

Blue Star Products Standards

DAILY LEARNING QUEST LEVEL I (from the Back-to-School Backpacks)

(Individual lesson page/component correlation available upon request.)

Content Area	Standard	Grade
Reading: Foundational Skills	CCSS.ELA-LITERACY.RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1
	CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1
	CCSS.ELA-LITERACY.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	1
	CCSS.ELA-LITERACY.RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.	1
	CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	1
Reading Informational Text	CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	1
	CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	1
	CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	1
Language	CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1
	CCSS.ELA-LITERACY.L.1.1.A Print all upper- and lowercase letters.	1
	CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1
	CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.	1

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Content Area	Standard	Grade	
Language	CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.	1	
	CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives.	1	
	CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.	1	
	CCSS.ELA-LITERACY.L.1.1.B Use common, proper, and possessive nouns.	1	
	CCSS.ELA-LITERACY.L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	1	
	CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	
	CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	1	
	CCSS.ELA-LITERACY.L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	1	
	Reading Literature	CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	1
		CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1
CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.		1	
CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		1	
CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.		1	

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Content Area	Standard	Grade
Writing	CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1
	CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1
	CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1
Numbers and Operations in Base Ten	CCSS.MATH.CONTENT.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1
	CCSS.MATH.CONTENT.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	1
	CCSS.MATH.CONTENT.1.NBT.B.2.A 10 can be thought of as a bundle of ten ones — called a “ten.”	1
	CCSS.MATH.CONTENT.1.NBT.B.2.B The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	1
	CCSS.MATH.CONTENT.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	1
	CCSS.MATH.CONTENT.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1

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Content Area	Standard	Grade
Operations and Algebraic Thinking	<p>CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	1
	<p>CCSS.MATH.CONTENT.1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	1
	<p>CCSS.MATH.CONTENT.1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	1
	<p>CCSS.MATH.CONTENT.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	1
	<p>CCSS.MATH.CONTENT.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	1
	Measurement and Data	<p>CCSS.MATH.CONTENT.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>
<p>CCSS.MATH.CONTENT.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>		1

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Content Area	Standard	Grade
Measurement and Data	CCSS.MATH.CONTENT.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	1
	CCSS.MATH.CONTENT.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1
	CCSS.MATH.CONTENT.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	2
Geometry	CCSS.MATH.CONTENT.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	1
	CCSS.MATH.CONTENT.1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1
	CCSS.MATH.CONTENT.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1
From Molecules to Organisms: Structures and Processes	NGSS 1-LS1-A All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow	1
	NGSS 1-LS1-B Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.	1

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Content Area	Standard	Grade
Heredity: Inheritance and Variation of Traits	NGSS 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	1
Earth's Place in the Universe	NGSS 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.	1
	NGSS 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.	1
	NGSS ESS1.B Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	1
Waves and their Applications in Technologies for Information Transfer	NGSS 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	1
	NGSS PS4.A Sound can make matter vibrate, and vibrating matter can make sound.	1
Social and Emotional Learning	CASEL Framework: Self-Awareness The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.	1
	CASEL Framework: Self-Management The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.	1
	CASEL Framework: Social Awareness The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.	1

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Content Area	Standard	Grade
Social and Emotional Learning	<i>CASEL Framework: Relationship Skills</i> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.	1
	<i>CASEL Framework: Responsible Decision-Making</i> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.	1

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DAILY LEARNING QUEST LEVEL II (from the Back-to-School Backpacks)

(Individual lesson page/component correlation available upon request.)

Content Area	Standard	Grade	
Language	CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2	
	CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., group).	2	
	CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	2	
	CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.	2	
	CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2	
	CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2	
	CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters.	2	
	CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.	2	
	Reading: Foundational Skills	CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2
		CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2
CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		2	

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Content Area	Standard	Grade
Reading Informational Text	CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2
	CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2
	CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2
	CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2
	CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2
Reading Literature	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2
	CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2
Writing	CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2
	CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2

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Content Area	Standard	Grade
Operations and Algebraic Thinking	CCSS.MATH.CONTENT.2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	2
	CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1	2
Numbers and Operations in Base Ten	CCSS.MATH.CONTENT.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	2
	CCSS.MATH.CONTENT.2.NBT.A.1.A 100 can be thought of as a bundle of ten tens — called a “hundred.”	2
	CCSS.MATH.CONTENT.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2
	CCSS.MATH.CONTENT.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	2
	CCSS.MATH.CONTENT.2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2
	CCSS.MATH.CONTENT.2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	2
	Measurement and Data	CCSS.MATH.CONTENT.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
CCSS.MATH.CONTENT.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.		2

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Content Area	Standard	Grade
Measurement and Data	CCSS.MATH.CONTENT.2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2
	CCSS.MATH.CONTENT.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2
	CCSS.MATH.CONTENT.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	2
Geometry	CCSS.MATH.CONTENT.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	2
	CCSS.MATH.CONTENT.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	2
	CCSS.MATH.CONTENT.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	2
Ecosystems: Interactions, Energy, and Dynamics	NGSS 2-LS2-1 Plants depend on water and light to grow.	2
	NGSS 2-LS2-2 Plants depend on animals for pollination or to move their seeds around.	2
Biological Evolution: Unity and Diversity	NGSS 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.	2
Earth's Systems	NGSS 2-ESS2.A Wind and water can change the shape of the land. Patterns in the natural world can be observed.	2
	NGSS 2-ESS2.C Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.	

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Content Area	Standard	Grade
Earth's Systems	NGSS 2-ESS2.B Maps show where things are located. One can map the shapes and kinds of land and water in any area.	2
Engineering Design	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	2
Social and Emotional Learning	CASEL Framework: Self-Awareness The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.	2
	CASEL Framework: Self-Management The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.	2
	CASEL Framework: Social Awareness The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.	2
	CASEL Framework: Relationship Skills The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.	2
	CASEL Framework: Responsible Decision-Making The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.	2

Blue Star Products Standards

DAILY LEARNING QUEST LEVEL III (from the Back-to-School Backpacks)

(Individual lesson page/component correlation available upon request.)

Content Area	Standard	Grade
Language	CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3
	CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3
	CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	3
	CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.	3
	CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.	3
	CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	3
	CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	3
	CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.	3
	CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.	3
	CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.	3
	CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.	3
	CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	3

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Content Area	Standard	Grade
Reading: Foundational Skills	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3
	CCSS.ELA-LITERACY.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	3
	CCSS.ELA-LITERACY.RF.3.3.C Decode multisyllable words.	3
	CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	3
	CCSS.ELA-LITERACY.RF.3.4.A Read grade-level text with purpose and understanding.	3
	CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3
Reading Informational Text	CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3
	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3
Reading Literature	CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3
	CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	3
Writing	CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.	3
	CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3
	CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.	3

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Content Area	Standard	Grade
Writing	CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3
	CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	3
Operations and Algebraic Thinking	CCSS.MATH.CONTENT.3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	3
	CCSS.MATH.CONTENT.3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	3
	CCSS.MATH.CONTENT.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	3
Number and Operations in Base Ten	CCSS.MATH.CONTENT.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	3
	CCSS.MATH.CONTENT.3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	3
	CCSS.MATH.CONTENT.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	3
Number and Operations: Fractions	CCSS.MATH.CONTENT.3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	3

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Number and Operations: Fractions	CCSS.MATH.CONTENT.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	3
	CCSS.MATH.CONTENT.3.NF.A.2.A Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	3
	CCSS.MATH.CONTENT.3.NF.A.2.B Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	3
	CCSS.MATH.CONTENT.3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	3
	CCSS.MATH.CONTENT.3.NF.A.3.B Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	3
	CCSS.MATH.CONTENT.3.NF.A.3.D Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	3
Measurement and Data	CCSS.MATH.CONTENT.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	3
	CCSS.MATH.CONTENT.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	3

Blue Star Products Standards

Content Area	Standard	Grade
Measurement and Data	CCSS.MATH.CONTENT.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	3
	CCSS.MATH.CONTENT.3.MD.C.5.A A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	3
	CCSS.MATH.CONTENT.3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3
	CCSS.MATH.CONTENT.3.MD.C.7 Relate area to the operations of multiplication and addition.	3
	CCSS.MATH.CONTENT.3.MD.C.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	3
	CCSS.MATH.CONTENT.3.MD.C.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	3
	CCSS.MATH.CONTENT.3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	3
	CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	3
Geometry	CCSS.MATH.CONTENT.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	3

Blue Star Products Standards

Content Area	Standard	Grade
From Molecules to Organisms: Structures and Processes	NGSS LS1.B Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	3
Heredity: Inheritance and Variation of Traits	NGSS 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	3
	NGSS 3-LS3.B Different organisms vary in how they look and function because they have different inherited information. The environment also affects the traits that an organism develops.	3
Earth's Systems	NGSS 3-ESS2-2 Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.	3
	NGSS 3-ESS2-1 Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.	3
Motion and Stability: Forces and Interactions	NGSS 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	3
	NGSS 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	3
	NGSS 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	3
Social and Emotional Learning	CASEL Framework: Self-Awareness The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.	3

Blue Star Products Standards

Content Area	Standard	Grade
Social and Emotional Learning	<p><i>CASEL Framework: Self-Management</i> The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</p>	3
	<p><i>CASEL Framework: Social Awareness</i> The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>	3
	<p><i>CASEL Framework: Relationship Skills</i> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>	3
	<p><i>CASEL Framework: Responsible Decision-Making</i> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>	3

Blue Star Products Standards

DAILY LEARNING QUEST LEVEL IV (from the Back-to-School Backpacks)

(Individual lesson page/component correlation available upon request.)

Content Area	Standard	Grade
Language	CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4
	CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	4
	CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4
	CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	4
	CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	4
	CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	4
	CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	4
	CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	4
	CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4
	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4
	CCSS.ELA-LITERACY.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	4

Blue Star Products Standards

Content Area	Standard	Grade
Language	CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4
Reading Foundational Skills	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4
	CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	4
Reading Informational Text	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4
	CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4
	CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	4
Reading Literature	CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4
	CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4
Writing	CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4
	CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4
	CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4

Blue Star Products Standards

Content Area	Standard	Grade
Operations and Algebraic Thinking	<p>CCSS.MATH.CONTENT.4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p>	4
	<p>CCSS.MATH.CONTENT.4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p>	4
	<p>CCSS.MATH.CONTENT.4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	4
	<p>CCSS.MATH.CONTENT.4.OA.A.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.</p>	4
Number and Operations in Base Ten	<p>CCSS.MATH.CONTENT.4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p>	4
	<p>CCSS.MATH.CONTENT.4.NBT.A.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.</p>	4
	<p>CCSS.MATH.CONTENT.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>	4

Blue Star Products Standards

Content Area	Standard	Grade
Number and Operations in Base Ten	CCSS.MATH.CONTENT.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4
Numbers and Operations: Fractions	CCSS.MATH.CONTENT.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	4
	CCSS.MATH.CONTENT.4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	4
	CCSS.MATH.CONTENT.4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	4
	CCSS.MATH.CONTENT.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	4
	CCSS.MATH.CONTENT.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	4
	CCSS.MATH.CONTENT.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	4
	CCSS.MATH.CONTENT.4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	4

Blue Star Products Standards

Content Area	Standard	Grade
Measurement and Data	CCSS.MATH.CONTENT.4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	4
	CCSS.MATH.CONTENT.4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	4
	CCSS.MATH.CONTENT.4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	4
	CCSS.MATH.CONTENT.4.MD.C.5.A An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	4
	CCSS.MATH.CONTENT.4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	4
	Geometry	CCSS.MATH.CONTENT.4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CCSS.MATH.CONTENT.4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		4
Energy	NGSS 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	4
	NGSS 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	4

Blue Star Products Standards

Content Area	Standard	Grade
Waves and their Applications in Technologies for Information Transfer	NGSS 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).	4
From Molecules to Organisms: Structures and Processes	NGSS 4-LS1-2 Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.	4
	NGSS 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	4
Earth's Systems	NGSS 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	4
	NGSS 4-ESS2.B Plate Tectonics and Large-Scale System Interactions: The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.	4
Earth and Human Activity	NGSS ESS3.B Natural Hazards: A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.	4
Social and Emotional Learning	CASEL Framework: Self-Awareness The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.	4
	CASEL Framework: Self-Management The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.	4

Blue Star Products Standards

Content Area	Standard	Grade
Social and Emotional Learning	<i>CASEL Framework: Social Awareness</i> The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.	4
	<i>CASEL Framework: Relationship Skills</i> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.	4
	<i>CASEL Framework: Responsible Decision-Making</i> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.	4

Blue Star Products Standards

DAILY LEARNING QUEST LEVEL V (from the Back-to-School Backpacks)

(Individual lesson page/component correlation available upon request.)

Content Area	Standard	Grade
Language	CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5
	CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5
	CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	5
	CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	5
	CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	5
	CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	5
	CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	5
	CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5
	CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5
	CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	5

Blue Star Products Standards

Content Area	Standard	Grade
Reading Foundational Skills	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5
	CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	5
	CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding.	5
Reading Literature	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5
	CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5
	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5
Reading Informational Text	CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5
	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5
	CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5
Writing	CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5
	CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5
	CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5

Blue Star Products Standards

Content Area	Standard	Grade
Operations and Algebraic Thinking	CCSS.MATH.CONTENT.5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	5
	CCSS.MATH.CONTENT.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	5
Numbers and Operations in Base Ten	CCSS.MATH.CONTENT.5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	5
	CCSS.MATH.CONTENT.5.NBT.A.3 Read, write, and compare decimals to thousandths.	5
	CCSS.MATH.CONTENT.5.NBT.A.4 Use place value understanding to round decimals to any place.	5
	CCSS.MATH.CONTENT.5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	5
	CCSS.MATH.CONTENT.5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	5
	CCSS.MATH.CONTENT.5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	5
	CCSS.MATH.CONTENT.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5

Blue Star Products Standards

Content Area	Standard	Grade	
Numbers and Operations: Fractions	CCSS.MATH.CONTENT.5.NF.A.1 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. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)	5	
	CCSS.MATH.CONTENT.5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	5	
	CCSS.MATH.CONTENT.5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	5	
	CCSS.MATH.CONTENT.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	5	
	CCSS.MATH.CONTENT.5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	5	
	Measurement and Data	CCSS.MATH.CONTENT.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5
		CCSS.MATH.CONTENT.5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	5
CCSS.MATH.CONTENT.5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		5	

Blue Star Products Standards

Content Area	Standard	Grade
Measurement and Data	CCSS.MATH.CONTENT.5.MD.C.3.A A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	5
	CCSS.MATH.CONTENT.5.MD.C.3.B A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	5
	CCSS.MATH.CONTENT.5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5
Geometry	CCSS.MATH.CONTENT.5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	5
	CCSS.MATH.CONTENT.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	5
	CCSS.MATH.CONTENT.5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	5
	CCSS.MATH.CONTENT.5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	5

Blue Star Products Standards

Content Area	Standard	Grade
Matter and Its Interactions	NGSS 5-PS1.A Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.	5
	NGSS 5-PS1-3 Make observations and measurements to identify materials based on their properties.	5
	NGSS 5-PS1-4 When two or more different substances are mixed, a new substance with different properties may be formed.	5
Motion and Stability: Forces and Interactions	NGSS 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	5
Ecosystems: Interactions, Energy, and Dynamics	NGSS 5-LS2-1 Cycles of Matter and Energy Transfer in Ecosystems: Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.	5
Earth's Place in the Universe	NGSS 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	5
Earth's Systems	NGSS 5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	5
	NGSS 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	5
	NGSS 5-ESS2-2 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	5

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Content Area	Standard	Grade
Social and Emotional Learning	<p><i>CASEL Framework: Self-Awareness</i> The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p>	5
	<p><i>CASEL Framework: Self-Management</i> The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</p>	5
	<p><i>CASEL Framework: Social Awareness</i> The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>	5
	<p><i>CASEL Framework: Relationship Skills</i> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>	5
	<p><i>CASEL Framework: Responsible Decision-Making</i> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>	5

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DAILY LEARNING QUEST LEVEL VI (from the Back-to-School Backpacks)

(Individual lesson page/component correlation available upon request.)

Content Area	Standard	Grade
Language	CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6
	CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6
	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6
	CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6
	CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	6
	CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., myself, ourselves).	6
	CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	6
	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	6
	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6
	CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context.	6

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Content Area	Standard	Grade
Reading Informational Texts	CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6
	CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6
	CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6
	CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6
Reading Literature	CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6
	CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6
	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	6
	CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	6
	Writing	CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.		6
CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		6

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Content Area	Standard	Grade
Writing	CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	6
	CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6
	CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	6
Ratios and Proportional Relationships	CCSS.MATH.CONTENT.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	6
	CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	6
	CCSS.MATH.CONTENT.6.RP.A.3.A Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	6
	CCSS.MATH.CONTENT.6.RP.A.3.B Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	6
	CCSS.MATH.CONTENT.6.RP.A.3.D Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	6
	CCSS.MATH.CONTENT.6.RP.A.3.C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	6

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Content Area	Standard	Grade
The Number System	<p>CCSS.MATH.CONTENT.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.</p>	6
	<p>CCSS.MATH.CONTENT.6.NS.C.6.A Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>	6
	<p>CCSS.MATH.CONTENT.6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p>	6
	<p>CCSS.MATH.CONTENT.6.NS.C.7 Understand ordering and absolute value of rational numbers.</p>	6
	<p>CCSS.MATH.CONTENT.6.NS.C.6.C Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	6
	<p>CCSS.MATH.CONTENT.6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>	6
	<p>CCSS.MATH.CONTENT.6.NS.C.7.C Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p>	6
	<p>CCSS.MATH.CONTENT.6.NS.C.7.D Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>	6

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Content Area	Standard	Grade
Expressions and Equations	CCSS.MATH.CONTENT.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.	6
	CCSS.MATH.CONTENT.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.	6
	CCSS.MATH.CONTENT.6.EE.A.2.A Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.	6
	CCSS.MATH.CONTENT.6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.	6
	CCSS.MATH.CONTENT.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	6
	CCSS.MATH.CONTENT.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	6
Geometry	CCSS.MATH.CONTENT.6.G.A.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 the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	6

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Content Area	Standard	Grade
Geometry	CCSS.MATH.CONTENT.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	6
	CCSS.MATH.CONTENT.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	6
Statistics and Probability	CCSS.MATH.CONTENT.6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	6
	CCSS.MATH.CONTENT.6.SP.A.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.	6
	CCSS.MATH.CONTENT.6.SP.A.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.	6
	CCSS.MATH.CONTENT.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	6
	CCSS.MATH.CONTENT.6.SP.B.5.C Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	6
Matter and Its Interactions	NGSS MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	6+

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Motion and Stability: Forces and Interactions	NGSS MS-PS2-3 Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.	6+
From Molecules to Organisms: Structures and Processes	NGSS MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	6+
Ecosystems: Interactions, Energy, and Dynamics	NGSS MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	6+
Earth's Place in the Universe	NGSS MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	6+
Earth's Systems	NGSS MS-ESS2-4 The Roles of Water in Earth's Surface Processes: Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.	6+
	NGSS MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	6+
	NGSS MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	6+
Earth and Human Activity	NGSS MS-ESS3-3 Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.	6+

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Engineering Design	NGSS ETS1.A Defining and Delimiting Engineering Problems: The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.	6+
Social and Emotional Learning	CASEL Framework: Self-Awareness The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.	6
	CASEL Framework: Self-Management The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.	6
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	CASEL Framework: Relationship Skills The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.	6
	CASEL Framework: Responsible Decision-Making The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.	6