

Blue Star Products Standards

SUMMERTIME LEARNING (from the Summertime Learning Backpacks)

(Individual lesson page correlation available upon request.)

Content Area	Standard	Grade
Reading Informational Text	CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	Kindergarten
	CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Kindergarten
	CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	Kindergarten
	CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Kindergarten
Foundational Skills	CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.	Kindergarten
	CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Kindergarten
	CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Kindergarten
	CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.	Kindergarten
Writing	CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Kindergarten

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Writing	CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Kindergarten
	CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Kindergarten
	CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Kindergarten
Language	CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.A.1 Count to 100 by ones and by tens.	Kindergarten
Counting and Cardinality	CCSS.MATH.CONTENT.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Kindergarten
	CCSS.MATH.CONTENT.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Kindergarten
	CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Kindergarten

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Operations and Algebraic Thinking	CCSS.MATH.CONTENT.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Kindergarten
	CCSS.MATH.CONTENT.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Kindergarten
	CCSS.MATH.CONTENT.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Kindergarten
	CCSS.MATH.CONTENT.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Kindergarten
	CCSS.MATH.CONTENT.K.OA.A.5 Fluently add and subtract within 5.	Kindergarten
Measurement and Data	CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Kindergarten
	CCSS.MATH.CONTENT.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Kindergarten
	CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Kindergarten
Geometry	CCSS.MATH.CONTENT.K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	Kindergarten

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Geometry	CCSS.MATH.CONTENT.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Kindergarten
	CCSS.MATH.CONTENT.K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Kindergarten
Reading Informational Text	CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	1
	CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1
	CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1
	CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1
	CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	1
	CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	1
	Writing	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.
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

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Writing	CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1
	CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1
	CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1
Operations and Algebraic Thinking	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.	1
	CCSS.MATH.CONTENT.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1
	CCSS.MATH.CONTENT.1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	1
	CCSS.MATH.CONTENT.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1

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Operations and Algebraic Thinking	<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
	<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
Measurement and Data	<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
	<p>CCSS.MATH.CONTENT.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</p>	1
	<p>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.</p>	1

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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
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.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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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.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2	
	CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	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.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2	
	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2	
	Writing	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
		CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2

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Writing	CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	2
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.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2
	CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	2
	CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	2
Operations and Algebraic Thinking	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.	2
	CCSS.MATH.CONTENT.2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	2
	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.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2

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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.2 Count within 1000; skip-count by 5s, 10s, and 100s.	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
	CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	2
	CCSS.MATH.CONTENT.2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	2
	CCSS.MATH.CONTENT.2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	2

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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.	2
	CCSS.MATH.CONTENT.2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2
	CCSS.MATH.CONTENT.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	2
	CCSS.MATH.CONTENT.2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2
	CCSS.MATH.CONTENT.2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	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
	CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	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. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	2

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Reading Informational Texts	<i>CCSS.ELA-LITERACY.RI.3.1</i> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3
	<i>CCSS.ELA-LITERACY.RI.3.2</i> Determine the main idea of a text; recount the key details and explain how they support the main idea.	3
	<i>CCSS.ELA-LITERACY.RI.3.3</i> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3
	<i>CCSS.ELA-LITERACY.RI.3.4</i> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	3
	<i>CCSS.ELA-LITERACY.RI.3.6</i> Distinguish their own point of view from that of the author of a text.	3
	<i>CCSS.ELA-LITERACY.RI.3.7</i> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3
	<i>CCSS.ELA-LITERACY.RI.3.8</i> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	3
	<i>CCSS.ELA-LITERACY.RI.3.10</i> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3

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Writing	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.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3
	CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3
	CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3
	CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3
	Language	CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		3
CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		3
CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		3

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Operations and Algebraic Thinking	<p><i>CSS.MATH.CONTENT.3.OA.A.1</i> 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.</p>	3
	<p><i>CCSS.MATH.CONTENT.3.OA.A.2</i> 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 $56 \div 8$.</p>	3
	<p><i>CCSS.MATH.CONTENT.3.OA.A.3</i> 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.</p>	3
	<p><i>CCSS.MATH.CONTENT.3.OA.A.4</i> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$</p>	3
	<p><i>CCSS.MATH.CONTENT.3.OA.B.6</i> Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	3
	<p><i>CCSS.MATH.CONTENT.3.OA.C.7</i> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	3
	<p><i>CCSS.MATH.CONTENT.3.OA.D.8</i> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	3

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Operations and Algebraic Thinking	<i>CCSS.MATH.CONTENT.3.OA.D.9</i> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	3
Numbers in Base Ten	<i>CCSS.MATH.CONTENT.3.NBT.A.1</i> Use place value understanding to round whole numbers to the nearest 10 or 100.	3
	<i>CCSS.MATH.CONTENT.3.NBT.A.2</i> 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
Numbers and Operations: Fractions	<i>CCSS.MATH.CONTENT.3.NF.A.1</i> Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	3
	<i>CCSS.MATH.CONTENT.3.NF.A.2</i> Understand a fraction as a number on the number line; represent fractions on a number line diagram.	3
	<i>CCSS.MATH.CONTENT.3.NF.A.3</i> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	3
Measurement and Data	<i>CCSS.MATH.CONTENT.3.MD.A.1</i> 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
	<i>CCSS.MATH.CONTENT.3.MD.B.3</i> 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

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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
Reading Informational Texts	CCSS.MATH.CONTENT.3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	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.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4
	CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4
	CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4
	CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4
	CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	4

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Content Area	Standard	Grade	
Reading Informational Texts	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4	
	CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	
Writing	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	
	CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4	
	CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	4	
	CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4	
	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.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4
CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		4	
CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.		4	

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Content Area	Standard	Grade
Language	CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4
	CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	4
Numbers and Operations in Base Ten (Grade 3)	CCSS.MATH.CONTENT.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	4
Operations and Algebraic Thinking	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.	4
	CCSS.MATH.CONTENT.4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	4
	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.	4
	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.	4

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Content Area	Standard	Grade
Operations and Algebraic Thinking	<i>CCSS.MATH.CONTENT.4.OA.C.5</i> 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.	4
Numbers and Operations in Base Ten	<i>CCSS.MATH.CONTENT.4.NBT.A.1</i> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	4
	<i>CCSS.MATH.CONTENT.4.NBT.A.2</i> 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.	4
	<i>CCSS.MATH.CONTENT.4.NBT.A.3</i> Use place value understanding to round multi-digit whole numbers to any place.	4
	<i>CCSS.MATH.CONTENT.4.NBT.B.4</i> Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4
	<i>CCSS.MATH.CONTENT.4.NBT.B.5</i> 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.	4
	<i>CCSS.MATH.CONTENT.4.NBT.B.6</i> 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

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Content Area	Standard	Grade
Number and Operations: Fractions	CCSS.MATH.CONTENT.4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	4
	CCSS.MATH.CONTENT.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	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 100.2 For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.	4
	CCSS.MATH.CONTENT.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	4
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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	4
	CCSS.MATH.CONTENT.4.MD.A.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.	4
	CCSS.MATH.CONTENT.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	4

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Content Area	Standard	Grade
Measurement and Data	<p>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.</p>	4
	<p>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.</p>	4
	<p>CCSS.MATH.CONTENT.4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	4
Geometry	<p>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.</p>	4
	<p>CCSS.MATH.CONTENT.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	4
Reading Informational Text	<p>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.</p>	5
	<p>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.</p>	5
	<p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	5

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Content Area	Standard	Grade
Reading Informational Text	CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	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
	CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5
	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	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
	CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5
	CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5
	CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	5

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Content Area	Standard	Grade
Writing	CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	5
	CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	5
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.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5
	CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5
	CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	5
	CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	5
	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.
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

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Content Area	Standard	Grade
Operations and Algebraic Thinking	CCSS.MATH.CONTENT.5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	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.4 Use place value understanding to round decimals to any place.	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.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	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
Numbers and Operations: Fractions	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

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Content Area	Standard	Grade
Numbers and Operations: Fractions	CCSS.MATH.CONTENT.5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	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.5 Interpret multiplication as scaling (resizing).	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
Measurement and Data	CCSS.MATH.CONTENT.5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	5
	CCSS.MATH.CONTENT.5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	5
Geometry	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

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Content Area	Standard	Grade
Geometry	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
	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
Reading Standards: Literature	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.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6
Writing	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
	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.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6
	CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	6

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Content Area	Standard	Grade
Writing	CCSS.ELA-LITERACY.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6
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.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6
	CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6
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.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6
	CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6

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Content Area	Standard	Grade
Reading Informational Texts	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
	CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6
	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6
Ratios and Proportional Relationships	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.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.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”	6
The Number System	CCSS.MATH.CONTENT.6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?.	6

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Content Area	Standard	Grade
The Number System	CCSS.MATH.CONTENT.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.	6
	CCSS.MATH.CONTENT.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	6
	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 $4(9 + 2)$.	6
	CCSS.MATH.CONTENT.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	6
	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.	6
	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.	6
	Expressions and Equations	CCSS.MATH.CONTENT.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.
Geometry		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.

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Content Area	Standard	Grade
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 $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	6
Statistics and Probability	CSS.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 Summarize numerical data sets in relation to their context.	6
Writing	CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	7
	CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7
	CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	7
	CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7

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Content Area	Standard	Grade
Writing	<i>CCSS.ELA-LITERACY.W.7.10</i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7
Language	<i>CCSS.ELA-LITERACY.L.7.1</i> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	7
	<i>CCSS.ELA-LITERACY.L.7.2</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	7
	<i>CCSS.ELA-LITERACY.L.7.3</i> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	7
	<i>CCSS.ELA-LITERACY.L.7.4</i> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	7
	<i>CCSS.ELA-LITERACY.L.7.5</i> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7
	<i>CCSS.ELA-LITERACY.L.7.6</i> 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.	7
Reading Informational Text	<i>CCSS.ELA-LITERACY.RI.7.1</i> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7
	<i>CCSS.ELA-LITERACY.RI.7.2</i> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7
	<i>CCSS.ELA-LITERACY.RI.7.3</i> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7

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Content Area	Standard	Grade
Reading Informational Text	CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7
	CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7
	CCSS.ELA-LITERACY.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7
	CCSS.ELA-LITERACY.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7
	CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7
	CCSS.ELA-LITERACY.RI.7.10 By the end of the year, read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7
	Ratios and Proportional Relationships	CCSS.MATH.CONTENT.7.RP.A.2 Recognize and represent proportional relationships between quantities.
CCSS.MATH.CONTENT.7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.		7
The Number System	CCSS.MATH.CONTENT.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	7

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Content Area	Standard	Grade
The Number System	CCSS.MATH.CONTENT.7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	7
	CCSS.MATH.CONTENT.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	7
Expressions and Equations	CCSS.MATH.CONTENT.7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	7
	CCSS.MATH.CONTENT.7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”	7
	CCSS.MATH.CONTENT.7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	7
	CCSS.MATH.CONTENT.7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	7
Geometry	CCSS.MATH.CONTENT.7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	7

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Content Area	Standard	Grade
Geometry	CCSS.MATH.CONTENT.7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	7
Statistics and Probability	CCSS.MATH.CONTENT.7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	7
	CCSS.MATH.CONTENT.7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.	7
	CCSS.MATH.CONTENT.7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	7
Reading Standards: Literature	CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8
	CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8
	CCSS.ELA-LITERACY.RL.8.3 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.	8

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Content Area	Standard	Grade
Reading Standards: Literature	CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8
	CCSS.ELA-LITERACY.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	8
Reading Informational Text	CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8
	CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	8
	CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8
	CCSS.ELA-LITERACY.RI.8.4 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, including analogies or allusions to other texts.	8
	CCSS.ELA-LITERACY.RI.8.5 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.	8
	CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8
	CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8

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Content Area	Standard	Grade
Reading Informational Text	CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	8
Writing	CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	8
	CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8
	CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8
	CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8
	CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	8
	CCSS.ELA-LITERACY.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	8
	Language	CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		8
CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		8
CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		8

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Content Area	Standard	Grade
The Number System	CCSS.MATH.CONTENT.8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	8
Expressions and Equations	CCSS.MATH.CONTENT.8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	8
	CCSS.MATH.CONTENT.8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	8
	CCSS.MATH.CONTENT.8.EE.C.7 Solve linear equations in one variable.	8
Functions	CCSS.MATH.CONTENT.8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	8
	CCSS.MATH.CONTENT.8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	8
	CCSS.MATH.CONTENT.8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	8

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Content Area	Standard	Grade
Geometry	<i>CCSS.MATH.CONTENT.8.G.B.7</i> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	8
	<i>CCSS.MATH.CONTENT.8.G.B.8</i> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	8