# i-PATHWAYS ALIGNMENT

## TABE STANDARDS

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The i-Pathways project provides all ICCB funded programs access to an online High School Equivalency Test Preparation Curriculum that can be used as a classroom supplement, hybrid, or at-a-distance model. The following documents identify the alignment between i-Pathways and the CASAS (Comprehensive Adult Student Assessment Systems) Standards.

A team of expert adult educators spanning 12 states developed and vetted the curriculum scope and sequence. Once the curriculum outline was developed, instructors who were experts in the field created and reviewed the content for both instructional approach and relevance toward the High School Equivalency Exam.

*Reasoning Through Language Arts/Writing*
This module helps learners build skills in reading comprehension and vocabulary development through the use of research based instructional strategies. Passages reflect a cross curricular approach by presenting a variety of literary and non-fiction complex texts.

Within the RLA Module, there is a Unit on the Writing Process. This unit connects critical reading strategies with writing strategies such as writing a strong thesis statement, organizing an essay, determining the role of an audience and editing texts.

*Mathematics*
The Mathematics units and lessons were designed to help students build foundational skills in mathematical reasoning as well as fluency in problem solving and procedural application.

*Basic Writing*
The units in Basic Writing will prepare students for effective writing by providing instruction in language development, writing conventions, and development/organization of ideas.

*Basic Math*
The Basic Math will provide learners with instruction in number sense and prepare them for the transition into higher-level math.

# READING/WRITING

| CCR Standard | TABE Standard | TABE Standard Description | i-Pathways Unit Lesson | Lesson Objectives |
|---|---|---|---|---|
| **Unit 1: The Reading Process** | | | | |
| RI.9-10.1 | 4.R.VA.1 | • 4.R.VA.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies: a) Use context as a clue to the meaning of a word or phrase; b) Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; c) Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; d) Verify the preliminary determination of the meaning of a word or phrase; e) Recognize and understand clipped and shortened words. | Lesson 1: What is Reading | • Identify specific reading strategies<br>• Apply newly learned reading strategies to a variety of complex literary and real-world texts |
| RI.9-10.5 | 4.R.CL.1<br>4.R.CL.5<br>4.R.CI.1 | • 4.R.CL.1: Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text: a) Summarize what has been read; b) 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; c) Identify the implied main idea and supporting details from an instructional level passage; d) Identify cause and effect implied in a paragraph; e) Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection; f) Describe how a story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution; g) Analyze how particular elements of a story or drama interact; h) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a | Lesson 2: Pre-Reading | • Define background knowledge and identify how activating background knowledge will improve reading comprehension<br>• Understand how identifying topics and introductory sentences will improve reading comprehension |

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| | | character or provoke a decision; i) Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading.<br>• 4.R.CL.5: Reading and comprehend literature in texts appropriate for NRS Level 4, including stories dramas, and poems, independently and proficiently.<br>• 4.R.CI.1: Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text: a) Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports; b) Identify cause and effect implied in a paragraph; c) Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection. | | |
| RI/RL.7.1<br>RI/RL.9-10.1 | 4.R.CL.1<br>4.R.CI.1 | • 4.R.CL.1: Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text: a) Summarize what has been read; b) 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; c) Identify the implied main idea and supporting details from an instructional level passage; d) Identify cause and effect implied in a paragraph; e) Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection; f) Describe how a story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution; g) Analyze how particular elements of a story or drama interact; h) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision; i) Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading.<br>• 4.R.CI.1: Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text, | Lesson 3: During Reading | • Identify an author's purpose in a literary or real-world text<br>• Analyze strategies for making inferences and drawing conclusions |

| | | including its relationship to supporting ideas; provide an objective summary of the text: a) Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports; b) Identify cause and effect implied in a paragraph; c) Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection. | | |
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| RI.9-10.6 | 4.R.CI.3-5 | • 4.R.CI.3: Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how major sections contribute to the whole and to the development of the ideas. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept: a) Identify the implied main idea and supporting details from an instructional level passage; b) Use Internet resources to assist in separating fact from opinion and to draw conclusions.<br><br>• 4.R.CI.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 specific word choices on meaning and tone/mood, including analogies or allusions to other texts.<br><br>• 4.R.CI.5: Determine an author's point of view or purpose in a text: explain how it is conveyed in the text; analyze how the author distinguishes her or his position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints. | Lesson 4: After Reading | • Identify an author's purpose in a literary or real-world text<br>• Analyze strategies for making inferences and drawing conclusions |

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| **Unit 2: Vocabulary and Word Skills** | | | | |
| L.11-12.4 | 4.R.VA.1 | • 4.R.VA.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies: a) Use context as a clue to the meaning of a word or phrase; b) Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; c) Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; d) Verify the preliminary determination of the meaning of a word or phrase; e) Recognize and understand clipped and shortened words. | Lesson 1: Understanding Word Parts | • Increase vocabulary by understanding root words<br>• Apply knowledge of word parts in order to improve reading comprehension |
| L.11-12.4<br>L.11-12.4.a | 4.R.VA.1<br>5.R.VA.1<br>6.R.VA.1 | • 4.R.VA.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies: a) Use context as a clue to the meaning of a word or phrase; b) Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; c) Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; d) Verify the preliminary determination of the meaning of a word or phrase; e) Recognize and understand clipped and shortened words.<br>• 5.R.VA.1: Determine the most appropriate reading strategy for identifying the overarching purpose of a text.<br>• 6.R.VA.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading comprehension equivalent to NRS Level 6: a) Use context as a clue to the meaning of a word or phrase; b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech; c) Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; d) Verify the preliminary determination of the meaning of a word or phrase. | Lesson 2: Vocabulary in Context | • Apply a variety of context clues in reading to learn new vocabulary |

| L.11.12.4.b | 4.R.VA.4<br>5.R.VA.4<br>6.R.VA.4 | • 4.R.VA.4: 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.<br>• 5.R.VA.4: 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.<br>• 6.R.VA.4: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Lesson 3: Confused Pairs | • Identify homonyms and commonly confused words |
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| L.8.6<br>L.11-12.6 | 4.R.VA.1-4<br>5.R.CL.3<br>5.R.CL.6<br>6.R.VA.1 | • 4.R.VA.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies: a) Use context as a clue to the meaning of a word or phrase; b) Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; c) Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; d) Verify the preliminary determination of the meaning of a word or phrase; e) Recognize and understand clipped and shortened words.<br>• 4.R.VA.2: Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings: a) Interpret figures of speech, allusions, verbal irony, puns) in context; b) Use the relationship between particular words to better understand each word; c) Distinguish among the connotations of words with similar denotations.<br>• 4.R.VA.3: Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.<br>• 4.R.VA.4: 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. | Lesson 4: Learning Vocabulary | • Understand schema and strategies for building vocabulary connections |

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| | | • 5.R.CL.3: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone.<br>• 5.R.CL.6: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.<br>• 6.R.VA.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading comprehension equivalent to NRS Level 6: a) Use context as a clue to the meaning of a word or phrase; b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech; c) Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; d) Verify the preliminary determination of the meaning of a word or phrase. | | |

| | | Unit 3: Reading Comprehension Skills | | |
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| RL.9-10.2 RI.9-10.2 | 5.R.VA.1 5.R.CL.2 5.R.CI.2-3 | • 5.R.VA.1: Determine the most appropriate reading strategy for identifying the overarching purpose of a text.<br>• 5.R.CL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text: a) Identify the elements of a plot within a literary work; b) Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.<br>• 5.R.CI.2: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>• 5.R.CI.3: Determine the central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by particular details; provide an objective summary of the text. | Lesson 1: Main Ideas | • Determine the main idea in a passage<br>• Identify a direct and implied main idea |
| RL.9-10.2 RI.9-10.2 | 5.R.CL.2 5.R.CI.3 | • 5.R.CL.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text: a) Identify the elements of a plot within a literary work; b) Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.<br>• 5.R.CI.3: Determine the central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by particular details; provide an objective summary of the text. | Lesson 2: Details | • Define supporting details<br>• Evaluate a written passage and identify the supporting details<br>• Differentiate between types of supporting details |

| RI.9-10.2 | 5.R.CI.2<br>6.R.CI.1<br>6.R.CL.1 | • 5.R.CI.2: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>• 6.R.CI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; identify directly stated and implied main ideas based on stated and suggested information.<br>• 6.R.CL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Lesson 3: Inferences | • Develop strategies for making inferences |
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| | | | Unit 4: Patterns of Organization | | |
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| RI.11-12.9 | 4.R.RH.9<br>5.R.CI.9<br>5.R.RS.12 | • 4.R.RH.9: Distinguish among fact, opinion, and reasoned judgment in a text.<br>• 5.R.CI.9: Identify opinions, propaganda, and bias within written publications (e.g., newspaper, political cartoons).<br>• 5.R.RS.12: Use internet resources to assist in separating fact from opinion and to draw conclusions. | Lesson 1: Fact and Opinion | • Differentiate between fact and opinion |
| RH.9-10.3 | 5.R.CI.5 | • 5.R.CI.5: Recognize differences in structure, content, and tone of various texts. | Lesson 2: Cause & Effect and Compare & Contrast | • Determine cause and effect relationships<br>• Differentiate between cause and effect |
| RH.9-10.3 | 5.R.CI.5 | • 5.R.CI.5: Recognize differences in structure, content, and tone of various texts. | Lesson 3: Time order, Narrative Process | • Identify time order pattern of organization<br>• Compare time order and narrative pattern of organization<br>• Define signal words that identify time order pattern of organization |
| RI.7.5 | 5.R.CI.5 | • 5.R.CI.5: Recognize differences in structure, content, and tone of various texts. | Lesson 4: Classification, Description, and Listing of Examples | • Differentiate between the classification, description, and listing of examples patterns of organization |

| | | Unit 5: Purpose and Tone | | |
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| RI.9-10.6 RI.11-12.7 | 5.R.CI.8 | • 5.R.CI.8: Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose. | Lesson 1: Purpose and Tone | • Recognize an author's purpose for writing • Define connotations |
| W.11-12.9 | 6.R.CI.1-7 6.R.CI.9 | • 6.R.CI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; identify directly stated and implied main ideas based on stated and suggested information. • 6.R.CI.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • 6.R.CI.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • 6.R.CI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • 6.R.CI.5: Analyze and evaluate the effectiveness of the structure the author uses in his exposition or argument, including whether the structure makes the points clear, convincing, and engaging. • 6.R.CI.6: Determine an author's purpose or point of view in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • 6.R.CI.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. • 6.R.CI.9: Differentiate between fact and opinion in order to make decisions by comparing and contrasting facts. | Lesson 2: Informative Reading | • Determine a variety of informative reading strategies • Create strategies for using graphic organizers in reading |

| W.11-12.9 | 6.R.CL.9 | • 6.R.CL.9: Read and comprehend literature at the appropriate level of text complexity, including stories, dramas, and poems, independently and proficiently. | Lesson 3: Reading for Pleasure | • Recognize elements of fictional writing<br>• Identify reading strategies for fictional texts |
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| | | Unit 6: Reading Graphics and Electronic Texts | | |
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| RST.9-10.7 | 4.R.RH.8<br>4.R.RS.7<br>5.R.RS.7<br>6.R.RS.7 | • 4.R.RH.8: Integrate visual information with other information in print and digital texts.<br>• 4.R.RS.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.<br>• 5.R.RS.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words.<br>• 6.R.RS.7: Integrate and evaluate multiple sources of information presented in diverse format and media in order to address a question or solve a problem. | Lesson 1: Reading Graphics with Understanding | • Determine function of graphics<br>• Identify different types of graphics<br>• Establish techniques for reading graphics |

| Unit 7: Writing | | | | |
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| W.6.4<br>W.7.4<br>W.8.4 | 4.W.TT.2 | • 4.W.TT.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, and multimedia when useful to aiding comprehension; b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective; c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Establish and maintain a formal style; f) Provide a concluding statement or section that follows from and supports the information or explanation presented. | Lesson 1: Paragraph and Sentences | • Determine the purpose of a written response<br>• Organize paragraphs<br>• Create an essay |
| W.9-10.1 | 4.W.TT.2 | • 4.W.TT.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, and multimedia when useful to aiding comprehension; b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective; c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Establish and maintain a formal style; f) Provide a concluding statement or section that follows from and supports the information or explanation presented. | Lesson 2: Patterns of Organization | • Organize information when writing<br>• Identify the appropriate pattern of development for the written response to the prompt |

| W.11-12.4 | 4.W.PD.1-2 | • 4.W.PD.1: Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.<br>• 4.W.PD.2: Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. | Lesson 3: The Writing Process | • Write a strong thesis statement<br>• Organize an essay<br>• Determine the role of audience |
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| W.11-12.7<br>W.6.8<br>W.7.8<br>W.8.8 | 4.W.RB.1-3<br>5.W.RB.1 | • 4.W.RB.1: Conduct research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.<br>• 4.W.RB.2: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.<br>• 4.W.RB.3: Draw evidence from informational texts to support analysis, reflection, and research.<br>• 5W.RB.1: Conduct short as well as more sustained research projects to answer a question or solve a problem: a) Narrow or broaden the inquiry when appropriate; b) Use computer search tools such as search engines to broaden the scope of research; c) Synthesize multipole sources on the subject, demonstrating the understanding of the subject under investigation; d) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; e) Assess the usefulness of each source in answering the research question; f) Integrate information into the text selectively to maintain standard format for citation; g) Draw evidence from literary or informational texts to support analysis, reflection, and research. | Lesson 4: Introduction to Referencing Materials | • Define plagiarism<br>• Understand how to correctly cite information |

# MATHEMATICS

| CCR Standard | TABE Standard | TABE Standard Description | i-Pathways Unit Lesson | Lesson Objectives |
|---|---|---|---|---|
| **Unit 1: Introduction to Real Numbers** | | | | |
| 6.NS.5 | 3.NBT.1 | • 3.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. | Lesson 1: Integers | • Identify integers on a number line<br>• Compare integers |
| 7.NS.1 | 3.NBT.2<br>3.NBT.4 | • 3.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.<br>• 3.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm. | Lesson 2: Addition with Integers | • Add signed numbers |
| 7.NS.1 | 3.NBT.2<br>3.NBT.4 | • 3.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.<br>• 3.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm. | Lesson 3: Subtraction with Integers | • Subtract signed numbers |
| 7.NS.2 | 3.NBT.2<br>3.NBT.4 | • 3.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.<br>• 3.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm. | Lesson 4: Adding and Subtracting Signed Numbers | • Solve word problems with signed numbers |

| 7.NS.2 | 3.NBT.5<br>3.NBT.6<br>3.NBT.13<br>3.NBT.15<br>4.NS.2 | • 3.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.<br>• 3.NBT.6: Find whole-number quotients and remainders with up to four-0digit 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.<br>• 3.NBT.13: Fluently multiply multi-digit whole numbers using the standard algorithm.<br>• 3.NBT.15: 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; related the strategy to a written method and explain the reasoning used.<br>• 4.NS.2: Fluently divide multi-digit numbers using the standard algorithm. | Lesson 5: Multiplication, Division, and Order of Operations with Integers | • Solve problems with integers<br>• Use the rules for order of operations to evaluate expressions |
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| 7.NS.2 | 3.NBT.15<br>4.NS.2 | • 3.NBT.15: 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; related the strategy to a written method and explain the reasoning used.<br>• 4.NS.2: Fluently divide multi-digit numbers using the standard algorithm. | Lesson 6: Multiplication, Division, and Order of Operations with Rational Numbers | • Apply order of operations with rational numbers |

# i-Pathways

| Unit 2: Variables and Algebraic Expressions | | | | |
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| 6.EE.1-9<br>7.EE.1-3<br>A.SSE.1 | 5.A.SSE.1-3<br>6A.SSE.1-2 | • 5.A.SSE.1: Interpret expressions that represent a quantity in terms of its context: a) Interpret parts of an expression, such as terms, factors, and coefficients; b) Interpret complicated expressions by viewing one or more of their parts as a single entity.<br>• 5.A.SSE.2: Use the structure of an expression to identify ways to rewrite it.<br>• 5.A.SSE.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression; factor a quadratic expression to reveal the zeroes of the function it defines.<br>• 6A.SSE.1: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression; 1) Complete the square in the quadratic expression to reveal the maximum or minimum value of the function it defines; b) Use the properties of exponents to transform expressions for exponential functions.<br>• 6.A.SSE.2: Derive the formula for the sum of a finite geometric series and use the formula to solve problems. | Lesson 1: Variables and Algebraic Expressions | • Identify variables in English phrases<br>• Write algebraic expressions using signed numbers, integers, and variables<br>• Interpret algebraic expressions |
| 6.EE.3 | 6A.SSE.1-2 | • 6A.SSE.1: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression; 1) Complete the square in the quadratic expression to reveal the maximum or minimum value of the function it defines; b) Use the properties of exponents to transform expressions for exponential functions.<br>• 6.A.SSE.2: Derive the formula for the sum of a finite geometric series and use the formula to solve problems. | Lesson 2: Combining Like Terms and Simplifying Expressions | • Combine like terms in algebraic expressions<br>• Simplify expressions using the distributive property |

| 6.EE.5 | 6A.SSE.1-2 | • 6A.SSE.1: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression; 1) Complete the square in the quadratic expression to reveal the maximum or minimum value of the function it defines; b) Use the properties of exponents to transform expressions for exponential functions.<br>• 6.A.SSE.2: Derive the formula for the sum of a finite geometric series and use the formula to solve problems. | Lesson 3: Solving Algebraic Equations Using the Addition and Subtraction Principle | • Solve equation problems using the addition principle<br>• Solve equation problems using the subtraction principle |
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| 6.EE.5 | 6A.SSE.1-2 | • 6A.SSE.1: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression; 1) Complete the square in the quadratic expression to reveal the maximum or minimum value of the function it defines; b) Use the properties of exponents to transform expressions for exponential functions.<br>• 6.A.SSE.2: Derive the formula for the sum of a finite geometric series and use the formula to solve problems. | Lesson 4: Solving Algebraic Equations Using the Multiplication Principle | • Solve equations using the multiplication principle<br>• Solve equations using the division principle |
| 6.EE.5 | 6.A.APR.6 | • 6.A.APR.6: Understand that rational expressions forma. System analogous to the rational numbers, closed under addition, subtraction. Multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. | Lesson 5: Solving Algebraic Equations Using the Multiplication and Addition Principles | • Solve equations for the unknown variable using multiple mathematical operations |
| 6.EE.5 | 6.A.APR.6 | • 6.A.APR.6: Understand that rational expressions forma. System analogous to the rational numbers, closed under addition, subtraction. Multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. | Lesson 6: Solving Algebraic Equations with Fractions and Decimals | • Solve equations containing fractions<br>• Solve equations containing decimals |

| 6.EE.6-7 | 3.MD.2 | • 3.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. | Lesson 7: Translating and Word Problems | • Identify trigger words used in mathematical operations<br>• Translate word problems into algebraic equations<br>• Solve problems using principles of multiplication, division, addition, and subtraction |
|---|---|---|---|---|
| 6.EE.9 | 6.A.REI.2 | • 6.A.REI.2: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. | Lesson 8: Solving Linear Equations | • Combine like terms<br>• Solve equations which require simplification<br>• Clear equations of fractions and decimals |
| 7.EE.3<br>8.EE.C.7 | 6.A.REI.2 | • 6.A.REI.2: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. | Lesson 9: Solving Linear Equations with Variable on Both Sides | • Solve equations with variables on both sides |
| 7.EE.3 | 6.A.REI.1 | • 6.A.REI.1: Solve rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. | Lesson 10: Solving Literal Equations | • Solve literal equations for a specified variable |
| 7.EE.3 | 3.MD.2<br>6.A.REI.1 | • 3.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.<br>• 6.A.REI.1: Solve rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. | Lesson 11: Use Linear Equations to Solve Word Problems | • Apply strategies to solve word problems involving linear equations |

| | | | Unit 3: Introduction to Geometry | | |
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| 7.G.5 | 5.G.CO.1 | • 5.G.CO.1: Know precise definitions of angel, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around the circular arc. | Lesson 1: Points, Lines, Planes, and Angles | • Identify the difference between lines, planes, and angles<br>• Measure angles in diagrams<br>• Identify complementary and supplementary angles | |
| 7.G.5<br>8.G.7 | 4.G.15-18<br>5.G.SRT.4-5 | • 4.G.15: Use informal arguments to establish facts about the angle sum and exterior angel of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.<br>• 4.G.16: Explain a proof of the Pythagorean Theorem and its converse.<br>• 4.G.17: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.<br>• 4.G.18: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.<br>• 5.G.SRT.4: Prove theorems about triangles.<br>• 5.G.SRT.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. | Lesson 2: Classifying Triangles and the Pythagorean Theorem | • Classify triangles<br>• Solve problems involving measurement of angles in a triangle<br>• Solve problems involving the Pythagorean Theorem | |
| 6.G.1 | 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. | Lesson 3: Classifying Quadrilaterals | • Classify quadrilaterals<br>• Determine the relationship between quadrilaterals | |
| 7.G.4 | 5.G.GMD.1 | • 5.G.GMD.1: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. | Lesson 4: Circles | • Identify the basic parts of a circle<br>• Identify the circumference and area of a circle | |

| 7.G.6 | 5.G.GPE.3 | • 5.G.GPE.3: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles. | Lesson 5: Area of Polygons | • Solve for unknown lengths<br>• Solve for the area of irregular figures<br>• Find the area of squares, rectangles, parallelograms, and trapezoids |
| --- | --- | --- | --- | --- |
| 7.G.6 | 5.G.GMD.2 | • 5.G.GMD.2: Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. | Lesson 6: Volume | • Solve for volume of three-dimensional figures<br>• Solve for a surface area<br>• Solve for the volume of area using formulas |

| Unit 4: Linear Inequalities in One Variable | | | | |
|---|---|---|---|---|
| 8.EE.7 | 6.A.REI.1 | • 6.A.REI.1: Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. | Lesson 1: Set Notation, Interval Notation, and Terminology | • Identify set-builder and interval notation<br>• Write solution sets for equations and inequalities in both set-builder and interval notation |
| 8.EE.7 | 6.A.REI.1 | • 6.A.REI.1: Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. | Lesson 2: Solve and Graph Single Linear Inequalities in One Variable | • Solve linear inequalities in one variable<br>• Graph linear inequalities in one variable |
| 8.EE.8 | 5.A.REI.3<br>6.A.REI.6 | • 5.A.REI.5: Solve systems of linear equations exactly and approximately (using graphs), focusing on pairs of linear equations in two variables.<br>• 6.A.REI.6: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. | Lesson 3: Solve and Graph Compound Linear Inequalities in One Variable | • Solve compound linear inequalities in one variable<br>• Graph solution sets of linear inequalities |

| 8.EE.8 | 5.A.REI.5 6.A.REI.6 | • 5.A.REI.3: Solve quadratic equations in one variable; a) Use the method of completing the square to transform any quadratic equation in X into an equation f the form that has the same solutions. Derive the quadratic formula from this form; b) Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them for real numbers.<br><br>• 6.A.REI.6: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. | Lesson 4: Solve Linear Equations and Inequalities Containing Absolute Value | • Solve linear inequalities containing absolute value<br>• Graph solutions to linear inequalities containing absolute value |

## Unit 5: Linear Functions

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| F.IF.2 | 5.A.REI.5<br>5.F.IF.1-2 | • 5.A.REI.5: Solve systems of linear equations exactly and approximately (using graphs), focusing on pairs of linear equations in two variables.<br>• 5.F.IF.1: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.<br>• 5.F.IF.2: Graph linear and quadratic functions and show intercepts, maxima, and minima. | Lesson 1: Introduction to Graphing | • Identify the location of a point<br>• Solve an equation by identifying the ordered pair |
| F.IF.4 | 5.F.IF.1-2 | • 5.F.IF.1: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.<br>• 5.F.IF.2: Graph linear and quadratic functions and show intercepts, maxima, and minima. | Lesson 2: Graphing Linear Functions Using a Table of Values | • Graph linear equations using a table of values |
| F.IF.4 | 5.F.IF.1 | • 5.F.IF.1: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. | Lesson 3: Graphing Horizontal and Vertical Lines | • Graph horizontal lines when given its equation<br>• Graph vertical lines when given its equation |
| F.IF.4 | 5.F.IF.2 | • 5.F.IF.2: Graph linear and quadratic functions and show intercepts, maxima, and minima. | Lesson 4: Graphing Linear Functions Using Intercepts | • Locate the x and y intercept of a line<br>• Graph lines using the x and y intercept |
| F.IF.4 | 4.EE.18 | • 4.EE.18: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. | Lesson 5: Rate of Change—Understanding Slope and Context | • Interpret positive, negative, zero, and undefined slope |

| F.IF.4 | 4.EE.18 | • 4.EE.18: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. | Lesson 6: Slope of a Line | • Identify the slope of a line |
|--------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------|
| F.IF.4 | 4.EE.18<br>5.S.ID.7<br>5.G.GPE.1 | • 4.EE.18: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.<br>• 5.S.ID.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.<br>• 5.G.GPE.1: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). | Lesson 7: Equations of Lines (Slope-Intercept and Point-Slope Form) | • Understand the slope and y-intercept form from its equation<br>• Write an equation of a line given the slope and y-intercept |
| F.IF.4 | 4.EE.18<br>5.S.ID.7 | • 4.EE.18: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.<br>• 5.S.ID.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. | Lesson 8: Graphing Linear Functions in Slope-Intercept Form or Point-Slope Form | • Graph a linear function when given its equation in slope-intercept form<br>• Graph a linear function when given its equation in point-slope form |
| F.IF.9 | 4.EE.13<br>5.S.ID.7 | • 4.EE.13: 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; a) Solve word problems leading to equations fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach; b) Solve word problems leading to inequalities. Graph the solution set of the inequality and interpret it in the context of the problems.<br>• 5.S.ID.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. | Lesson 9: Applications of Linear Functions | • Solve word problems involving linear equations in two variables |

| F.IF.4 | 5.G.GPE.1 | • 5.G.GPE.1: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. | Lesson 10: Write the Equation of a Line Perpendicular or Parallel to a Given Line | • Write an equation for parallel lines<br>• Write equations for perpendicular lines |
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| F.IF.4 | 5.F.IF.1-2<br>5.A.REI.5<br>5.A.CED.2 | • 5.F.IF.1: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.<br>• 5.F.IF.2: Graph linear and quadratic functions and show intercepts, maxima, and minima.<br>• 5.A.REI.5: Solve systems of linear equations exactly and approximately (with graphs) focusing on pairs of linear equations in two variables.<br>• 5.A.CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. | Lesson 11: Graph Linear Inequalities in Two Variables | • Graph linear inequalities in two variables |

# i-Pathways

| | | Unit 6: Polynomials and Factoring | | |
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| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 1: Introduction to Polynomials | • Classify polynomials |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 2: Addition and Subtraction in Polynomials | • Solve addition and subtraction problems containing polynomials |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 3: Multiplication of Polynomials | • Solve multiplication problems with binomials and polynomials |
| A.APR.1 | 6.A.APR.1 6.A.APR.6 | • 6.A.APR.1: Know and apply the Remainder Theorem.<br>• 6.A.APR.6: Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. | Lesson 4: Division of Polynomials | • Solve division problems containing polynomials and monomials |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 5: Factoring by Greatest Common Factor and Grouping | • Factor polynomials using grouping and the greatest common factor |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 6: Factoring Differences of Squares | • Factor the difference of squares |

| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 7: Factoring trinomials | • Factor trinomials |
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| A.SEE.2 | 5.A.REI.3 | • 5.A.REI.3: Solve quadratic equations in one variable: a) Use the method of completing the square to transform any quadratic equation in x into an equation of the form that has the same solutions. Derive the quadratic formula from this form; b) Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them appropriately. | Lesson 8: Factoring Sum and Difference of Cubes | • Factor the sum of cubes<br>• Factor the difference of cubes |
| A.REI.4 | 5.A.REI.3 | • 5.A.REI.3: Solve quadratic equations in one variable: a) Use the method of completing the square to transform any quadratic equation in x into an equation of the form that has the same solutions. Derive the quadratic formula from this form; b) Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them appropriately. | Lesson 9: Solving Equations by Factoring | • Solve equations by factoring |
| A.REI.4 | 5.A.REI.3 | • 5.A.REI.3: Solve quadratic equations in one variable: a) Use the method of completing the square to transform any quadratic equation in x into an equation of the form that has the same solutions. Derive the quadratic formula from this form; b) Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them appropriately. | Lesson 10: Word Problems | • Solve word problems using factoring |

| A.REI.4 | 5.A.REI.3 | • 5.A.REI.3: Solve quadratic equations in one variable: a) Use the method of completing the square to transform any quadratic equation in x into an equation of the form that has the same solutions. Derive the quadratic formula from this form; b) Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them appropriately. | Lesson 11: Equations in Quadratic Form | • Solve equations in quadratic form |
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| | | Unit 7: Rational Expressions | | |
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| A.APR.1 | 5.A.SSE.1-3 | • 5.A.SSE.1: Interpret expressions that represent a quantity in terms of its context; a) Interpret parts of an expression, such as terms, factors, and coefficients; b) Interpret complicated expressions by viewing one or more of their parts as a single entity.<br>• 5.A.SSE.2: Use the structure of an expression to identify ways to rewrite it.<br>• 5.A.SSE.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. | Lesson 1: Simplifying Expressions and Determining Excluded Values | • Simplify rational value expressions |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 2: Multiplication and Division of Rational Expressions | • Multiply and divide rational expressions |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 3: Addition and Subtraction of Rational Expressions | • Add and subtract rational expressions |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 4: Perform Operations with Complex Fractions | • Simplify complex rational expressions |
| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 5: Solve Equations with Rational Expressions | • Solve equations involving rational expressions with fractions |

| A.APR.1 | 5.A.APR.1 | • 5.A.APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | Lesson 6: Applications: Word Problems | • Solve word problems involving rational expressions |
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# BASIC MATH

| CCR Standard | TABE Standard | TABE Standard Description | i-Pathways Unit Lesson | Lesson Objectives |
|---|---|---|---|---|
| **Unit 1: Number Sense** | | | | |
| 3.NBT.3 | 3.NBT.1-2 | • 3.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.<br>• 3.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. | Lesson 1: Place, Value, Rounding, and Estimating | • Identify place value of a digit in a number<br>• Round numbers to a given place value<br>• Estimate numbers |
| 3.NBT.4 | 3.NBT.2-3 | • 3.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.<br>• 3.NBT.3: Use place value understanding to round multi-digit whole numbers to any place. | Lesson 2: Addition, Subtraction, Multiplication, Division | • Add, subtract, multiply, and divide whole numbers |

| 3.NBT.4 | 3.OA.1-3 4.SP.2-3 4.SP.5 5.S.ID.2 | • 3.OA.1: Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.<br>• 3.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.<br>• 3.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.<br>• 4.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.<br>• 4.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.<br>• 4.SP.5: Summarize numerical data sets in relation to their context, such as by: a) reporting the number of observations; b) describing the nature of the attribute under investigation, including how it was measured and its units of measurement; 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 was gathered; d) relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.<br>• 5.S.ID.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. | Lesson 3: Mean, Median, Mode | • Define mean, median, and mode<br>• Solve math problems involving mean, median, mode, and range |

| 4.EE.14 | 4.EE.1-2 | • 4.EE.1: Write and evaluate numerical expressions involving whole-number exponents.<br>• 4.EE.2: Write, read, and evaluate expressions in which letters stand for numbers: a) write expressions that record operations with numbers and with letters standing for numbers; 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; c) Evaluate expressions at specific values for their variables. Include expressions that arise from formulas 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). | Lesson 4: Exponents | • Identify exponents or powers<br>• Simplify powers of 0 and 1<br>• Use exponents with geometry |
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| 4.NS.10 | 3.OA.3<br>4EE.1-2<br>4.NS.11 | • 3.OA.3: Solve 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.<br>• 4.EE.1: Write and evaluate numerical expressions involving whole-number exponents.<br>• 4.EE.2: Write, read, and evaluate expressions in which letters stand for numbers: a) write expressions that record operations with numbers and with letters standing for numbers; 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; c) Evaluate expressions at specific values for their variables. Include expressions that arise from formulas 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).<br>• 4.NS.11: Solve real-world and mathematical problems involving the four operations with rational numbers. | Lesson 5: Order of Operations | • Apply the rules of order of operations to simplify mathematical expressions |

| 3.OA.4 | 3.OA.4 | • 3.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 multipole of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. | Lesson 6: Prime Numbers | • Identify prime and composite numbers<br>• Identify at least two pairs of factors of composite numbers<br>• Find pairs of factors that add to give a given number |
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| 3.OA.4 | 3.OA.4 | • 3.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 multipole of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. | Lesson 7: Prime Factorization | • Identify when a number is written as a product of primes<br>• Understand the Fundamental Theorem of Arithmetic<br>• Find the prime factorization for any counting number |
| 3.NF.8 | 3.OA.4 | • 3.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 multipole of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. | Lesson 8: Least Common Multiples | • Identify the least common multiple mean<br>• Find the least common multiple for a group of two or three numbers<br>• Understand what prime numbers have to do with least common multiples |
| 3.NF.9 | 3.OA.2-3 | • 3.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.<br>• 3.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. | Lesson 9: Problem Solving | • Use strategies to solve word problems<br>• Determine key words in word problems |

| | | Unit 2: Prime Numbers and Least Common Multiples | | |
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| 3.NF.1 | 3.NF.1-3 | • 3.NF.1: Explain why a fraction is equivalent to another 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.<br>• 3.NF.2: Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols and justify the conclusions.<br>• 3.NF.3: Understand a fraction a/b with a>1 as a syn if fractions 1/b: a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole; b) decompose a fraction into the sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Just decompositions; c) Add and subtract mixed numbers with like denominators; d) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. | Lesson 1: Fractions | • Understand fractions<br>• Identify equivalent fractions<br>• Simplify or expand fractions |
| 4.NS.1 | 3.NF.4 | • 3.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. | Lesson 2: Multiplication with Fractions | • Multiply fractions |
| 4.NS.1 | 3.NF.10 | • 3.NF.10: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. | Lesson 3: Division with Fractions | • Divide Fractions |

| 3.NF.8 | 3.NF.8-9 | • 3.NF.8: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.<br>• 3.NF.9: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. | Lesson 4: Addition with Fractions | • Determine the least common denominator (LCD)<br>• Add fractions |
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| 3.NF.8 | 3.NF8-9 | • 3.NF.8: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.<br>• 3.NF.9: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. | Lesson 5: Subtraction with Fractions | • Subtract fractions |
| 3.NF.4 | 3.NF.10 | • 3.NF.10: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. | Lesson 6: Mixed Numbers | • Use mixed numbers to represent figures and real-life data<br>• Write mixed numbers as improper fractions<br>• Write improper fractions as mixed numbers |
| 3.NF.4 | 3.NF.11 | • 3.NF.11: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction: a) Interpret the product as parts of a partition into equal parts; b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths…. | Lesson 7: Multiply and Divide with Mixed Numbers | • Multiply mixed numbers<br>• Divide mixed numbers |

| 3.NF.3 | 3.NF.10 | • 3.NF.10: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. | Lesson 8: Adding Mixed Numbers | • Add mixed numbers |
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| 3.NF.3 | 3.NF.10 | • 3.NF.10: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. | Lesson 9: Subtracting with Mixed Numbers | • Subtract mixed numbers |

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| **Unit 3: Decimals** | | | | |
| 3.NBT.8 | 3.NBT.7-10 | • 3.NBT.7: Recognize that in a multi-digit number, a digit in one place represents q0 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.<br>• 3.NBT.8: 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.<br>• 3.NBT.9: Read, write, and compare decimals to thousandths.<br>• 3.NBT.10: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. | Lesson 1: Decimal Numbers | • Read decimal numbers written as numerals<br>• Write numerals that contain decimals and are expressed as words<br>• Identify the value of a digit in a number<br>• Round decimals to an indicated place of accuracy |
| 3.NBT.14 | 3.NBT.15<br>4.NS.3 | • 3.NBT.15: 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.<br>• 4.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | Lesson 2: Addition and Subtraction with Decimal Numbers | • Add with decimal numbers<br>• Subtract with decimal numbers |
| 4.NS.3 | 3.NBT.15<br>4.NS.3 | • 3.NBT.15: 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.<br>• 4.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation | Lesson 3: Multiplication and Division with Decimal Numbers | • Multiply with decimal numbers<br>• Divide with decimal numbers |
| 4.RP.3 | 4.RP.6 | • 4.RP.6: Use proportional relationships to solve multistep ratio and percent problems. | Lesson 4: Decimals, Fractions, and Percents | • Convert fractions to decimals<br>• Convert decimals to fractions<br>• Convert decimals to percents |

| 4.G.17 | 4.G.16-18 | • 4.G.16: Explain a proof of the Pythagorean Theorem and its converse.<br>• 4.G.17: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.<br>• 4.G.18: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | Lesson 5: Square Roots and Pythagorean Theorem | • Apply the Pythagorean Relationship/Theorem<br>• Find the square root of a number |

| Unit 4: Ratios and Proportions | | | | |
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| 4.RP.1<br>4.RP.2 | 4.RP.1-2 | • 4.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.<br>• 4.RP.2: Understand the concept of a unit rate a/b associated with a ratio a:b (with b not equal to zero) and use rate language in the context of a ratio relationship. | Lesson 1: Ratio and Price per Unit | • Understand ratios<br>• Write a ratio using several notations<br>• Calculate price per unit, miles per gallon and miles per hour |
| 4.RP.5 | 4.RP.5 | • 4.RP.5: Recognize and represent proportional relationships between quantities: a) Decide whether two quantities are in a proportional relationship; b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships; c) Represent proportional relationships by equations; d) Explain what a point on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1mr) where r is the unit rate. | Lesson 2: Ratios and Proportions | • Identify a proportion<br>• Determine if a statement is a true proportion |
| 4.RP.5 | 4.RP.5 | • 4.RP.5: Recognize and represent proportional relationships between quantities: a) Decide whether two quantities are in a proportional relationship; b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships; c) Represent proportional relationships by equations; d) Explain what a point on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1mr) where r is the unit rate. | Lesson 3: Finding the Unknown Term in a Proportions | • Find the unknown number in a proportion |
| 4.RP.6 | 4.RP.6 | • 4.RP.6: Use proportional relationships to solve multistep ratio and percent problems. | Lesson 4: Problem Solving with Proportions | • Set up a proportion correctly given a situation with one unknown term<br>• Use a chart to help set up proportions |

| 4.RP.3 | 4.G.1-2 | • 4.G.1: Find 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.<br>• 4.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply formulas to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real0wrld and mathematical problems. | Lesson 5: Similar Triangles and Similar Figures | • Find unknown lengths of sides for pairs of similar figures using proportions |

| | | Unit 5: Percents | | |
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| 4.RP.6 | 4.RP.6 | • 4.RP.6: Use proportional relationships to solve multistep ratio and percent problems. | Lesson 1: Decimals and Percents | • Determine the meaning of a percent<br>• Change the decimal to a percent<br>• Change a percent to a decimal |
| 4.RP.5 | 4.RP.5 | • 4.RP.5: Recognize and represent proportional relationships between quantities: a) Decide whether two quantities are in a proportional relationship; b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships; c) Represent proportional relationships by equations; d) Explain what a point on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1mr) where r is the unit rate. | Lesson 2: Fractions and Percents | • Change fractions, mixed numbers, and improper fractions into percents<br>• Change percents to fractions and mixed numbers |
| 4.RP.6 | 4.RP.6 | • 4.RP.6: Use proportional relationships to solve multistep ratio and percent problems. | Lesson 3: Applications with Percents | • Identify types of numbers found in percent problems<br>• Write simple percent statements<br>• Use two formulas to solve percent problems<br>• Translate real-life problems to simple percent statements<br>• Solve percent word problems |

| 4.RP.5 | 4.RP.5 | • 4.RP.5: Recognize and represent proportional relationships between quantities: a) Decide whether two quantities are in a proportional relationship; b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships; c) Represent proportional relationships by equations; d) Explain what a point on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1mr) where r is the unit rate. | Lesson 4: Simple and Compound Interest | • Apply concepts of simple and compound interest to real-world problems |
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| 4.RP.6 | 4.RP.6 | • 4.RP.6: Use proportional relationships to solve multistep ratio and percent problems. | Lesson 5: Percent of Increase and Percent of Decrease | • Solve problems involving percent of increase<br>• Solve problems involving percent of decrease |

# BASIC WRITING

| CCR Standard | TABE Standard | TABE Standard Description | i-Pathways Unit Lesson | Lesson Objectives |
|---|---|---|---|---|
| **Unit 1: Sentence Structure/Mechanics** | | | | |
| 4.W.CS1-2 | 4.W.CS.1-2 | • 4.W.CS.1: Demonstrate command of the conventions of English grammar and usage when writing particular sentences.<br>• 4.W.CS.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | Lesson 1: Identifying and Using Parts of Speech | • Correctly identify each of the eight parts of speech<br>• Correctly use each of the parts of speech in sentences |
| 4.W.CS.2 | 4.W.CS.1-2 | • 4.W.CS.1: Demonstrate command of the conventions of English grammar and usage when writing particular sentences.<br>• 4.W.CS.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | Lesson 2: Understanding Sentence Structure | • Use periods correctly<br>• Use question marks correctly<br>• Use exclamation points correctly<br>• Use colons correctly<br>• Use italics correctly |
| 4.W.KL.1 | 4.W.KL.1 | • 4.W.KL.1: Use knowledge of language and its conventions when writing: a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects; b) Maintain consistency in style and tone; c) Vary sentence patterns for meaning, reader/listener interest, and style; d) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | Lesson 3: Combining Sentences | • Identify simple sentences, compound sentences, and complex sentences<br>• Identify and correct sentence errors, such as run-ons and fragments<br>• Connect sentences or parts of sentences with coordinating conjunctions, semicolons, and subordinating conjunctions |

| 4.W.CS.2 | 4.W.CS.1-2 | • 4.W.CS.1: Demonstrate command of the conventions of English grammar and usage when writing particular sentences.<br>• 4.W.CS.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | Lesson 4: Errors in Grammar | • Identify basic grammatical errors in Standard English<br>• Practice identifying grammatical errors in writing |
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## Unit 2: Introduction to the Writing Process

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| 4.W.WL.3 | 3.W.PD.1-2<br>4W.PD.1-2 | • 3.W.PD.1: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.<br>• 3.W.PD.2: With guidance and support from instructors and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br>• 4.W.PD.1: Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.<br>• 4.W.PD.2: Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. | Lesson 1: Introduction to the Writing Process | • Gather ideas to write about<br>• Analyze to decide on the topic, purpose, and audience<br>• Write a first draft<br>• Revise your draft<br>• Edit your writing |
| 4W.WL.3 | 4.W.PD.1-2 | • 4.W.PD.1: Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.<br>• 4.W.PD.2: Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. | Lesson 2: Sentences and Paragraphs | • Identify the parts of a paragraph<br>• Write good topic sentences<br>• Identify major and minor details<br>• Define order, unity, and coherence |
| 4.W.WL.3 | 4.W.PD.1-2 | • 4.W.PD.1: Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.<br>• 4.W.PD.2: Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors. | Lesson 3: Patterns of Developments Part I | • Write five types of paragraphs<br>• Understand purpose, characteristics, and patterns of organization |

| 4.W.TT.2 4.W.TT.3 | 4.W.TT.2 | • 4.W.TT.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension; b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective; c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Establish and maintain a formal style; f) Provide a concluding statement or section that follows from and supports the information or explanation presented. | Lesson 4: Patterns of Development Part II | • Write paragraphs according to patterns of development<br>• Compare and contrast developed paragraphs<br>• Understand how classification paragraphs are developed<br>• Understand how cause and effect paragraphs are developed<br>• Understand how persuasive paragraphs are developed |

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| **Unit 3: Effective Sentences** | | | | |
| 4.W.TT.1 | 4.W.KL.1 4.W.VU.1-2 | • 4.W.KL.1: Use knowledge of language and its conventions when writing.<br>• 4.W.VU.1: Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings: a) Interpret figures of speech (verbal irony, puns) in context; b) Use the relationship between particular words to better understand each of the words; c) Distinguish among the connotations of words with similar denotations.<br>• 4.W.VU.2: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Lesson 1: Word Choice | • Use concrete and vivid words<br>• Write concisely<br>• Avoid redundance<br>• Avoid cliches<br>• Use apostrophes correctly<br>• Choose the right spelling of words |
| 4.W.KL.1 | 4.W.KL.1 | • 4.W.KL.1: Use knowledge of language and its conventions when writing. | Lesson 2: Sentence Variety | • Place emphasis on the major ideas of a sentence<br>• Differentiate between coordination and subordination<br>• Use variations of sentence structure<br>• Use and punctuate transitional elements in a paragraph |
| 4.W.KL.1 | 4.W.KL.1 | • 4.W.KL.1: Use knowledge of language and its conventions when writing. | Lesson 3: Sentence Clarity | • Identify and correct misplaced modifiers<br>• Identify and correct dangling modifiers<br>• Use parallel structure<br>• Identify and correct mixed construction |

| 5.W.PD.1 | 4.W.PD.1 5.W.PD.1 | • 4.W.PD.1: Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.<br>• 5.W.PD.1: Produce clear, varied, and coherent writing, presented with an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience. | Lesson 4: Revising and Editing | • Revise and rewrite an essay to strengthen its content, organization, and wording<br>• Edit an essay applying the standards of correct grammar and mechanics |

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| Unit 4: Introduction to Referencing Materials | | | | |
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| 4.W.RB.2 | 4.W.RB.1-2<br>4.W.WL.6 | • 4.W.RB.1: Conduct research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multipole avenues of exploration.<br>• 4.W.RB.2: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.<br>• 4.W.WL.6: Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration: a) Gather relevant information from multipole print and digital sources; b) Use search engines effectively, assessing the credibility and accuracy of each source; c) Quote or paraphrase the data and conclusions of others while avoiding plagiarism; d) Follow a standard format for citation; e) Draw evidence from informational texts to support analysis, reflection, and research. | Lesson 1: Gathering Information and Citing Resources | • Identify the types of sources used in research<br>• Determine whether a source is credible or not<br>• Understand the purpose of a Words Cited page |
| 5.W.TT.1 | 4.W.RB.2 | • 4.W.RB.2: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document. | Lesson 2: Summarizing, Paraphrasing, and Quoting Directly from Outside Source | • Avoid plagiarism<br>• Summarize from an outside source<br>• Paraphrase from an outside source<br>• Quote directly from an outside source<br>• Use in-text citations |

# i-Pathways

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| **Unit 5: Essay Writing** | | | | |
| 5.W.PD.1 | 5.W.PD.1-2 | • 5.W.PD.1: Produce clear, varied, and coherent writing, presented with an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience.<br>• 5.W.PD.2: Develop and strengthen writing as needed, using feedback from a variety of sources, by planning, brainstorming, evaluating, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific topic, purpose and audience. Include tables, graphs, and other visuals as effective. | Lesson 1: The Writing Process | • Prepare to write<br>• Organize an essay<br>• Consider audience while writing<br>• Draft, revise, and edit an essay |
| 5.W.TT.2 | 5.W.PD.1-2 | • 5.W.PD.1: Produce clear, varied, and coherent writing, presented with an introduction, body, and conclusion, in which the development process, organization, and style are appropriate to task, purpose, and audience.<br>• 5.W.PD.2: Develop and strengthen writing as needed, using feedback from a variety of sources, by planning, brainstorming, evaluating, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific topic, purpose and audience. Include tables, graphs, and other visuals as effective. | Lesson 2: Essay Development | • Write thesis statements<br>• Write an introduction and conclusion<br>• Write body paragraphs with topic sentences, support, and transitions |
| 5.W.TT.2 | 5.W.TT.2-3 | • 5.W.TT.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>• 5.W.TT.3: Write narratives to develop real or imagined experiences pr events using effective technique, well-chosen details, and well-structured event sequences. | Lesson 3: Writing Strategies | • Define and write a narrative essay<br>• Define and write an expository essay<br>• Define and write a persuasive essay<br>• Understand the difference between first and third person narration |