 34–35
Measurement and Data (MD)	1.MD.2	How Long Is That? (Customary) (#632)

Measurement and Data (MD)	1.MD.3	Hour Times (#93) What Is the Time? (Something Harder) Measurement pp. 1; 4–8; 10–11 Time and Money Assessment pp. 40–41
Measurement and Data (MD)	1.MD.4	Chance and Data pp. 9–13; 16–17 Assessment pp. 26 (bar graph) p. 29 (Teacher page)
Geometry (G)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Geometry (G)	1.G.1	Space and Shape pp. 1–12; 19–25; 28–29 Assessment pp. 39–40, 42–43 (Teacher pages), pp. 45–46, 47–48 (Teacher pages)
Geometry (G)	1.G.2	Space and Shape pp. 13–14; 30
Geometry (G)	1.G.3	Halves and Quarters (#72)

CCSS Grade 2		
Operations and Algebraic Thinking (OA)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Operations and Algebraic Thinking (OA)	2.OA.1	Add Two 2-Digit Numbers (#138) Add Two 2-Digit Numbers : Regroup (#562) Complements to 50 and 100 (#1049) Simple Subtraction (#655) Operations with Number pp. 5–11, 13, 17, 19–23, 28–31, 33, 38–48; Assessment pp. 84–86, 87 (Teacher Page), 92, 93 (Teacher Page), 96, 97 (Teacher Guide) Patterns and Relationships pp. 25–26 Math Problem Solving, Level 1 (Read, plan, work and check, Worksheets 2-4)
Operations and Algebraic Thinking (OA)	2.OA.2	Add to 18 (#64) Addition Facts to 18 (#821) Basic Fact Families (#549) Model Addition (#810) Operations with Number pp. 1–4, 14–16, 26–27, 32, 34–37 Assessment pp. 80–83, 90, 91 (Teacher Page) pp. 94, 95 (Teacher Guide) Patterns and Relationships pp. 22–23, only problem 1a–d on p. 24, p. 25–35 Level 2 (F)
Operations and Algebraic Thinking (OA)	2.OA.3	Counting by Twos (#19) Classified as Something Easier for 2nd grade, 2.OA.3 Groups of Two (#22) Numbers pp. 1–2, 50–51 Math Problem Solving, Level 2 (Make a list, Worksheet 2)
Operations and Algebraic Thinking (OA)	2.OA.4	Groups of Three (#29) Groups of Four (#31) Groups of Five (#24) Operations with Number p. 18

Number and Operations in Base Ten (NBT)		Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC
Number and Operations in Base Ten (NBT)	2.NBT.1	Model Numbers (#846) Numbers pp. 7–8, 16; 19–32 Assessment pp. 70, 72, 74, 76 (Teacher Page) Operations with Number pp. 12, 24–25
Number and Operations in Base Ten (NBT)	2.NBT.2	Counting By Fives (#20) Counting By Tens (#21) Numbers pp. 1–6, 11, problem 2, 12–16, 33–34, pp. 41–43, pp. 45–49 (other than skip counting by 2) Assessment pp. 80–81, 82–83 (Teacher Pages) Patterns and Relationships pp. 11–13 Level 5 (P) Math Problem Solving, Level 1 (Make a list, Worksheet 4); (Draw a Diagram, Worksheet 14)
Number and Operations in Base Ten (NBT)	2.NBT.3	Numbers pp. 9–11, problem 1 Assessment pp. 71 (problems 3–4), 75, 77 (Teacher Page)
Number and Operations in Base Ten (NBT)	2.NBT.4	Which Is Bigger? (#1064) Which Is Smaller? (#1066) Numbers pp. 17–18 Assessment pp. 71 (problem 5), 73 (Teacher Page) Math Problem Solving, Level 1 (Make a list, Worksheet 1)
Number and Operations in Base Ten (NBT)	2.NBT.5	Magic Mental Addition (#131) Magic Mental Subtraction (#132) Add Two 2-Digit Numbers: Regroup (#562) Operations with Number pp. 19–22 Level 4 (F)
Number and Operations in Base Ten (NBT)	2.NBT.6	Add Three 2-Digit Numbers (#564) Add Three 2-Digit Numbers: Regroup (#566)
Number and Operations in Base Ten (NBT)	2.NBT.7	Add and Subtract Using Graphs (#849) 2-Digit Differences (#144) 2-Digit Differences : Regroup (#141) 3-Digit Differences (#241) 3-Digit Differences: Regroup (#583) 3-Digit Differences with Zeroes (#688) Operations with Numbers Assessment pp. 88, 89 (Teacher Page) Level 5 (P)
Number and Operations in Base Ten (NBT)	2.NBT.9	Math Problem Solving, Level 2 (Work backward, Worksheets 6, 7)
Measurement and Data (MD)		Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC
Measurement and Data (MD)	2.MD.1	Measurement pp. 6–9, 12 Assessment pp. 30, 32 (Teacher Page)
Measurement and Data (MD)	2.MD.3	Measurement pp. 2–5
Measurement and Data (MD)	2.MD.6	Operations with Numbers pp. 9, 17, 28, 37, 42, 48
Measurement and Data (MD)	2.MD.7	Five Minute Times (#850) What Is the Time? (#188)

		Time and Money pp. 14–24 Assessment pp. 41 (problems 6–7), 42, 45
Measurement and Data (MD)	2.MD.8	Using Fewest Coins to Make an Amount (#852) Count Money (#839) Count More Money (#851) Math Problem Solving, Level 1 (Open-ended, Worksheet 2); (Read, plan, work and check, Worksheets 3-6)
Measurement and Data (MD)	2.MD.9	Sorting Data (#91)
Measurement and Data (MD)	2.MD.10	Make Graphs (#837) Making Graphs (#83) Pictographs (#186) Chance and Data pp. 9–17, 22–23 Assessment pp.28, 30 (Teacher Page)
Geometry (G)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Geometry (G)	2.G.1	Collect the Polygons (#310) Space and Shape pp.4–8, 11–13 Assessment pp. 40 (problems 2–3), 41 (problems 4, 5 a-c), 42 (Teacher Page problems 2–3), 43 (Teacher Page problems 4, 5 a–c), 44–45, 47, 48 (Teacher Page)
Geometry (G)	2.G.3	Fractions (#825) Halves and Quarters (#72) Numbers p. 58 (halves) p. 59 problems 1a, 1b, 1d pp. 60–65 Assessment pp. 86, 88 (Teacher Page)

CCSS Grade 3		
Operations and Algebraic Thinking (OA)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Operations and Algebraic Thinking (OA)	3.OA.1	Groups of Two (#23) Groups of Three (#30) Groups of Four (#32) Groups of Five (#25) Groups of Six (#34) Groups of Seven (#36) Groups of Eight (#38) Groups of Nine (#40) Groups of Ten (#27) Multiplication and Division pp. 1–2, 4 (problems 4–6), 5, 8–18 Assessment pp 37–38 (problems 1-2) 1 [SMP 4]
Operations and Algebraic Thinking (OA)	3.OA.2	Divide into equal groups (#811) Multiplication and Division pp. 26–27 11 [SMP 4]
Operations and Algebraic Thinking (OA)	3.OA.3	Problems: Multiply and Divide (#153) I Am Thinking of a Number! (#304) Multiplication and Division p. 29, 32 14 [SMP 1] 36 [SMP 8]
Operations and Algebraic Thinking (OA)	3.OA.4	Times Tables (#1079) Fact Families: Multiply and Divide (#605) 21 [SMP 2] 43 [SMP 8] Level 4 (P)
Operations and Algebraic Thinking (OA)	3.OA.5	Arithmetic Laws (#691) Multiplication and Division

		p. 7 (zero and one properties) 6 [SMP 7] 32 [SMP 2] Levels 3-5 (P)
Operations and Algebraic Thinking (OA)	3.OA.6	17 [SMP 8] Levels 4, 5 (P)
Operations and Algebraic Thinking (OA)	3.OA.7	Dividing Threes (#47) Dividing Fours (#49) Dividing Fives (#44) Dividing Sixes (#51) Dividing Sevens (#53) Dividing Eights (#55) Dividing Nines (#57) Dividing Tens (#45) Operations: Division Facts (#48) Multiplication Facts (#146) Multiplication and Division pp. 30–31, 34–36 9 [SMP 8] 27 [SMP 8] 47 [SMP 8] Levels 4, 5 (F)
Operations and Algebraic Thinking (OA)	3.OA.8	Addition and Subtraction pp. 11–14 Reading and Understanding Whole Numbers pp. 21–22 Patterns and Relationship pp. 13–22 Assessment Patterns and Relationships pp. 27–28 24 [SMP 1] 50 [SMP 1] Math Problem Solving, Level 2 (Work backward, Worksheet 1)
Operations and Algebraic Thinking (OA)	3.OA.9	Multiplication and Division pp. 3, 6 Patterns and Relationships pp. 3–7, 9, 12 Assessment Patterns and Relationships pp. 23–24 (problems 2 and 3), 25–26 (problem 4) 45 [SMP 2] Level 6 (P) Math Problem Solving, Level 2 (Look for patterns, Worksheets 4-8)
Number and Operations in Base Ten (NBT)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Number and Operations in Base Ten (NBT)	3.NBT.1	Nearest Ten? (#70) Nearest Hundred (#127) Reading and Understanding Whole Numbers pp. 19–20, 23–25 Assessment pp. 31–32 18 [SMP 6]
Number and Operations in Base Ten (NBT)	3.NBT.2	Addition and Subtraction pp. 1–10, 15–40 Assessment pp. 49–62 4 [SMP 1] 30 [SMP 1] Level 5 (F)
Number and Operations in Base Ten (NBT)	3.NBT.3	41 [SMP 8]

Number and Operations – Fractions (NF)		Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC
Number and Operations – Fractions (NF)	3.NF.1	Halves and Quarters (#72) Fractions (#825) Fractions pp. 1–4, 6, 8–9, 11–12 Assessment pp. 26–27 Grade 7 eBook Fractions pp. 2-4 (introduction to proper fractions) 2 [SMP 4] Math Problem Solving, Level 2 (Draw a diagram, Worksheet 3)
Number and Operations – Fractions (NF)	3.NF.2	Fractions p. 10 Grade 7 eBook Fractions pp. 10-11 (fractions on a number line) 23 [SMP 4] Grade 7 eBook Fractions pp. 10-11 (fractions on a number line) 46 [SMP 4]
Number and Operations – Fractions (NF)	3.NF.3	Grade 7 eBook Fractions pp. 5-7 (introduction to equivalent proper fractions) 15 [SMP 4] 20 [SMP 4] 48 [SMP 7] Grade 7 eBook Fractions pp. 8-9 (introduction to improper fractions and mixed numbers) 34 [SMP 7] 8 [SMP 2] 39 [SMP 7]
Measurement and Data (MD)		Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC
Measurement and Data (MD)	3.MD.1	What Is the Time? (#188) Time Mentals (#335) Half Hour Times (#94) Elapsed Time (#336) Time pp. 1–12, 14 Assessment pp. 17–22 3 [SMP 5] 35 [SMP 1]
Measurement and Data (MD)	3.MD.2	Measurement pp. 16–18, 21–25 Assessment pp. 32–35 5 [SMP 6] 42 [SMP 1]
Measurement and Data (MD)	3.MD.3	Pictographs (#186) Bar Graphs 1 (#213) Making Graphs (#83) Bar Graphs 2 (#341) Chance and Data pp. 10–16, 21 Assessment pp. 26–29 7 [SMP 1] 25 [SMP 4] 44 [SMP 4] Math Problem Solving, Level 2 (Logical Reasoning, Worksheet 6)

Measurement and Data (MD)	3.MD.4	How Long Is That? (#632) Measure to the Nearest Half Inch (#731) 16 [SMP 5] 40 [SMP 5]
Measurement and Data (MD)	3.MD.5	Biggest Shape (#84) Equal Areas (#187) Measurement pp. 10, 12–15 Assessment pp. 30–31 19 [SMP 6] 31 [SMP 7]
Measurement and Data (MD)	3.MD.6	28 [SMP 4] Math Problem Solving, Level 2 (Draw a diagram, Worksheet 6)
Measurement and Data (MD)	3.MD.7	Area of Shapes (#183) Measurement pp. 11 13 [SMP 1] 22 [SMP 2] 37 [SMP 7] 49 [SMP 2]
Measurement and Data (MD)	3.MD.8	Perimeter: Squares and Rectangles (#320) Measurement Assessment p. 27 (problems 8–9) p. 29 (problems 8–9) 10 [SMP 2] 33 [SMP 1]
Geometry (G)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Geometry (G)	3.G.1	Shapes (#309) Collect the Shapes 1 (#87) Collect the Shapes 2 (#193) Space, Shape, and Position p. 8 Assessment pp. 31, 33 12 [SMP 7] 29 [SMP 6]
Geometry (G)	3.G.2	38 [SMP 4]

CCSS Grade 4		
Operations and Algebraic Thinking (OA)		
Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Operations and Algebraic Thinking (OA)	4.OA.1	4 [SMP 4] Math Problem Solving, Level 2 (Look for Patterns, Worksheets 1-8)
Operations and Algebraic Thinking (OA)	4.OA.2	Patterns and Algebra pp. 17–21 13 [SMP 2] 41 [SMP 1]
Operations and Algebraic Thinking (OA)	4.OA.3	Find the Missing Number 1 (#301) Find the Missing Number 2 (#302) 9 [SMP 30 [SMP 4] 47 [SMP 1] Levels 5, 6 (P) Math Problem Solving, Level 2 (Trial and Error, Worksheets 1-8), (Logical Reasoning, Worksheets 1-8)
Operations and Algebraic Thinking (OA)	4.OA.4	Prime or Composite (#257) Factors (#711) Multiples (#151) Prime Factorization (#547) Multiplication and Division pp. 11–12 Assessment pp. 47–48 (problems 4–5) Grade 7 eBook Whole Numbers pp. 25-28 (factor trees), 29-30 (greatest common factor), 31-32 (least common multiple) 17 [SMP 8] 35 [SMP 2]
Operations and Algebraic	4.OA.5	Increasing Patterns (#169) Decreasing Patterns (#171)

Thinking (OA)		Multiplication and Division pp. 15–16, 30–31 Patterns and Algebra pp. 1–12 Assessment pp. 22–25 Grade 7 eBooks Whole Numbers pp. 33–38 (Pascal’s Triangle) 22 [SMP 3] Level 6 (P) Math Problem Solving, Level 2 (Look for Patterns, Worksheets 1-8)
Number and Operations in Base Ten (NBT)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Number and Operations in Base Ten (NBT)	4.NBT.1	Addition and Subtraction pp. 1–27 Assessment pp. 42–51 Multiplication and Division pp. 13–14, 17–21, 29; 32–33, 40–44 Assessment pp. 49–50, 53–54 Grade 7 eBook Whole Numbers pp. 1-5 (place value) 6 [SMP 2]
Number and Operations in Base Ten (NBT)	4.NBT.2	Numbers from Words to Digits 1 (#121) Numbers from Words to Digits 2 (#122) Greater Than or Less Than (#125) Expanded Notation (#223) Place Value to Millions (#221) Expanding Numbers (#128) Reading and Understanding Whole Numbers pp. 1–16 Assessment pp. 25–28 Patterns and Algebra pp. 13–16 Assessment pp. 26-27 1 [SMP 6] 28 [SMP 2]
Number and Operations in Base Ten (NBT)	4.NBT.3	Reading and Understanding Whole Numbers pp. 17–18, 21– 24 Assessment pp. 29–30 39 [SMP 7]
Number and Operations in Base Ten (NBT)	4.NBT.4	Add Multi-Digit Numbers 2 (#781) Subtracting Colossal Columns (#240) Add Multi-Digit Numbers 1 (#798) Multiply: 1-Digit Numbers (#246) Adding Colossal Columns (#236) Addition and Subtraction pp. 28–35 Assessment pp. 52–55 8 [SMP 1] 20 [SMP 1] 42 [SMP 1] Level 5 (F)
Number and Operations in Base Ten (NBT)	4.NBT.5	Multiply: 1-Digit Number, Regroup (#603) Contracted Multiplication (#245) Multiply: 2-Digit Number, Regroup (#695) Multiply Multiples of Ten (#158) Multiplication and Division pp. 34–39 Assessment pp. 44–46, 47–48 (problems 1–3) 23 [SMP 1] 50 [SMP 1]
Number and Operations in Base Ten (NBT)	4.NBT.6	Divide: 1-Digit Divisor 1 (#800) Divide: 1-Digit Divisor 2 (#404) Multiplication and Division pp. 22–28, 55–56 Assessment pp. 51–52

		16 [SMP 1] 46 [SMP 7]
Number and Operations – Fractions (NF)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Number and Operations – Fractions (NF)	4.NF.1	Fractions pp. 3–9, 12–14 Assessment pp. 35–40 5 [SMP 3]
Number and Operations – Fractions (NF)	4.NF.2	33 [SMP 2]
Number and Operations – Fractions (NF)	4.NF.3	Add Like Fractions (#268) Subtract Like Fractions (#270) 10 [SMP 1] Add Like Mixed Numbers (#607) Subtract Like Mixed Numbers (#611) Subtract Mixed Numbers: Renaming (#599) Fractions pp. 15–21 19 [SMP 1] 44 [SMP 1] 7 [SMP 1] 32 [SMP 1]
Number and Operations – Fractions (NF)	4.NF.4	Fraction by Whole Number (#275) 26 [SMP 4] 14 [SMP 7] 21 [SMP 2] 49 [SMP 1]
Number and Operations – Fractions (NF)	4.NF.5	24 [SMP 8]
Number and Operations – Fractions (NF)	4.NF.6	Decimals to Fractions 1 (#278) Decimals to Fractions 2 (#389) Fractions pp. 24–28 Assessment pp. 41–42 38 [SMP 2]
Number and Operations – Fractions (NF)	4.NF.7	Decimal Order 1 (#280) 2 [SMP 2] 29 [SMP 3]
Measurement and Data (MD)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Measurement and Data (MD)	4.MD.1	Inches, Feet, Yards (#853) Ounces and Pounds (#854) Cups, Pints, Quarts, Gallons (#855) Meters and Kilometers (#784) Customary Units of Length (#722) Converting cm and mm (#181) Customary Units of Capacity (#729) Milliliters and Liters (#179) Centimeters and Millimeters (#806) Converting Units of Length (#318) Centimeters and Meters (#180) Kilogram Conversions (#222) Grams and Kilograms (#177) Customary Units of Weight 1 (#727) Customary Units of Weight 2 (#774) Converting Units of Mass (#333) Length, Perimeter and Area pp. 1–2, 5–7 Assessment pp. 23–24 Time pp. 8 (conversions) Volume, Capacity and Mass pp. 1–4, 10–12 Assessment pp. 14–15 (problems 1–3) pp. 16–17 3 [SMP 4] 31 [SMP 7] Level 6 (P)
Measurement and Data (MD)	4.MD.2	Addition and Subtraction pp. 36–41 (Note: change art and problems to use U.S. currency) Assessment pp. 56–59 Length, Perimeter and Area pp. 3–4 Assessment

		pp. 25–28 Volume, Capacity and Mass pp. 6–9, 13 12 [SMP 1] 40 [SMP 1]
Measurement and Data (MD)	4.MD.3	Perimeter: Squares and Rectangles (#320) Area: Squares and Rectangles (#325) Area of Shapes (#183) Length, Perimeter and Area pp. 8–22 Grade 7 eBook Area and Perimeter pp. 1-10 (perimeter/ area of squares and rectangles) 18 [SMP 2] 48 [SMP 7] Math Problem Solving, Level 3 (Open-ended problem solving, Worksheets 2, 3)
Measurement and Data (MD)	4.MD.4	Chance and Data pp. 12–14, 19 Assessment pp. 34–35 37 [SMP 4]
Measurement and Data (MD)	4.MD.5	Comparing Angles (#114) Labeling Angles (#395) Space, Shape and Position p. 2 Measuring Angles (#230) Space, Shape and Position p. 2 Grade 7 eBook Angles pp. 1-36 15 [SMP 7] Grade 7 eBook Angles pp. 1-36 34 [SMP 7]
Measurement and Data (MD)	4.MD.6	Grade 7 eBook Angles pp. 1-36 45 [SMP 5]
Measurement and Data (MD)	4.MD.7	Grade 7 eBook Angles pp. 1-36 25 [SMP 7]
Geometry (G) Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC		
Geometry (G)	4.G.1	What Line Am I? (#68) Space, Shape and Position p. 1 Assessment pp. 25 and 27 (problems 1–2) 11 [SMP 7]
Geometry (G)	4.G.2	Collect the Shapes 1 (#87) Collect the Shapes 2 (#193) Shapes (#309) Space, Shape and Position pp. 3–7 Grade 7 eBook Angles and Polygons pp. 1-5 (Angle Sum of a Triangle), 6-9 (Angle Sum of a Quadrilateral), 10-13 (Angle Sum of a Polygon) Polygons pp. 19-24 (properties of shapes) 43 [SMP 6]
Geometry (G)	4.G.3	Symmetry or Not? (#135) Space, Shape and Position pp. 8–9 Assessment

		pp. 25 and 27 (problem 3) Grade 7 eBook Polygons pp. 2-18 (Symmetry) 27 [SMP 6]
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CSS Grade 5		
Operations and Algebraic Thinking (OA)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Operations and Algebraic Thinking (OA)	5.OA.1	Order of Operations 1 (#255) 36 [SMP 7] Level 6 (P)
Operations and Algebraic Thinking (OA)	5.OA.2	Patterns and Algebra pp. 13–28 Assessment pp. 35–36 14 [SMP 4] Math Problem Solving, Level 3 (Open-ended problem solving, Worksheet 1)
Operations and Algebraic Thinking (OA)	5.OA.3	Table of Values (#300) Pick the Next Number (#298) Describing Patterns (#299) Patterns and Algebra pp. 1–12 (patterns and functions) Assessment pp. 29–32 8 [SMP 3] Level 6 (P) Math Problem Solving, Level 2 (Look for Patterns, Worksheets 1-8)
Number and Operation in Base Ten (NBT)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Number and Operation in Base Ten (NBT)	5.NBT.1	Place Value to Millions (#221) Place Value to Billions (#778) Multiplication and Division pp. 3-4, 13 Assessment pp. 38, 40 Reading and Understanding Whole Numbers pp. 9-15 Grade 7 eBooks Decimals pp. 2-4 (place value) Whole Numbers pp. 2-5 (place value) 1 [SMP 2] 30 [SMP 2]
Number and Operation in Base Ten (NBT)	5.NBT.2	Multiplying by 10, 100, 1000 (#159) Multiply Decimals 10, 100, 1000 (#287) Divide by Powers of 10 (#290) Grade 7 eBook Decimals pp. 10-12 (x and ÷ by powers of ten) 17 [SMP 3] 34 [SMP 3] Level 6 (P)

Number and Operation in Base Ten (NBT)	5.NBT.3	Decimals From Words to Digits 1 (#701) Decimals From Words to Digits 2 (#780) Multiplication and Division pp. 20–21 Fractions, Decimals and Percentages Assessment pp. 43, 45 pp. 44, 46 (problem 1) Decimals From Words to Digits 1 (#701) Decimals From Words to Digits 2 (#780) 22 [SMP 7] Decimal Order (#279) Decimal Order 1 (#280) Decimal Order 2 (#676) 45 [SMP 8]
Number and Operation in Base Ten (NBT)	5.NBT.4	Rounding Decimals (#393) Grade 7 eBook Decimals pp. 5-7 (rounding) 28 [SMP 6]
Number and Operation in Base Ten (NBT)	5.NBT.5	Long Multiplication (#248) Multiplication and Division pp. 1–2, 5–8, 11–12 , 20–23, 31–32 Assessment pp. 43–44 (problem 1) 11 [SMP 1] 40 [SMP 1] Level 5 (F)
Number and Operation in Base Ten (NBT)	5.NBT.6	Divide: 2-Digit Divisor, Remainder (#801) Multiplication and Division pp. 14–17, 24–28 Assessment pp. 41–42, 43–44 (problem 2 and 3b) 25 [SMP 7]
Number and Operation in Base Ten (NBT)	5.NBT.7	Add Decimals 1 (#585) Add Decimals 2 (#284) Subtract Decimals 1 (#588) Subtract Decimals 2 (#286) Decimal by Whole Number (#293) Decimal by Decimal (#367) Divide Decimal by Whole Number (#663) Divide Decimal by Decimal (#665) Fractions, Decimals and Percentage pp. 30–33 Assessment pp. 48, 50 (decimal addition and subtraction) Grade 7 ebook Decimals pp. 21–21 (+ and – decimals), 24–25 (x decimals), 26–27 (÷ with decimals) 6 [SMP 1] 20 [SMP 1] 37 [SMP 1] 50 [SMP 7] Level 6 (P)
Number and Operations – Fractions (NF)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Number and Operations – Fractions (NF)	5.NF.1	Add Like Fractions (#268) Add Like Mixed Numbers (#607) Add Unlike Fractions (#272) Add Unlike Mixed Numbers (#374) Subtract Like Fractions (#270) Subtract Unlike Fractions (#274) Subtract Like Mixed Numbers (#611) Subtract Unlike Mixed Numbers (#619) Grade 7 eBook Fractions pp. 18–21 (adding and subtracting fractions with unlike denominators), 5 [SMP 1] 32 [SMP 1]
Number and Operations – Fractions (NF)	5.NF.2	Fractions, Decimals and Percentage pp. 26 (problem 3), 27 (problem 6), 29 (problem 2) 15 [SMP 1]

		42 [SMP 3]
Number and Operations – Fractions (NF)	5.NF.3	Grade 7 eBook Fractions pp. (multiply and divide fractions) 21 [SMP 4] 47 [SMP 1]
Number and Operations – Fractions (NF)	5.NF.4	Fraction by Whole Number (#275) Multiply: Whole Number and Fraction (#649) Fractions, Decimals and Percentage pp. 4, 8 9 [SMP 7] 35 [SMP 8]
Number and Operations – Fractions (NF)	5.NF.5	49 [SMP 3] 23 [SMP 3]
Number and Operations – Fractions (NF)	5.NF.6	Grade 7 eBook Fractions pp. 35-37 (word problems with fractions) 13 [SMP 1] 39 [SMP 8] Math Problem Solving, Level 3 (Draw a Diagram, Worksheets 7-8)
Number and Operations – Fractions (NF)	5.NF.7	44 [SMP 1] 29 [SMP 4] 7 [SMP 1] 27 [SMP 1]
Measurement and Data (MD)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Measurement and Data (MD)	5.MD.1	Converting Units of Length (metric conversions) (#318) Customary Units of Length (customary conversions) (#772) Operations with Length (441) Meters and Kilometers (#784) Customary Units of Weight 1 (#727) Customary Units of Weight 2 (#774) Milliliters and Liters (#179) Customary Units of Capacity (#729) Capacity Addition(#332) Converting Units of Mass (#333) Mass Addition (#334) Perimeter and Area pp. 1–2, 5, 9 (conversions) Assessment, pp. 33–34, 35–36 (problems 1–2, conversions) Volume, Capacity and Mass Assessment pp. 17–18 (problems 1–2, 6, conversions), 19–20 (conversions) 2 [SMP 1] 18 [SMP 1] 31 [SMP 1] 48 [SMP 1] Levels 5, 6 (P)
Measurement and Data (MD)	5.MD.2	24 [SMP 4] 46 [SMP 1]

Measurement and Data (MD)	5.MD.3	Volume: Rectangular Prisms 1 (#330) Volume: Rectangular Prisms 2 (#483) Volume, Capacity, and Mass pp. 3, 5-6 Assessment pp. 17-18 (problems 3, 4) Volume, Capacity, and Mass pp. 3, 5-6 Assessment pp. 17-18 (problems 3, 4) 4 [SMP 6] 12 [SMP 6] Level 7 (P) Volume, Capacity, and Mass pp. 3, 5-6 Assessment pp. 17-18 (problems 3, 4) Level 7 (P)
Measurement and Data (MD)	5.MD.4	Volume, Capacity, and Mass pp. 3, 5-6 Assessment pp. 17-18 (problems 3, 4) 33 [SMP 8]
Measurement and Data (MD)	5.MD.5	Volume, Capacity and Mass pp. 7-8 (real-world volume) 10 [SMP 4] Volume: Rectangular Prisms 1 (#330) Volume: Rectangular Prisms 2 (#483) Volume, Capacity and Mass p. 4 19 [SMP 8] 41 [SMP 8] 38 [SMP 1]
Geometry (G)		
Benchmark Assessment (currently named Test)		
See Student Center		
Summative Assessment: Click on Challenger within the TC		
Geometry (G)	5.G.1	Coordinate Graphs: 1st Quadrant (#713) Position pp. 7-12 Grade 7 eBook The Number Plane pp. 2-5 (grid plane), 6-8 (axes and coordinates), 9-12 (plotting tables of values) 3 [SMP7]
Geometry (G)	5.G.2	Grade 7 eBook The Number Plane pp. 15-18 (fees and charges) 26 [SMP 2]
Geometry (G)	5.G.3	Geometry pp. 7-8, 10-15 Assessment pp. 37-40 Grade 7 eBook Angles and Polygons pp. 1-5 (Angle Sum of a Triangle), 6-9 (Angle Sum of a Quadrilateral), 10-13 (Angle Sum of a Polygon) 43 [SMP 3] Math Problem Solving, Level 3 (Draw a diagram, Worksheet 4)
Geometry (G)	5.G.4	Geometry p. 9 16 [SMP 6]

CCSS Grade 6		
Ratio and Proportional Relationships (RP)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Ratio and Proportional Relationships (RP)	6.RP.1	Ratios (#500) Word Problems (#505) Using Similar Triangles (#497) Solve Proportions (#707) Dividing a Quantity in a Ratio (#502) 1 [SMP 4] 31 [SMP 7] Level 7 (P)
Ratio and Proportional Relationships (RP)	6.RP.2	Rates (#705) 14 [SMP 7] 47 [SMP 1]
Ratio and Proportional Relationships (RP)	6.RP.3	Rate Word Problems (#504) Table of Values (#300) Pick the Next Number (#298) Grade 7 eBook The Number Plane pp. 9-12 (plotting tables of values) 18 [SMP 2] 51 [SMP 8] 26 [SMP 1] 60 [SMP 1] Fractions, Decimals and Percentages pp. 17-18, 20, 23-27 Assessment pp. 50 and 52 (problem 10), 53 and 54 (problems 3-4) Grade 7 eBook Percentages pp. 13-16 (percentage of an amount), 17-19 (percentages greater than 100%) 6 [SMP 1] 35 [SMP 1]
Ratio and Proportional Relationships (RP)	6.RP.3.d	21 [SMP 1] 56 [SMP 1]
The Number System (NS)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
The Number System (NS)	6.NS.1	Divide Whole Number by Fraction (#645) Divide Fractions by Fractions 1 (#378) Dividing Fractions Divide by Powers of Ten (#290) 7 [SMP 1]
The Number System (NS)	6.NS.2	Divide: 1-Digit Divisor 2 (#404) Divide: 2-Digit Divisor, Remainder (#801) Divisibility Tests (#407) Multiplication and Division pp. 11, 12, 16-17, 18 (problems 1b, 1c, 1e), 19 Assessment pp. 31, 33 23 [SMP 1] Level 6 (F)
The Number System (NS)	6.NS.3	Adding Decimals (#283) Subtracting Decimals (#285) Decimal by Decimal (#366) Divide Decimal by Decimal (#665) Divide Decimal by Whole Number (#663) Addition and Subtraction pp. 1-8, 12, 14, 15, 24, 25, 26 Assessment pp. 29-30 (problem 2), 31-34 (problem 1c), 35, 36 (problems g-i) Multiplication and Division p. 6 (problem 2) Assessment pp. 27, 29 (problems 3d-f, 4a), 28, 30 (decimal operations), 31, 33 (problem 3c), 32, 34 (problem 5c) Fractions, Decimals and Percentages pp. 33-44 Assessment pp. 56, 57, 59, 60 Grade 7 eBooks Decimals

		pp. 21-21 (+ and – decimals), 24-25 (x decimals), 26-27 (÷ with decimals) Whole Numbers pp. 6-17 (adding, subtracting, multiplying, and dividing whole numbers) 46 [SMP 1] Level 6 (F)
The Number System (NS)	6.NS.4	Greatest Common Factor (#384) Multiplication and Division pp. 9–10 Fractions, Decimals and Percentages pp. 4–5 Assessment pp. 45 and 47 (problems 4–5) Reading and Understanding Whole Numbers pp. 11–12, 13 (problem 1) Assessment pp. 27 and 29 (problems 4–5) Grade 7 eBook Whole Numbers pp. 18-19 (divisibility tests), 25-28 (factor trees), 29-30 (greatest common factor), 31-32 (least common multiple), 33-38 (Pascal’s Triangle) 39 [SMP 1]
The Number System (NS)	6.NS.5	Add Integers (#277) More with Integers (#382) Reading and Understanding Whole Numbers p. 9 (problem 1) Assessment pp. 27 and 29 (problems 2–3) 59 [SMP7]
The Number System (NS)	6.NS.6	Negative or Positive? (#351) Reading and Understanding Whole Numbers p. 10 Assessment pp. 27 and 29 (problem 1) Grade 7 eBook The Number Plane pp. 19-23 (more axes and coordinates) 16 [SMP 7] Pairs (#533) Graphing from a Table of Values 2 (#536) Grade 7 eBook The Number Plane pp. 19-23 (more axes and coordinates) 41 [SMP 7] 27 [SMP 4]
The Number System (NS)	6.NS.7	Ordering Integers (#1048) Absolute Value (#647) Comparing Integers (#381) 13 [SMP 7] 50 [SMP 2] Reading and Understanding Whole Numbers p. 9 (problem 2) 33 [SMP 2] 55 [SMP 7]
The Number System (NS)	6.NS.8	Grade 7 eBook The Number Plane pp. 24-29 9 (interesting applications) 29 [SMP 1]
Expressions and Equations (EE)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Expressions and Equations (EE)	6.EE.1	Index (exponent) Notation and Algebra (#461) Index (exponent) Form to Numbers (#584) Reading and Understanding Whole Numbers pp. 2 (problems 4–5), 4 (problem 3) Assessment pp. 25 and 26 (problems 5–6) Grade 7 eBook

		Whole Numbers pp.20-22 (exponent notations), 23-23 (square roots and cube roots), 11 [SMP 7] 42 [SMP 8]
Expressions and Equations (EE)	6.EE.2	Simple Substitution 1 (#424) Simple Substitution 2 (#669) Patterns and Algebra pp. 18–25, 26–29, 31–33, 36 (problem 4), 40–41 Assessment pp. 48–51 Grade 7 eBook Equations pp. 1-3 Level 8 (P) Math Problem Solving, Level 3 (Look for Patterns, Worksheets 1-8)
Expressions and Equations (EE)	6.EE.2. a	Find the Function Rule (#435) 2 [SMP 2] Level 6 (P) Math Problem Solving, Level 3 (Open-ended problem solving, Worksheet 6)
Expressions and Equations (EE)	6.EE.2. b	Grade 7 eBook Simplifying Algebra pp. 1-3 44 [SMP 7] Level 6 (P)
Expressions and Equations (EE)	6.EE.2.c	Integers: Order of Operations (#414) 19 [SMP 1] 53 [SMP 7]
Expressions and Equations (EE)	6.EE.3	Patterns and Algebra pp. 36 (problems 1–3), 37–39 30 [SMP 7]
Expressions and Equations (EE)	6.EE.4	Patterns and Algebra p. 30 22 [SMP 7]
Expressions and Equations (EE)	6.EE.5	Write an Equation: Word Problems (#792) I Am Thinking of a Number (#304) Writing Equations (#476) Find the Missing Number 1 (#301) Function Rules and Tables (#438) Grade 7 eBook Equations pp. 8-10 Grade 8 eBook Inequalities pp. 8-10 (solving one-step inequalities) 15 [SMP 1] 48 [SMP 8] Level 7 (P)
Expressions and Equations (EE)	6.EE.6	Grade 7 eBook Equations pp. 30-31 5 [SMP 2]
Expressions and Equations (EE)	6.EE.7	9 [SMP 4] 37 [SMP 1] Level 8 (P)
Expressions and Equations (EE)	6.EE.8	Grade 8 eBook Inequalities pp. 1-3 (inequality signs), 4-7 (inequalities on a number line) 28 [SMP 8] 57 [SMP 4]
Expressions and Equations (EE)	6.EE.9	34 [SMP 4]
Geometry (G)		
Benchmark Assessment (currently named Test)		
See Student Center		
Summative Assessment: Click on Challenger within the TC		
Geometry (G)	6.G.1	Area: Parallelograms (#739)

		<p>Area: Compound Figures (#445) Area: Triangles (#328) Length, Perimeter and Area pp. 20–22, 26 Assessment pp. 40 and 42 (problems 5 and 6)</p> <p>Grade 7 eBook Area and Perimeter pp. 11-17 8 [SMP 8] 24 [SMP 1] 38 [SMP8] 52 [SMP 1] Levels 9, 10 (P)</p>
Geometry (G)	6.G.2	<p>Volume, Capacity and Mass pp. 3, 4 (problem 3), 5–6 Assessment pp. 17 and 18 (problems 4–5) 17 [SMP 1] 45 [SMP8]</p>
Geometry (G)	6.G.3	<p>12 [SMP 8] 32 [SMP 1] 58 [SMP 1]</p>
Geometry (G)	6.G.4	<p>Geometry pp. 28, 31 Assessment pp. 48 and 50 (problem 4) 4 [SMP 8] 40 [SMP 8]</p>
Statistics and Probability (SP)	Benchmark Assessment (currently named Test)	
	See Student Center	
	Summative Assessment: Click on Challenger within the TC	
Statistics and Probability (SP)	6.SP.1	<p>Data Representation pp. 29–30 (problems 5a, 5b), 37, 38 20 [SMP 2]</p>
Statistics and Probability (SP)	6.SP.2	<p>Data Representation pp. 20–21, 22 36 [SMP 1]</p>
Statistics and Probability (SP)	6.SP.3	<p>43 [SMP 2]</p>
Statistics and Probability (SP)	6.SP.4	<p>Data Representation pp. 11–19, 39 Assessment pp. 46–49, 53 and 55 (top graph) 25 [SMP 4]</p>
Statistics and Probability (SP)	6.SP.5	<p>Data Representation p. 36 3 [SMP 1] Data Representation pp. 32–34 Math Problem Solving, Level 3 (Open-ended problem solving, Worksheet 5) Mean (#358) Median (#360) Mode; (#361) Median from Frequency (#364) Data Representation pp. 23–28 Assessment pp. 50–51 10 [SMP 3] 49 [SMP 1] 54 [SMP 2]</p>

CCSS Grade 7		
Ratios and Proportional Relationships (RP)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Ratios and Proportional Relationships (RP)	7.RP.1	Ratios (#500) Equivalent Ratios (#501) Ratio Word Problems (#506) Rates (#705) Rate Word Problems (#504) Converting Rates (#592) 17 [SMP 1] 43 [SMP 1]
Ratios and Proportional Relationships (RP)	7.RP.2	Pattern Rules and Tables (#437) Find the Pattern Rule (#435) Dividing a Quantity in a Ratio (#502) Wages and Salaries (#594) Best Buy (#606) Purchase Options (#604) Graphing from a Table of Values (#535) $y = ax$ (#917) Reading Values from a Line (#538) 20 [SMP 7] 50 [SMP 7] Function Rules and Tables (#438) Determining a Rule for a Line (#539) Direct Variation (#930) 7 [SMP 2] 54 [SMP 2] 25 [SMP 2] 48 [SMP 2]
Ratios and Proportional Relationships (RP)	7.RP.3	Calculating Percentages (#294) Percentage of a Quantity (#387) Percent Increase and Decrease (#717) Percentage Error (#891) Percentage Word Problems (#422) Solve Percent Equations (#715) Unitary Method (#894) Piecework and Royalties (#859) Commission (#596) Percent of a Number (#295) Percentage Composition (#421) Simple Interest (#608) Compound Interest (#609) 4 [SMP 1] 23 [SMP 1] 41 [SMP 1] 57 [SMP 1]
The Number System (NS)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
The Number System (NS)	7.NS.1	Subtract Negative Mixed Numbers(#617) Divide Mixed Numbers with Signs (#653) Integers: Add and Subtract (#226) Directed Numbers pp. 1–2 (review of terminology), 3–5 (measuring instruments and integers), 11–16 (the number line), 17–24 (add and subtract) Directed Numbers Interactives: Thermometer; Position on Number Line; Temperature Spheres Level 7 (P) 31 [SMP 4] Ordered Pairs (#533) Directed Numbers pp. 6–7 (magnitude and direction of integers), 8–10 (ascending and descending order) Number Planes pp. 19–30 (positive and negative integers on a coordinate grid) Number Planes Interactives: Coordinates Pairs; All Quadrants; TV Grid (Coordinate Application) 10 [SMP 8] 40 [SMP 1] Directed Numbers pp.30–35 (order of operations) Directed Numbers Interactives: Order of Operations 4; Order of Operations 5 5 [SMP 1] 34 [SMP 1]

The Number System (NS)	7.NS.2	Integers: Multiply and Divide (#412) Directed Numbers pp. 25–27 (multiply and divide), 28–29 (combining operations), 36 Level 7 (P) Integers: Order of Operations (#414) 37 [SMP 1] 56 [SMP 1] Directed Numbers pp. 30–35 (order of operations) Directed Numbers Interactives: Order of Operations 4; Order of Operations 5 18 [SMP 1] 42 [SMP 1] 21 [SMP 1] 51 [SMP 1]
The Number System (NS)	7.NS.3	1 [SMP 1] 28 [SMP 1] 59 [SMP 1]
Expressions and Equations (EE)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Expressions and Equations (EE)	7.EE.1	Expanding with Negatives (#431) Expand then Simplify (#624) Expanding Brackets (#432) Grade 8 eBook Expanding and Factorizing pp. 2-7 (expanding), 8-10 (expanding and simplifying), 11-12 (greatest common factor), 13-16 (factorizing), 17-23 (algebraic calculations), 24-30 (product of parentheses), 31-34 (expansion of two parentheses) 8 [SMP 1] 32 [SMP 1] 49 [SMP 1] Levels 9, 10 (P)
Expressions and Equations (EE)	7.EE.2	Like Terms: Add and Subtract (#427) 39 [SMP 2]
Expressions and Equations (EE)	7.EE.3	Solve Equations: Add, Subtract 1 (#680) Solve Equations: Add, Subtract 2 (#682) Solving Simple Equations (#467) Solving More Equations (#469) Equations: Variables, Both Sides (#473) Solve Multi-Step Equations (#471) Algebra Basics pp. 32–34 (solving word problems) Grade 8 eBook Equations pp. 11-12 (two-step equations), 13-15 (equations with variables on both sides), 16-18 (equations with fractions), 19-21 (equations with parentheses), 22-25 (multi-step equations), 26-29 (word problems), 30-31 (measurement problems), 32-35 (formulas for special calculations) 15 [SMP 1] 36 [SMP 1] 55 [SMP 1] Levels 9, 10 (P)
Expressions and Equations (EE)	7.EE.4	Algebra Basics pp. 1–16 (words and symbols, rewriting expressions), 21–22 (solving equations to find rules), 23–31 (reasoning to extend or model patterns), 35–36 Number Plane pp. 15–18 Algebra Basics Interactives: Words and Symbols–Subtraction; Words and Symbols–Addition; Phrases as Algebraic Expression–Sum; Phrases as Algebraic Expression–Difference; Phrases as Algebraic Expression–Double Then Subtract; Phrases as Algebraic Expression–Subtract Then Double; Phrases as Algebraic Expression–Multiply And Divide; Adding Like Terms; Adding Like Terms–Related Interactive; Matchstick Patterns Grade 8 eBook Simplifying Algebra pp. 4-6 (multiplying and dividing), 7-8 (adding and subtracting), 9-11 (combining operations), 12-15 (multiplication rules for powers), 16-17 (division rules for powers), 18-20 (combining multiplication and division rules), 21-25 (rules for exponents), 27-31

		(perimeter and area problems) Levels 9, 10 (P)
Expressions and Equations (EE)	7.EE.4.a	Equations with Grouping Symbols (#470) Algebra Basics pp. 17–20 (evaluating expressions when values are given) 2 [SMP 1] 29 [SMP 1] 53 [SMP 7] Levels 6, 9 (F) Level 7 (P)
Expressions and Equations (EE)	7.EE.4.b	Solve One-Step Inequalities 1 (#572) Solve One-Step Inequalities 2 (#628) Solve Two-Step Inequalities (#468) Graphing Inequalities 2 (#968) Grade 8 eBook Inequalities pp. 8-10 (solving one-step inequalities), 11-13 (reversing inequalities), 14-16 solving two-step inequalities), 17-19 (double inequalities), 20-23 (range of possibilities) 12 [SMP 1] 26 [SMP 8] 45 [SMP 4]
Geometry (G)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Geometry (G)	7.G.1	Scale (#234) 13 [SMP 1]
Geometry (G)	7.G.2	Polygons p. 5 (students draw polygons with specific attributes) Grade 8 eBook Construction pp. 2 (construction terms), 3-11 (line construction), 12-19 (angle construction), 20 (combining line/angle construction), 21-22 (polygon construction), 23-30 (triangle construction), 31-34 (circles), 35-36 (incircle of a triangle) 30 [SMP 3]
Geometry (G)	7.G.3	Properties of Solids (#492) 47 [SMP 6]
Geometry (G)	7.G.4	Area: Circles (#448) Circumference: Circles (#447) 24 [SMP 8]
Geometry (G)	7.G.5	Equal, Complement, or Supplement (#453) Angles and Polygons pp. 1 (review of angle nomenclature), 2 (understanding angle sum and using a protractor to measure an angle), 3–5 (more angle sums), 6–9 (angle sum of quadrilateral), 10–12 (angle sum of polygons), 13–17 (internal angle rule for polygons), 18–22 (external angle rule for polygons), 23–26 (external angle of a triangle), 28 Angles pp. 15–20 (complementary, supplementary, vertical angles), 26–30 (angle sums), 31 (angle problems), 32 Angles Interactives: Parts of an Angle; Naming Angles; Angle Types 60 [SMP 4]
Geometry (G)	7.G.6	Area of Shapes (#183) Area: Right-Angled Triangles (#443) Area: Squares and Rectangles (#325) Area: Quadrilaterals (#667) Area: Triangles (#328) Surface Area: Rectangular Prisms (#486) Surface Area: Square Pyramids (#681) Surface Area: Cylinders (#489) Surface Area: Spheres (#683) Volume: Prisms (#687) Volume: Rectangular Prisms 1 (#330) Volume: Rectangular Prisms 2 (#483) Volume: Triangular Prisms (#543) Volume: Composite Figures (#679) Volume: Cones (#692) Surface Area: Cylinders (#489) 3 [SMP 8]
Statistics and Probability (SP)	Benchmark Assessment (currently named Test) See Student Center Summative Assessment: Click on Challenger within the TC	
Statistics and Probability (SP)	7.SP.1	9 [SMP 3]

Statistics and Probability (SP)	7.SP.2	33 [SMP 1]
Statistics and Probability (SP)	7.SP.3	16 [SMP 6]
Statistics and Probability (SP)	7.SP.4	35 [SMP 2]
Statistics and Probability (SP)	7.SP.5	Probability Scale (#662) Chance pp. 1 (activities related to chance, combinations), 2–5 (language of chance) 6 [SMP 7] 46 [SMP 7]
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