TABE 11 & 12
Transition Toolkits

MATHEMATICS

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TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL L (CCR LEVEL A)

STANDARD	STANDARD DESCRIPTION	Emphasis
NUMBER AND OPERATIONS IN BASE TEN		
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c) *Achieving TABE Success in Mathematics, Level E: Pgs. 8-9* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 6-10* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 3* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.1*	High
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. *Achieving TABE Success in Mathematics, Level E: Pg. 11* *Basic Skills for the Workplace: Pgs. 98-103* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 4* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 5* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.2*	High
1.NBT.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 27-32* *Basic Skills for the Workplace: Pgs. 104-109* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 15-16* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 9-11* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 2.1, 2.2, 2.3*	Low
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL L (CCR LEVEL A)

STANDARD	STANDARD DESCRIPTION	Emphasis
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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. *Achieving TABE Success in Mathematics, Level E: Pgs. 37-42* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13*	Medium
OPERATIONS AND ALGEBRAIC THINKING		
1.OA.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 36, 45, 73, 102* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 16* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 9, 23-24* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 7.1*	Low
1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) *Achieving TABE Success in Mathematics, Level E: Pgs. 27, 37* *Basic Skills for the Workplace: Pgs. 105-106, 111-112* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 9* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 19-20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.5*	High
1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. *Achieving TABE Success in Mathematics, Level E: Pgs. 37-38* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 16-17, 19* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.6*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL L (CCR LEVEL A)

STANDARD	STANDARD DESCRIPTION	Emphasis
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). *Achieving TABE Success in Mathematics, Level E: Pgs. 29, 97* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 9, 12* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 2.1, 3.1*	Low
1.OA.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). *Achieving TABE Success in Mathematics, Level E: Pgs. 28-29, 38* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 15-16, 33-34* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 9, 12* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 2.2, 3.2*	Medium
1.OA.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.	High
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [box] - 3, 6 + 6 = [box]. *Achieving TABE Success in Mathematics, Level E: Pg. 100* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 12* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 16, 18, 20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 13.1*	Low
GEOMETRY		
1.G.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. *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 22* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 10.4*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL L (CCR LEVEL A)

STANDARD	STANDARD DESCRIPTION	Emphasis
K.G.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). *Achieving TABE Success in Mathematics, Level E: Pgs. 125-127* *Number Power- Geometry: Pgs. 34, 74-75, 112-113* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 18-20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 10.1, 10.2, 10.3*	Medium
MEASUREMENT AND DATA		
1.MD.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 113-114, 116* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 9* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 9.5*	Low
1.MD.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 81-88* *TABE Skill Workbook- Level E Mathematics- Data Analysis, Statistics, and Probability: Pgs. 3-4, 15-16* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 11.1*	High

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
NUMBER AND OPERATIONS IN BASE TEN		
2.NBT.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. Understand the following as special cases: (2.NBT.1.a, 2.NBT.1.b) *Achieving TABE Success in Mathematics, Level E: Pgs. 8-9, 25-26* *Achieving TABE Success in Mathematics, Level M: Pgs. 8-9* *Basic Skills for the Workplace: Pgs. 98-103* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 6-10* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 3* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 3* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 3* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.1*	Low
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100. *Achieving TABE Success in Mathematics, Level E: Pgs. 14-16, 25-26* *Achieving TABE Success in Mathematics, Level M: Pg. 12* *Basic Skills for the Workplace: Pgs. 98-103* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 7, 10* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 13* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 8* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 6* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 8.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 9.1*	Medium
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s. *Achieving TABE Success in Mathematics, Level E: Pg. 97* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 6-10* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 5* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 6-7* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 8-9* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 1.3*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.NBT.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 25-30, 37-42* *Achieving TABE Success in Mathematics, Level M: Pgs. 16-20, 27-30* *Basic Skills for the Workplace: Pgs. 104-115* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 14-15* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8-10* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 9-14* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 7-11* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pgs. 16-21* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 17-20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 2.3, 3.3* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 2.1, 3.1*	Low
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. *Achieving TABE Success in Mathematics, Level E: Pg. 10* *Achieving TABE Success in Mathematics, Level M: Pgs. 8-10* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 3* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 4* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 4* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 4* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.1*	Low
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations. *Achieving TABE Success in Mathematics, Level M: Pg. 41* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 17* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 11* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 18* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 14* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 4.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 4.1*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
2.NBT.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. *Achieving TABE Success in Mathematics, Level E: Pg. 11* *Achieving TABE Success in Mathematics, Level M: Pg. 11* *Basic Skills for the Workplace: Pgs. 98-103* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 4* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 5* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 5* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 5* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.2*	Medium
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations. *Achieving TABE Success in Mathematics, Level E: Pgs. 30-31* *Achieving TABE Success in Mathematics, Level M: Pg. 17* *Basic Skills for the Workplace: Pgs. 104-109* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-15* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8-10* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 9-10* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 7-8* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 1.5, 1.6, 2.1, 2.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 2.1*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
2.NBT.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 32, 39-42* *Achieving TABE Success in Mathematics, Level M: Pgs. 15-20, 26-30* *Basic Skills for the Workplace: Pgs. 104-115* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-15* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8-10* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 9-14* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 7-10* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pgs. 16-21* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 17-20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 1.6, 2.2, 3.1, 3.2, 3.3* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.8, 2.1, 3.1*	Medium
NUMBER AND OPERATIONS- FRACTIONS		
3.NF.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. *Achieving TABE Success in Mathematics, Level E: Pg. 19* *Achieving TABE Success in Mathematics, Level M: Pgs. 63-65* *Basic Skills for the Workplace: Pgs. 150-155* *Number Power- Fractions, Decimals, and Percents: Pgs. 11-12* *Number Power- Review: Pgs. 58-59, 64* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 20* *TABE Skill Workbook- Level E Mathematics- Decimals and Fractions: Pg. 3* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 12* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 7.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.5*	Medium
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3.NF.2.a, 3.NF.2.b) *Achieving TABE Success in Mathematics, Level M: Pg. 74* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 7.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.5*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3.a, 3.NF.3.b, 3.NF.3.c, 3.NF.3.d) *Achieving TABE Success in Mathematics, Level E: Pg. 21* *Achieving TABE Success in Mathematics, Level M: Pgs. 65, 67, 69-70* *Number Power- Fractions, Decimals, and Percents: Pgs. 14, 19-20* *Number Power- Review: Pgs. 65-68, 72* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 21* *TABE Skill Workbook- Level E Mathematics- Decimals and Fractions: Pgs. 4-5* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pgs. 12-13, 16* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 7.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.5, 6.1*	High
OPERATIONS AND ALGEBRAIC THINKING		
2.OA.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 36, 45, 73, 102* *Achieving TABE Success in Mathematics, Level M: Pgs. 22-23, 32-33* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 16* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 10* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pg. 24* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 24* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pg. 22* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pgs. 16-21* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 17-20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 7.2, 7.3* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 8.1*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 x 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 x 7. *Achieving TABE Success in Mathematics, Level E: Pg. 47* *Achieving TABE Success in Mathematics, Level M: Pg. 36* *Basic Skills for the Workplace: Pgs. 132-137* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13, 17* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8-9, 11* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 16-17* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 12-14* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 16-20* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pg. 21* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pgs. 16-21* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 19-20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 4.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.3*	Medium
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56/8 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 56/8. *Achieving TABE Success in Mathematics, Level E: Pg. 56* *Achieving TABE Success in Mathematics, Level M: Pg. 48* *Basic Skills for the Workplace: Pgs. 138-143* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12, 18-19* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8-9, 12* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 19-20* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 17-19* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 16-20* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pgs. 16-21* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 19-20* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 5.1*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.OA.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 57, 63-64* *Achieving TABE Success in Mathematics, Level M: Pgs. 44-45, 59* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 20* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 11-12* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 22-24* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 19, 23-24* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 7.4, 7.5* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 4.1, 5.1*	Low
3.OA.4	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 × ? = 48, 5 = [box]/3, 6 x 6 = ?. *Achieving TABE Success in Mathematics, Level E: Pgs. 57, 100* *Achieving TABE Success in Mathematics, Level M: Pgs. 37, 49, 113* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8-9* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 12-14* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pgs. 16-21* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 17-20*	Low
3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.) *Achieving TABE Success in Mathematics, Level E: Pgs. 56-57* *Achieving TABE Success in Mathematics, Level M: Pgs. 36, 48-49, 114-115* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8-9, 11-12* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pg. 12* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 13-15* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 1.6* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.8*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.OA.6	Understand division as an unknown-factor problem. For example, find 32/8 by finding the number that makes 32 when multiplied by 8. *Achieving TABE Success in Mathematics, Level E: Pgs. 56-57* *Achieving TABE Success in Mathematics, Level M: Pgs. 49, 115* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pg. 12* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.3*	Medium
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40/ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *Achieving TABE Success in Mathematics, Level E: Pgs. 48-52, 58-61* *Achieving TABE Success in Mathematics, Level M: Pgs. 37, 49* *Number Power- Addition, Subtraction, Multiplication, and Division: Pg. 93* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 17-19* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 11-12* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 16, 19-20* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 12, 17* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pg. 12* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 4.1, 5.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 4.1, 5.1*	Low
3.OA.8	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. *Achieving TABE Success in Mathematics, Level E: Pgs. 68-72, 74-77* *Achieving TABE Success in Mathematics, Level M: Pg. 60* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 49-50, 77-78, 109-118* *TABE Skill Workbook- Level E Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 7-11* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 10-14* *TABE Skill Workbook- Level E Mathematics- Whole Numbers: Pgs. 15, 22* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 6, 11, 16, 20* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 21-24* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 19-24* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pgs. 9-11* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 9-11* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 7.2, 7.3, 7.4, 7.5, 8.2, 14.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 8.1, 8.2, 8.3, 15.1*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.OA.9	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. *Achieving TABE Success in Mathematics, Level E: Pgs. 95-98, 100-101, 105-106* *Achieving TABE Success in Mathematics, Level M: Pgs. 112, 122-128* *Number Power- Review: Pgs. 110-111* *TABE Skill Workbook- Level E Mathematics- Patterns, Functions, and Algebra: Pgs. 8-12* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 3-5* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 13.1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 14.1*	Low
GEOMETRY		
2.G.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 125-127* *Achieving TABE Success in Mathematics, Level M: Pgs. 146-148, 154* *Number Power- Review: Pgs. 216-217* *Number Power- Geometry: Pgs. 34-35, 74-75* *Number Power-Pre-Algebra: Pgs. 112-113* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 18-19* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 11, 13-14* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 10.1, 10.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 11.2, 11.3*	Medium
3.G.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. *Achieving TABE Success in Mathematics, Level E: Pg. 125* *Achieving TABE Success in Mathematics, Level M: Pgs. 146-147* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 18-19* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 13-15* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 10.1, 10.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 11.2, 11.3*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.G.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 1/4 of the area of the shape. *Achieving TABE Success in Mathematics, Level E: Pgs. 19-20* *Achieving TABE Success in Mathematics, Level M: Pg. 65* *TABE Skill Workbook- Level E Mathematics- Decimals and Fractions: Pg. 3* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 12*	Low
2.G.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 19-20* *Achieving TABE Success in Mathematics, Level M: Pg. 65*	Low
MEASUREMENT AND DATA		
3.MD.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 119-121* *Achieving TABE Success in Mathematics, Level M: Pgs. 137-140* *Basic Skills for the Workplace: Pgs. 122-127* *TABE Skill Workbook- Level E Mathematics- Problem Solving and Reasoning: Pg. 22* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pg. 21* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 12-15* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 9* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 9.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 10.1*	Medium
2.MD.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. *Achieving TABE Success in Mathematics, Level E: Pg. 114* *Achieving TABE Success in Mathematics, Level M: Pg. 132* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 9* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 4* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 9.5* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 10.2*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.MD.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 117-118, 123-124* *Achieving TABE Success in Mathematics, Level M: Pgs. 125, 130* *Basic Skills for the Workplace: Pgs. 144-149* *Number Power- Measurement: Pgs. 14-15, 49, 54, 78-79, 84-85* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 10-11, 20* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 5, 8* *Instruction Targeted for TABE Success- Level E- Mathematics: Lessons 9.6, 9.7, 9.8* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 10.3, 10.4*	Medium
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters. *Achieving TABE Success in Mathematics, Level E: Pg. 113* *Achieving TABE Success in Mathematics, Level M: Pgs. 125* *Number Power- Measurement: Pgs. 16-17, 21-23* *TABE Skill Workbook- Level E Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 5* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 5* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 9.5* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 10.1, 10.2*	Low
3.MD.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. *Achieving TABE Success in Mathematics, Level M: Pgs. 104-105* *Number Power- Review: Pgs. 160-161, 164-168* *Number Power-Pre-Algebra: Pgs. 76-79, 84-87* *Number Power- Graphs, Charts, Schedules, and Maps: Pgs. 20-31, 44-55, 68-76, 166-167, 174-176* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 141-144, 148, 150* *Number Power- Analyzing Data: Pgs. 30-35, 42-43, 146-147, 154-155, 162-163* *TABE Skill Workbook- Level E Mathematics- Data Analysis, Statistics, and Probability: Pgs. 16-19* *TABE Skill Workbook- Level M Mathematics- Data Analysis, Statistics, and Probability: Pgs. 15-17* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 11.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 12.2*	Low
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. *Achieving TABE Success in Mathematics, Level M: Pg. 132* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 10.2*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters. *Achieving TABE Success in Mathematics, Level E: Pgs. 114-115* *Achieving TABE Success in Mathematics, Level M: Pgs. 131-132* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 4*	Low
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.5.b) *Achieving TABE Success in Mathematics, Level M: Pg. 136* *Number Power- Geometry: Pgs. 90-99* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 17* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 10.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 11.3*	Low
2.MD.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. *Achieving TABE Success in Mathematics, Level M: Pg. 131*	Low
3.MD.7	Relate area to the operations of multiplication and addition. (3.MD.7.a, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d) *Achieving TABE Success in Mathematics, Level M: Pg. 136* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 17, 24* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 10.4, 11.3*	High
3.MD.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. *Achieving TABE Success in Mathematics, Level M: Pg. 135* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 126-130* *Number Power- Review: Pg. 226* *Number Power- Geometry: Pgs. 44-51, 60-62, 76-79, 82-85, 102-105* *Number Power-Pre-Algebra: Pgs. 114, 119, 122-123* *Number Power- Measurement: Pgs. 14-15* *Number Power- Financial Literacy: Pgs. 69-78* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 16* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 10.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 10.5*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL E (CCR LEVEL B)

STANDARD	STANDARD DESCRIPTION	Emphasis
2.MD.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. *Achieving TABE Success in Mathematics, Level E: Pgs. 87-88, 93-94* *Achieving TABE Success in Mathematics, Level M: Pgs. 104-105* *Basic Skills for the Workplace: Pgs. 192-199* *Number Power- Review: Pgs. 112-113, 164-168* *TABE Skill Workbook- Level E Mathematics- Data Analysis, Statistics, and Probability: Pgs. 14-19* *TABE Skill Workbook- Level M Mathematics- Data Analysis, Statistics, and Probability: Pgs. 14-17* *Instruction Targeted for TABE Success- Level E- Mathematics: Lesson 11.2* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 12.2*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
MEASUREMENT AND DATA		
5.MD.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. *Achieving TABE Success in Mathematics, Level M: Pgs. 126-129* *Achieving TABE Success in Mathematics, Level D: Pgs. 134, 136* *Career Companions: Pgs. 84-85* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 1* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 120-121* *Number Power- Fractions, Decimals, and Percents: Pgs. 147-149* *Number Power- Geometry: Pgs. 64-71* *Number Power- Measurement: Pgs. 24-25, 32-33, 52-53, 55-57, 62-63, 80-83, 86-88* *Number Power- Financial Literacy: Pgs. 239-240* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 6* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 4-7* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pg. 21* *Workplace Skills- Applied Mathematics: Lesson 3* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 10.2, 10.4* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 10.1*	Medium
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 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. *Number Power- Analyzing Data: Pgs. 47-48* *Number Power- Measurement: Pgs. 26-30* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 4* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 3* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 12.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 12.1*	Low
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. *Achieving TABE Success in Mathematics, Level D: Pg. 148* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 11* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 11.4* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.4*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. *Achieving TABE Success in Mathematics, Level M: Pgs. 143-144* *Achieving TABE Success in Mathematics, Level D: Pgs. 113-114* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 2* *Number Power- Geometry: Pgs. 10-11* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 11* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 14* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 11.5* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.1*	Low
5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5.MD.5.a, 5.MD.5.b, 5.MD.5.c) *Achieving TABE Success in Mathematics, Level D: Pg. 148* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 11, 12* *Number Power- Fractions, Decimals, and Percents: Pgs. 140-141* *Number Power- Measurement: Pgs. 138-141* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 21* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 11.4* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.4*	Medium
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. *Number Power-Pre-Algebra: Pgs. 174-175* *Number Power- Geometry: Pgs. 12-13, 17-21, 30-33* *Number Power- Measurement: Pgs. 34-35* *Number Power- Review: Pg. 211* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 11.5* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.1*	Medium
4.MD.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. *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 2* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 11-12*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
NUMBER AND OPERATIONS- FRACTIONS		
4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x 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. *Achieving TABE Success in Mathematics, Level M: Pgs. 66-68* *Achieving TABE Success in Mathematics, Level D: Pg. 55* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 7* *Number Power- Fractions, Decimals, and Percents: Pgs. 15-18* *Number Power- Financial Literacy: Pgs. 233-234* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 20-21* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 13* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 14* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 12-14* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.5* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.3*	Low
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. *Achieving TABE Success in Mathematics, Level D: Pg. 70* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 7* *Number Power- Fractions, Decimals, and Percents: Pgs. 25-30, 32-39* *Number Power- Word Problems: Pg. 50* *Number Power- Review: Pgs. 82-85* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 22* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 15-17* *Workplace Skills- Applied Mathematics: Lesson 6* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 8.5* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 6.3*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.NF.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. (4.NF.3.a, 4.NF.3.b, 4.NF.3.c, 4.NF.3.d) *Achieving TABE Success in Mathematics, Level M: Pgs. 68, 70-71, 77* *Achieving TABE Success in Mathematics, Level D: Pgs. 53, 60-61, 70* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 7* *Number Power- Fractions, Decimals, and Percents: Pgs. 22-24, 31* *Number Power- Review: Pgs. 87=91* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 23* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pgs. 19-20* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 14-15* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 12, 15-17* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.5, 1.6, 7.1, 7.2, 7.4, 7.5, 7.6* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.3, 5.1, 5.2, 6.3*	Medium
5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a /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? *Achieving TABE Success in Mathematics, Level M: Pg. 78* *Achieving TABE Success in Mathematics, Level D: Pg. 81* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 8* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 16* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 5.4*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4.NF.4.a, 4.NF.4.b, 4.NF.4.c) *Achieving TABE Success in Mathematics, Level M: Pgs. 72-73, 77* *Achieving TABE Success in Mathematics, Level D: Pgs. 56, 65, 70* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 8* *Number Power- Fractions, Decimals, and Percents: Pgs. 43, 46-47* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pgs. 21-22* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 14, 16* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 14,, 19, 22* *Workplace Skills- Applied Mathematics: Lesson 7* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.5* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 5.3, 6.3*	Medium
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. *Achieving TABE Success in Mathematics, Level M: Pgs. 72-73* *Achieving TABE Success in Mathematics, Level D: Pgs. 65-66* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 8* *Number Power- Fractions, Decimals, and Percents: Pgs. 40-42, 44-45* *Number Power- Review: Pgs. 96-98, 104-105* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 21* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 16* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 18-19* *Workplace Skills- Applied Mathematics: Lesson 7* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 5.3*	Medium
5.NF.5	Interpret multiplication as scaling (resizing), by: (5.NF.5.b) *Achieving TABE Success in Mathematics, Level M: Pg. 80* *Achieving TABE Success in Mathematics, Level D: Pg. 84* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 8* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 5.3*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
5.NF.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. *Achieving TABE Success in Mathematics, Level D: Pg. 70* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 8* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 22* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pg. 22* *Workplace Skills- Applied Mathematics: Lesson 7* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 5.3, 6.3*	Low
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. *Achieving TABE Success in Mathematics, Level M: Pg. 87* *Achieving TABE Success in Mathematics, Level D: Pg. 41* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 2* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 5* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 4* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pg. 4* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.4*	Medium
5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5.NF.7.a, 5.NF.7.b, 5.NF.7.c) *Achieving TABE Success in Mathematics, Level D: Pg. 69* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 8* *Number Power- Fractions, Decimals, and Percents: Pgs. 48-55, 57-59* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 16* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 20-22* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 5.4, 6.3*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
STATISTICS AND PROBABILITY		
6.SP.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. *Achieving TABE Success in Mathematics, Level D: Pg. 153* *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 7* *Number Power- Analyzing Data: Pgs. 22-25* *TABE Skill Workbook- Level M Mathematics- Data Analysis, Statistics, and Probability: Pg. 7* *TABE Skill Workbook- Level D Mathematics- Data Analysis, Statistics, and Probability: Pg. 18* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 13.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 13.2, 13.3*	Medium
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lessons 3, 6* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 13.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 13.2, 13.3*	Low
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots. *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lessons 2, 3* *Number Power- Analyzing Data: Pgs. 47-49* *TABE Skill Workbook- Level M Mathematics- Data Analysis, Statistics, and Probability: Pgs. 18-19* *TABE Skill Workbook- Level D Mathematics- Data Analysis, Statistics, and Probability: Pgs. 14-16* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 12.1*	Low
NUMBER AND OPERATIONSIN BASE TEN		
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 /70 = 10 by applying concepts of place value and division. *Achieving TABE Success in Mathematics, Level M: Pg. 8* *Achieving TABE Success in Mathematics, Level D: Pg. 8* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 9-10* *Number Power- Analyzing Data: Pgs. 19-21* *Number Power- Financial Literacy: Pg. 224* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 3* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 3* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 3* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pg. 3* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.1*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place. *Achieving TABE Success in Mathematics, Level M: Pg. 12* *Achieving TABE Success in Mathematics, Level D: Pg. 12* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 11-12, 23-24, 29-30, 44, 51-53, 70-72, 100-101* *Number Power- Analyzing Data: Pgs. 19-21* *Number Power- Financial Literacy: Pg. 227* *Number Power- Review: Pgs. 12, 30-31* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 13* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 6* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 5* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pg. 6* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 9.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 9.1*	Low
5.NBT.3	Read, write, and compare decimals to thousandths. (5.NBT.3.a, 5.NBT.3.b) *Achieving TABE Success in Mathematics, Level M: Pgs. 84-88* *Achieving TABE Success in Mathematics, Level D: Pgs. 40-41* *Number Power- Fractions, Decimals, and Percents: Pgs. 64-68, 71* *Number Power-Pre-Algebra: Pgs. 26-27* *Number Power- Financial Literacy: Pg. 224* *Number Power- Review: Pgs. 60-62* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 3-4* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pgs. 3-5* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 3-4* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.4* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.1*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm. *Achieving TABE Success in Mathematics, Level M: Pgs. 15-20, 26-30* *Achieving TABE Success in Mathematics, Level D: Pgs. 15-16* *Career Companions: Pgs. 76-77* *College and Career Readiness Practice Workbook-Number Concepts: Lessons 1, 3* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 13-22, 25-43, 45-53* *Number Power- Financial Literacy: Pgs. 225-226* *Number Power- Word Problems: Pgs. 31-33* *Number Power- Review: Pgs. 32-37* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 10* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 7-8* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 12-13* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pgs. 7-8* *Workplace Skills- Applied Mathematics: Lesson 1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 2.1, 3.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.6, 2.1, 2.2*	Low
5.NBT.4	Use place value understanding to round decimals to any place. *Achieving TABE Success in Mathematics, Level M: Pg. 92* *Achieving TABE Success in Mathematics, Level D: Pg. 42* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 9* *Number Power- Fractions, Decimals, and Percents: Pgs. 72-73, 125-126* *Number Power-Pre-Algebra: Pgs. 26-27, 30-31* *Number Power- Financial Literacy: Pg. 229* *Number Power- Review: Pgs. 13, 116-119* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 18* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 5* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pgs. 3, 14* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 6* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 9.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 9.1*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. *Achieving TABE Success in Mathematics, Level M: Pgs. 38-39, 42* *Achieving TABE Success in Mathematics, Level D: Pgs. 18-21* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 3* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 11* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 12-15* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 8* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pgs. 12-15* *Workplace Skills- Applied Mathematics: Lesson 1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.8, 4.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 2.3*	Low
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm. *Achieving TABE Success in Mathematics, Level M: Pgs. 38-39, 41-42, 91* *Achieving TABE Success in Mathematics, Level D: Pgs. 18-21* *Career Companions: Pgs. 76-79* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 54-67, 73-81* *Number Power- Financial Literacy: Pg. 226* *Number Power- Review: Pgs. 40-41, 46-47* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 11* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pg. 15* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 8* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pg. 15* *Workplace Skills- Applied Mathematics: Lesson 1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 4.1, 4.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 2.3*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.NBT.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. *Achieving TABE Success in Mathematics, Level M: Pgs. 48-54, 56-57* *Achieving TABE Success in Mathematics, Level D: Pgs. 23-26* *Career Companions: Pgs. 76-77* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 12* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 17-19* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 8* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pgs. 17-19* *Workplace Skills- Applied Mathematics: Lesson 1* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.8, 5.1,5.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.6, 3.1*	Low
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/orr the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. *Achieving TABE Success in Mathematics, Level M: Pgs. 89-91* *Achieving TABE Success in Mathematics, Level D: Pgs. 43-49* *Career Companions: Pgs. 78-79* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 9* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 133-135* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 16-17* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pgs. 7-10* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 9-10* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 5-11* *Workplace Skills- Applied Mathematics: Lesson 7* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 6.1, 6.2, 6.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 4.1, 4.2, 4.3, 4.4, 4.5*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
OPERATIONS AND ALGEBRAIC THINKING		
4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 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. *Achieving TABE Success in Mathematics, Level M: Pgs. 114-115* *Achieving TABE Success in Mathematics, Level D: Pg. 100* *Career Companions: Pgs. 84-87* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 3* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 9* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 11-12* *TABE Skill Workbook- Level D Mathematics- Problem Solving and Reasoning: Pg. 23* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.8* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.6, 1.7*	Medium
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. *Achieving TABE Success in Mathematics, Level M: Pgs. 117-119* *Achieving TABE Success in Mathematics, Level D: Pgs. 103-104* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 1, 4* *Number Power-Pre-Algebra: Pgs. 24-25* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 12-15* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 11-13* *TABE Skill Workbook- Level D Mathematics- Problem Solving and Reasoning: Pg. 23* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.8, 14.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.7, 14.3*	Low
4.OA.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. *Achieving TABE Success in Mathematics, Level D: Pgs. 100-101* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 3* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 126-127* *Number Power- Financial Literacy: Pg. 228* *Number Power- Review: Pgs. 18-21* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 12-15* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pg. 10* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 8.2, 8.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 6.1*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *Achieving TABE Success in Mathematics, Level M: Pgs. 120-121* *Achieving TABE Success in Mathematics, Level D: Pg. 36* *Career Companions: Pgs. 76-77* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 1* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 126-127* *Number Power- Financial Literacy: Pg. 228* *Number Power- Review: Pgs. 14-21, 30-31* *TABE Skill Workbook- Level M Mathematics- Problem Solving and Reasoning: Pgs. 17-20* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 17, 22* *TABE Skill Workbook- Level D Mathematics- Problem Solving and Reasoning: Pgs. 13-15, 23-24* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 8.1, 8.2, 8.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 6.1*	Low
4.OA.4	Find all factor pairs for a whole number in the range 1 - 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 - 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 - 100 is prime or composite. *Achieving TABE Success in Mathematics, Level M: Pg. 40* *Achieving TABE Success in Mathematics, Level D: Pg. 58* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 6* *Number Power-Pre-Algebra: Pgs. 172-173* *Number Power-Algebra: Pgs. 152-153* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.2*	Low
4.OA.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. *Achieving TABE Success in Mathematics, Level M: Pgs. 110-112* *Achieving TABE Success in Mathematics, Level D: Pgs. 99, 102* *Number Power-Pre-Algebra: Pgs. 64-65* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 3-9* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 3-7* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 14.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 14.1*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
GEOMETRY		
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. *Achieving TABE Success in Mathematics, Level M: Pgs. 143-145, 155* *Achieving TABE Success in Mathematics, Level D: Pgs. 113-119, 126* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 2* *Number Power-Pre-Algebra: Pg. 108, 122=123* *Number Power- Geometry: Pgs. 14-16, 26-27* *Number Power- Measurement: Pg. 36* *Number Power- Review: Pgs. 212-213* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 10-15* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 9-11, 14* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 11.1, 11.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 11.1, 11.2, 11.3*	Medium
5.G.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.5.G., x-axis and x-coordinate, y-axis and y-coordinate). *Achieving TABE Success in Mathematics, Level D: Pg. 126* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 4* *Number Power-Pre-Algebra: Pgs. 128-131* *Number Power-Algebra: Pgs. 108-110* *Number Power- Transitions Math: Pgs. 66-68, 93-98* *Number Power- Review: Pgs. 202-203* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 24* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.5*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
5.G.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. *Achieving TABE Success in Mathematics, Level M: Pgs. 146-147* *Achieving TABE Success in Mathematics, Level D: Pgs. 116-118* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 2, 4, 5* *Number Power- Geometry: Pgs. 40-43, 74-75* *TABE Skill Workbook- Level M Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 13-15* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 11, 13-14* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 11.2, 11.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.3*	Low
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. *Achieving TABE Success in Mathematics, Level D: Pg. 147* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 10, 12* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 20*	Low
EXPRESSIONS AND EQUATIONS		
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.(6.EE.2.a, 6.EE.2.b, 6.EE.2.c) *Achieving TABE Success in Mathematics, Level M: Pgs. 117-119* *Achieving TABE Success in Mathematics, Level D: Pgs. 103-104* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 1, 2, 4, 5* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 5* *Number Power-Pre-Algebra: Pgs. 24-25, 38-42, 140-144, 146-149, 178-181* *Number Power-Algebra: Pgs. 42-51, 54-55, 174-187* *Number Power- Transitions Math: Pgs. 1-4, 13-16* *Number Power- Measurement: Pgs. 120-121* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 72-73, 78-81, 158-161* *Number Power- Financial Literacy: Pgs. 93-118, 129-136, 238-239* *Number Power- Word Problems: Pgs. 34-36, 46-47, 51, 138-147* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 16-19* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 14-16* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 7* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.8, 14.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.7, 14.3*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. *Achieving TABE Success in Mathematics, Level M: Pgs. 114-115* *Achieving TABE Success in Mathematics, Level D: Pgs. 100-101* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 2, 3, 5* *Number Power-Algebra: Pgs. 52-53, 146-147* *Number Power- Transitions Math: Pgs. 17-20, 25-27* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 13-15* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 11-13* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.8, 14.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.7, 14.3*	Low
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 5* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 13-15* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 11-13* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 14.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 14.3*	Low
6.EE.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. *Achieving TABE Success in Mathematics, Level D: Pgs. 105-108* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 6, 14* *Number Power-Pre-Algebra: Pg. 151* *Number Power-Algebra: Pgs. 56-58* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 20-24* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 18-19, 21* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 14.4, 14.5*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
6.EE.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. *Achieving TABE Success in Mathematics, Level M: Pg. 117* *Achieving TABE Success in Mathematics, Level D: Pg. 105* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 1* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra:. 17* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pg. 17* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 14.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 14.3*	Low
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. *Achieving TABE Success in Mathematics, Level M: Pg. 120* *Achieving TABE Success in Mathematics, Level D: Pgs. 106-107, 109-110* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 6, 8, 9* *Number Power-Pre-Algebra: Pg. 150* *Number Power- Review: Pgs. 182-185* *TABE Skill Workbook- Level M Mathematics- Patterns, Functions, and Algebra: Pgs. 19, 23-24* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 22-24* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 14.4*	Low
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. *Achieving TABE Success in Mathematics, Level D: Pg. 109* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 14* *Number Power-Pre-Algebra: Pgs. 22-23* *Number Power- Review: Pgs. 28-29* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 20-21* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 14.5*	Low
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 11, 12*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
RATIOS AND PROPORTIONAL RELATIONSHIPS		
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 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/ cup of flour for each cup of sugar. We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger. *Achieving TABE Success in Mathematics, Level M: Pgs. 78-79* *Achieving TABE Success in Mathematics, Level D: Pgs. 86-89* *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lessons 1, 3* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 18, 21* *Workplace Skills- Applied Mathematics: Lesson 8* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.4*	Medium
THE NUMBER SYSTEM		
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) / (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) / (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) / (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/ square mi? *Achieving TABE Success in Mathematics, Level D: Pgs. 68* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 8* *Number Power- Fractions, Decimals, and Percents: Pg. 56* *Number Power- Review: Pgs. 100-105* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 16* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pg. 20* *Instruction Targeted for TABE Success- Level M- Mathematics: Lessons 1.5, 1.6* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.3*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL M (CCR LEVEL C)

STANDARD	STANDARD DESCRIPTION	Emphasis
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm. *Achieving TABE Success in Mathematics, Level M: Pgs. 48-54, 56-58* *Achieving TABE Success in Mathematics, Level D: Pgs. 23-26, 28-29* *College and Career Readiness Practice Workbook-Number Concepts: Lessons 6, 9* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 82-92, 94-99, 102-113* *Number Power- Review: Pgs. 42-47* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 12* *TABE Skill Workbook- Level M Mathematics- Whole Numbers: Pgs. 18-21* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 8* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pgs. 19, 21* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 5.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 3.1*	Medium
6.NS.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). *Achieving TABE Success in Mathematics, Level M: Pg. 66* *Achieving TABE Success in Mathematics, Level D: Pgs. 18, 23-26, 28-29, 43-49* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 6* *TABE Skill Workbook- Level M Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 22* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 14* *TABE Skill Workbook- Level M Mathematics- Decimals and Fractions: Pg. 14* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pg. 13* *Instruction Targeted for TABE Success- Level M- Mathematics: Lesson 1.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.2*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
GEOMETRY		
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. *Achieving TABE Success in Mathematics, Level A: Pgs. 116-118, 122-123* *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lesson 5* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 8* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lesson 5* *EMPower-Over, Around, and Within: Geometry and Measurement: Lesson 10* *HSE Basics Mathematics: Lessons 12.1, 12.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.3* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 10.3* *Number Power- Geometry: Pgs. 44-51, 168-169* *Number Power- Measurement: Pgs. 130-131*	Low
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. *Achieving TABE Success in Mathematics, Level D: Pgs. 121, 124-125* *Achieving TABE Success in Mathematics, Level A: Pgs. 141-142* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 7* *HSE Basics Mathematics: Lesson 12.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 11.2, 11.3* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 10.2, 10.3* *Number Power- Pre-Algebra: Pg. 126* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 22-23* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 22-24*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.G.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. *Achieving TABE Success in Mathematics, Level D: Pgs. 142, 146* *Achieving TABE Success in Mathematics, Level A: Pgs. 154-155* *Career Companions: Pgs. 82-83* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 5* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lesson 6* *HSE Basics Mathematics: Lessons 12.2, 12.4* *HSE Achieve Mathematics: Lesson 7.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 10.2, 10.3, 11.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 9.2, 9.3, 9.4, 10.1. 10.2* *Number Power- Fractions, Decimals, and Percents: Pgs. 142-145* *Number Power- Geometry: Pgs. 86-87, 100-105* *Number Power- Measurement: Pgs. 37-44* *Number Power- Pre-Algebra: Pgs. 115, 118* *Number Power- Review: Pgs. 227, 231* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 16, 19* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 17, 19* *Workplace Skills- Applied Mathematics: Lesson 13*	Low
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. *Achieving TABE Success in Mathematics, Level D: Pg. 121* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 7* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 11.2, 11.3* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 10.2, 10.3* *Number Power- Geometry: Pgs. 44-51, 164-178* *Number Power- Pre-Algebra: Pg. 126* *Number Power- Review: Pgs. 218-221* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 22-23* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 22-24*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.G.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. *Achieving TABE Success in Mathematics, Level A: Pgs. 134-135* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 2* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 2, 3* *Number Power- Geometry: Pgs. 22-29* *Number Power- Measurement: Pgs. 37-39* *Number Power- Pre-Algebra: Pgs. 109-111* *Number Power- Review: Pgs. 214-215* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 13-14* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 11-12, 14*	Low
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. *Achieving TABE Success in Mathematics, Level A: Pgs. 155-157* *Career Companions: Pgs. 82-83* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 4, 6, 10, 11, 12* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 4, 5, 6, 7, 11, 12, 13* *HSE Basics Mathematics: Lessons 12.4, 12.6, 12.7* *HSE Achieve Mathematics: Lessons 7.1, .7.3, 7.4* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 131-132* *Number Power- Geometry: Pgs. 92-99, 102-109, 116-119, 122-145* *Number Power- Measurement: Pgs. 40-41, 94-97* *Number Power- Pre-Algebra: Pgs. 116-117, 119-121, 182-184* *Number Power- Review: Pgs. 228-230, 232-234* *Number Power- Financial Literacy: Pgs. 69-78* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 17=18, 20-21* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 18-20* *Workplace Skills- Applied Mathematics: Lessons 13, 21, 22, 26*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. *Achieving TABE Success in Mathematics, Level A: Pgs. 139, 143-144* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 3, 4, 6. 10. 11* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 4, 5, 6, 7, 11, 12, 13* *HSE Basics Mathematics: Lesson 12.5* *HSE Achieve Mathematics: Lesson 7.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 10.4* *Number Power- Geometry: Pgs. 54-59* *Number Power- Pre-Algebra: Pgs. 190-191* *Number Power- Review: Pgs. 224-225* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 15*	Low
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 3, 4* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 4, 5, 6, 7*	Low
EXPRESSIONS AND EQUATIONS		
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 x 3^-5 = 3^-3 = 1*-/3^3 = 1/27. *Achieving TABE Success in Mathematics, Level A: Pgs. 13-14* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 5* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lesson 11* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lesson 11* *HSE Achieve Mathematics: Lesson 1.3* *HSE Basics Mathematics: Lesson 8.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 1.5* *Number Power- Algebra: Pgs. 29-39* *Number Power- Transitions Math: Pgs. 5-8* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 8*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.EE.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. *Achieving TABE Success in Mathematics, Level D: Pgs. 103-105* *Career Companions: Pgs. 86-87* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 5* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lesson 10* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lesson 7* *HSE Achieve Mathematics: Lessons 3.1, 4.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 14.3* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 13.4, 13.5* *Number Power- Transitions Math: Pgs. 21-24, 28-29* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 10-11*	Low
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that sqrt(2) is irrational. *Achieving TABE Success in Mathematics, Level A: Pg. 16* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 5* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 7* *HSE Achieve Mathematics: Lesson 1.4* *HSE Basics Mathematics: Lesson 8.2* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 13.1* *Number Power- Algebra: Pgs. 34-39* *Number Power- Geometry: Pgs. 52-53* *Number Power- Transitions Math: Pgs. 9-12*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.EE.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 1/10 of her salary an hour, or $2.50, for a new salary of $250. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 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. *Achieving TABE Success in Mathematics, Level D: Pgs. 11, 17, 22, 27, 30-31, 36-39, 89-90* *Achieving TABE Success in Mathematics, Level A: Pgs. 19, 54, 83-85* *Career Companions: Pgs. 76-81, 88-91* *College and Career Readiness Practice Workbook-Number Concepts: Lessons 2, 5, 6, 7, 9* *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lesson 11* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 6, 8, 9* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lessons 3, 5, 6, 11* *EMPower- Using Benchmarks: Lessons 6, 7* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lesson 4* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 1, 7* *HSE Achieve Mathematics: Lessons 2.2, 3.4, 5.1* *HSE Basics Mathematics: Lessons 1.6, 1.7, 7.5* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 14.3, 14.4. 15.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 6.4, 13.2, 13.3, 15.2* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 133--154* *Number Power- Fractions, Decimals, and Percents: Pgs. 69, 73, 78, 102-105* *Number Power- Word Problems: Pgs. 130-155* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 74-77, 82-89* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 18-19, 22-24* *TABE Skill Workbook- Level D Mathematics- Problem Solving and Reasoning: Pgs. 23-24* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 17-20, 23-24* *TABE Skill Workbook- Level A Mathematics- Problem Solving and Reasoning: Pgs. 20-22*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 x 10^8 and the population of the world as 7 x 10^9, and determine that the world population is more than 20 times larger. *Achieving TABE Success in Mathematics, Level A: Pgs. 15, 40-41* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 10* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 5* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lesson 11* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lesson 11* *HSE Achieve Mathematics: Lesson 1.3* *HSE Basics Mathematics: Lesson 8.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 1.5* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pg. 9* *TABE Skill Workbook- Level A Mathematics- Decimals and Fractions: Pgs. 10-11*	Low
7.EE.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.EE.4a, 7.EE.4.b) *Achieving TABE Success in Mathematics, Level D: Pgs. 108-112* *Achieving TABE Success in Mathematics, Level A: Pgs. 117-119, 121-124, 126-129* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 1, 6, 8, 9, 10, 14* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 4* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lessons 10, 11* *EMPower-Over, Around, and Within: Geometry and Measurement: Lesson 7* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 1, 7* *HSE Achieve Mathematics: Lessons 3.2, 3.3, 4.2* *HSE Basics Mathematics: Lessons 5.2, 5.3, 5.4* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 14.4. 14.5* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 13.2, 13.3, 14.2, 14.3* *Number Power- Algebra: Pgs. 59-67, 72-75, 80-85, 125-133* *Number Power- Pre-Algebra: Pgs. 152-159* *Number Power- Review: Pgs. 186-189* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 17-24* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 15-24*	High

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
8.EE.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. *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lessons 3, 4* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lessons 3, 5* *HSE Achieve Mathematics: Lessons 5.1, 5.2, 6.4* *HSE Basics Mathematics: Lessons 6.1, 7.2* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 14.4* *Number Power- Algebra: Pgs. 112-113* *Number Power- Transitions Math: Pgs. 69-74*	Low
8.EE.8	Analyze and solve pairs of simultaneous linear equations. (8.EE.8.a, 8.EE.8.b, 8.EE.8.c) *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 2, 3* *HSE Achieve Mathematics: Lessons 5.3, 5.4* *HSE Basics Mathematics: Lessons 6.2, 6.3* *Number Power- Algebra: Pgs. 100-101, 104-105, 118-119* *Number Power- Review: Pgs. 200-201* *Number Power- Transitions Math: Pgs. 110-132*	Low
RATIOS AND PROPORTIONAL RELATIONSHIPS		
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/ 1/4 miles per hour, equivalently 2 miles per hour. *Career Companions: Pgs. 88-89* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 6* *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lessons 3, 7* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lessons 3, 7, 8* *HSE Achieve Mathematics: Lessons 2.1, 5.1* *HSE Basics Mathematics: Lesson 7.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.4, 6.3, 10.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 1.4, 9.1* *Number Power- Fractions, Decimals, and Percents: Pgs. 159-161* *Number Power- Financial Literacy: Pgs. 41-48* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 19-20, 23-24* *TABE Skill Workbook- Level A Mathematics- Problem Solving and Reasoning: Pg. 23* *Workplace Skills- Applied Mathematics: Lessons 8, 20*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.RP.2	Recognize and represent proportional relationships between quantities. (7.RP.2.a, 7.RP.2.b, 7.RP.2.c, 7.RP.2.d) *Achieving TABE Success in Mathematics, Level D: Pgs. 83-84* *Achieving TABE Success in Mathematics, Level A: Pgs. 77-78* *Career Companions: Pgs. 88-89* *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lessons 2, 3, 4, 6, 7* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lessons 1, 2, 3, 5, 7, 8* *HSE Achieve Mathematics: Lessons 2.1, 5.1* *HSE Basics Mathematics: Lessons 7.2, 7.3, 12.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 1.4* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 1.4* *Number Power- Algebra: Pgs. 94-97* *Number Power- Pre-Algebra: Pgs. 48-51* *Number Power- Review: Pgs. 196-199* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 19-21* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 18-19* *TABE Skill Workbook- Level A Mathematics- Problem Solving and Reasoning: Pg. 24* *Workplace Skills- Applied Mathematics: Lessons 8, 16, 19, 20*	High

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
6.RP.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.RP.3a, 6.RP.3.b, 6.RP.3.c, 6.RP.3.d) *Achieving TABE Success in Mathematics, Level D: Pgs. 81-82, 86-88, 97-98, 134, 136-137, 149-150* *Achieving TABE Success in Mathematics, Level A: Pgs. 76, 80-82, 86-87, 92-93, 148, 150-152, 158-159* *Career Companions: Pgs. 84-85, 88-91* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 1, 8* *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lessons 1, 2, 3, 4, 5, 7, 8, 10* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 8, 9, 10* *HSE Achieve Mathematics: Lessons 2.1, 2.2* *HSE Basics Mathematics: Lessons 7.1, 7.2, 7.4, 7.5, 11.1, 11.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.4, 8.1, 8.2* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 1.4, 5.1, 5.2, 9.1* *Number Power- Fractions, Decimals, and Percents: Pgs. 101, 107-108, 113-116, 11-122* *Number Power- Word Problems: Pgs. 88-97, 115-129* *Number Power- Pre-Algebra: Pgs. 44-47* *Number Power- Review: Pgs. 108-108, 138-141, 146-155* *Number Power- Financial Literacy: Pgs. 49-56, 236-237* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 18, 21, 23-24* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 5, 7* *TABE Skill Workbook- Level D Mathematics- Integers and Percents: Pgs. 15-24* *TABE Skill Workbook- Level A Mathematics- Integers and Percents: Pgs. 19-21* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 17, 20-24* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 6, 8-9* *Workplace Skills- Applied Mathematics: Lessons 8, 15, 20, 23, 24, 25*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. *Achieving TABE Success in Mathematics, Level D: Pgs. 83, 91-98* *Achieving TABE Success in Mathematics, Level A: Pgs. 79, 81, 88-93, 106* *Career Companions: Pgs. 88-89* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 6* *College and Career Readiness Practice Workbook-Ratios, Proportions and Percentages: Lessons 5, 7, 8, 11* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lessons 4, 5, 8* *HSE Achieve Mathematics: Lessons 2.2* *HSE Basics Mathematics: Lessons 7.5, 7.6* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.4, 6.3, 10.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 1.4, 9.1* *Number Power- Fractions, Decimals, and Percents: Pgs. 110-112, 117-118, 123-124, 146, 150-158, 162-169* *Number Power- Word Problems: Pgs. 162-176* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 94-98, 190-191* *Number Power- Review: Pgs. 156-159* *Number Power- Financial Literacy: Pgs. 119-128, 153-162, 173-210* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 23-24* *TABE Skill Workbook- Level A Mathematics- Integers and Percents: Pgs. 22-24* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 21, 24* *Workplace Skills- Applied Mathematics: Lessons 17, 25*	Low
STATISTICS AND PROBABILITY		
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 9* *HSE Achieve Mathematics: Lesson 8.4* *HSE Basics Mathematics: Lesson 6.4* *Number Power- Analyzing Data: Pgs. 50-51, 119-123*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 7* *EMPower- Many Points Make a Point: Data and Graphs: Lesson 2* *HSE Basics Mathematics: Lesson 10.1* *TABE Skill Workbook- Level D Mathematics- Data Analysis, Statistics, and Probability: Pgs. 3-4* *TABE Skill Workbook- Level A Mathematics- Data Analysis, Statistics, and Probability: Pgs. 3-4*	Low
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 9* *HSE Achieve Mathematics: Lesson 8.4* *HSE Basics Mathematics: Lesson 6.4* *Number Power- Analyzing Data: Pgs. 50-51, 119-123*	Low
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	Low
7.SP.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 *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lessons 2, 3* *EMPower- Many Points Make a Point: Data and Graphs: Lessons 3, 5, 10* *HSE Achieve Mathematics: Lesson 8.1* *HSE Basics Mathematics: Lesson 10.3* *Number Power- Analyzing Data: Pgs. 74-76* *TABE Skill Workbook- Level A Mathematics- Data Analysis, Statistics, and Probability: Pgs. 19-20*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 8* *EMPower- Many Points Make a Point: Data and Graphs: Lessons 1, 6, 8*	Low
6.SP.5	Summarize numerical data sets in relation to their context, such as by: (6.RP.5.d) *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lessons 2, 5, 6* *HSE Achieve Mathematics: Lessons 8.1, 8.2, 8.3* *HSE Basics Mathematics: Lessons 9.1, 9.2* *Number Power- Analyzing Data: Pgs. 11-12* *TABE Skill Workbook- Level D Mathematics- Data Analysis, Statistics, and Probability: Pgs. 18-21* *TABE Skill Workbook- Level A Mathematics- Data Analysis, Statistics, and Probability: Pgs. 5-7*	Low
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. *Achieving TABE Success in Mathematics, Level D: Pgs. 151-152, 164-165* *Achieving TABE Success in Mathematics, Level A: Pgs. 94-95, 108-109* *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 11* *HSE Achieve Mathematics: Lessons 2.3, 2.4* *HSE Basics Mathematics: Lessons 10.1, 10.2, 10.3* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 13.1* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 12.1* *Number Power- Analyzing Data: Pgs. 88-89* *Number Power- Pre-Algebra: Pgs. 92-93* *Number Power- Review: Pgs. 172-173* *TABE Skill Workbook- Level D Mathematics- Data Analysis, Statistics, and Probability: Pgs. 22-24* *TABE Skill Workbook- Level A Mathematics- Data Analysis, Statistics, and Probability: Pgs. 8-9*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (7.SP.7.a, 7.SP.7.b) *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 11* *HSE Achieve Mathematics: Lessons 2.3, 2.4* *HSE Basics Mathematics: Lessons 10.1, 10.2* *Number Power- Pre-Algebra: Pgs. 100-101* *Number Power- Review: Pgs. 178-179* *TABE Skill Workbook- Level A Mathematics- Data Analysis, Statistics, and Probability: Pg. 9*	Low
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7.SP.8.a, 7.SP.8.b) *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 11* *HSE Achieve Mathematics: Lesson 2.3* *HSE Basics Mathematics: Lessons 10.* *Number Power- Pre-Algebra: Pgs. 9699, 102-103* *Number Power- Review: Pgs. 174-177* *TABE Skill Workbook- Level A Mathematics- Data Analysis, Statistics, and Probability: Pg. 9*	Medium
THE NUMBER SYSTEM		
6.NS.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. *Achieving TABE Success in Mathematics, Level D: Pg. 78* *Achieving TABE Success in Mathematics, Level A: Pgs. 68, 73* *Career Companions: Pgs. 76-77* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 1* *HSE Basics Mathematics: Lesson 1.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 7.1* *Number Power- Algebra: Pg. 10* *Number Power- Review: Pgs. 24-25* *TABE Skill Workbook- Level D Mathematics- Integers and Percents: Pg. 14* *TABE Skill Workbook- Level A Mathematics- Integers and Percents: Pg. 14*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
6.NS.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.NS.6.a, 6.NS.6.b, 6.NS.6.c) *Achieving TABE Success in Mathematics, Level D: Pgs. 73-74, 76* *Achieving TABE Success in Mathematics, Level A: Pgs. 65-69, 71, 113* *College and Career Readiness Practice Workbook-Number Concepts: Lessons 1, 3, 4* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lesson 5* *HSE Basics Mathematics: Lessons 1.1, 2.1, 4.5* *HSE Achieve Mathematics: Lessons 1.1, 5.1, 6.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 7.1, 11.5* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 7.1, 10.5* *Number Power- Algebra: Pg. 11* *TABE Skill Workbook- Level D Mathematics-Measurement, Geometry, and Spatial Sense: Pg. 24* *TABE Skill Workbook- Level A Mathematics-Measurement, Geometry, and Spatial Sense: Pgs.21-22* *TABE Skill Workbook- Level D Mathematics- Integers and Percents: Pg. 3* *TABE Skill Workbook- Level A Mathematics- Integers and Percents: Pg. 3*	Medium
6.NS.7	Understand ordering and absolute value of rational numbers. (6.NS.7.a, 6.NS.7.b, 6.NS.7.c, 6.NS.7.d) *Achieving TABE Success in Mathematics, Level D: Pgs.74, 78* *Achieving TABE Success in Mathematics, Level A: Pgs. 68-69, 73* *College and Career Readiness Practice Workbook-Number Concepts: Lessons 1, 2, 9* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lessons 3, 6* *EMPower- Using Benchmarks: Lessons 6, 7* *HSE Basics Mathematics: Lessons 1.1, 4.1* *HSE Achieve Mathematics: Lesson 1.1* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 7.1* *Number Power- Algebra: Pgs. 124, 194-195* *Number Power- Review: Pgs. 24-27* *Number Power- Transitions Math: Pgs. 31-33, 52-55* *TABE Skill Workbook- Level D Mathematics- Integers and Percents: Pgs. 4-5* *TABE Skill Workbook- Level A Mathematics- Integers and Percents: Pgs. 3-5*	Medium
6.NS.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. *Achieving TABE Success in Mathematics, Level D: Pgs. 126-128* *Achieving TABE Success in Mathematics, Level A: Pgs. 65-69* *College and Career Readiness Practice Workbook-Number Concepts: Lesson 4* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 11.5*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.NS.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.NS.1.a, 7.NS.1.b, 7.NS.1.c, 7.NS.1.d) *Achieving TABE Success in Mathematics, Level D: Pgs. 75-76* *Achieving TABE Success in Mathematics, Level A: Pgs. 70-71* *Career Companions: Pgs. 76-81* *College and Career Readiness Practice Workbook-Number Concepts: Lessons 1, 2, 5, 7, 9* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lessons 3, 6* *EMPower- Using Benchmarks: Lessons 6, 7* *HSE Basics Mathematics: Lessons 1.2, 1.6, 2.2, 3.2, 4.1, 4.2, 4.3* *HSE Achieve Mathematics: Lessons 1.1, 1.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 1.7, 7.2, 7.3* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 4.1, 4.2, 7.1* *Number Power- Algebra: Pgs. 12-17, 22-23* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pgs. 7-10* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 7, 9, 15* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 5-6, 15-17* *TABE Skill Workbook- Level D Mathematics- Integers and Percents: Pgs. 6-9* *TABE Skill Workbook- Level A Mathematics- Integers and Percents: Pgs. 6-9* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 3, 7, 15* *TABE Skill Workbook- Level A Mathematics- Decimals and Fractions: Pgs. 5, 16-17* *Workplace Skills- Applied Mathematics: Lessons 4, 20*	High

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.2.a, 7.NS.2.b, 73.NS.2.c, 7.NS.2.d) *Achieving TABE Success in Mathematics, Level D: Pgs. 76-77* *Achieving TABE Success in Mathematics, Level A: Pgs. 51, 71-72* *Career Companions: Pgs. 78-81* *College and Career Readiness Practice Workbook-Number Concepts: Lessons 1, 2, 5, 6, 8, 9* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 3* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lessons 3, 6* *EMPower- Using Benchmarks: Lessons 6, 7* *HSE Basics Mathematics: Lessons 1.3, 1.6, 1.7, 2.1, 2.3, 2.4, 3.3, 4.4* *HSE Achieve Mathematics: Lessons 1.1, 1.2, 2.2* *Instruction Targeted for TABE Success- Level D- Mathematics: Lessons 7.4, 7.5* *Instruction Targeted for TABE Success- Level A- Mathematics: Lessons 4.3, 4.4* *Number Power- Fractions, Decimals, and Percents: Pg. 70* *Number Power- Algebra: Pgs. 18-23* *Number Power- Pre-Algebra: Pgs. 28-29* *Number Power- Review: Pgs. 142-145* *TABE Skill Workbook- Level D Mathematics- Whole Numbers: Pgs. 12-15, 17-21* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 8, 10, 16* *TABE Skill Workbook- Level D Mathematics- Decimals and Fractions: Pgs. 7-10, 18-21* *TABE Skill Workbook- Level D Mathematics- Integers and Percents: Pgs. 10-13* *TABE Skill Workbook- Level A Mathematics- Integers and Percents: Pgs. 10-13* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 3, 7, 16* *TABE Skill Workbook- Level A Mathematics- Decimals and Fractions: Pgs. 7, 18-21* *Workplace Skills- Applied Mathematics: Lessons 3, 10, 11, 18, 20*	Medium
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., pi^2). For example, by truncating the decimal expansion of sqrt(2), show that sqrt(2) is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. *College and Career Readiness Practice Workbook-Number Concepts: Lesson 5* *HSE Basics Mathematics: Lesson 8.2* *HSE Achieve Mathematics: Lesson 1.4*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL D (CCR LEVEL D)

STANDARD	STANDARD DESCRIPTION	Emphasis
FUNCTIONS		
8.F.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s^2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 13* *HSE Achieve Mathematics: Lessons 6.2, 6.3, 6.4* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 14.2* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 14.1* *Number Power- Transitions Math: Pgs. 204-210*	Low
8.F.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. *Achieving TABE Success in Mathematics, Level D: Pg. 102* *Achieving TABE Success in Mathematics, Level A: Pg. 112* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 12, 13* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 10, 11* *HSE Achieve Mathematics: Lessons 5.1, 5.2, 5.3, 6.1, 6.2, 6.4* *HSE Basics Mathematics: Lessons 5.5, 6.2, 6.5* *Instruction Targeted for TABE Success- Level D- Mathematics: Lesson 14.2* *Instruction Targeted for TABE Success- Level A- Mathematics: Lesson 14.1* *Number Power- Algebra: Pgs. 112-117* *Number Power- Review: Pgs. 204-207* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pg. 10* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 8-9*	Medium
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 12, 13* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 10, 11* *HSE Achieve Mathematics: Lesson 6.3* *HSE Basics Mathematics: Lesson 6.2*	High

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
GEOMETRY			
G.CO: Congruence	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. *Achieving TABE Success in Mathematics, Level D: Pgs. 113-115, 124-125* *Achieving TABE Success in Mathematics, Level A: Pgs. 130, 141-142* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 2, 4, 5, 7* *Number Power- Geometry: Pgs. 12, 14, 26, 177-178* *Number Power- Pre-Algebra: Pgs. 106-107* *Number Power- Review: Pgs. 210-211, 214* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 9-10* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pgs. 10-11* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 2, 3, 4, 5, 6, 7*	Low
G.SRT: Similarity, Right Triangles, and Trigonometry	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. *Achieving TABE Success in Mathematics, Level D: Pgs. 121, 124-125* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lesson 9* *HSE Basics Mathematics: Lesson 12.3* *Number Power- Geometry: Pgs. 48-51, 166-167* *Number Power- Pre-Algebra: Pgs. 126-127, 186-188* *Number Power- Review: Pgs. 218-221* *TABE Skill Workbook- Level D Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 22* *EMPower-Over, Around, and Within: Geometry and Measurement: Lesson 4* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lesson 6*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
G.GMD: Geometric Measurement and Dimension	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. *Achieving TABE Success in Mathematics, Level D: Pg. 148* *Achieving TABE Success in Mathematics, Level A: Pgs. 156-157* *Career Companions: Pgs. 82-83* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 11, 12* *HSE Basics Mathematics: Lesson 12.7* *Number Power- Addition, Subtraction, Multiplication, and Division: Pgs. 131-132* *Number Power- Geometry: Pgs. 120-127, 148-149* *Number Power- Pre-Algebra: Pg. 121* *Number Power- Review: Pg. 235* *Number Power- Measurement: Pgs. 98-101* *TABE Skill Workbook- Level A Mathematics- Measurement, Geometry, and Spatial Sense: Pg. 20* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 11, 12* *Workplace Skills- Applied Mathematics: Lesson 30*	High
G.MG: Modeling with Geometry	G.MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). *Achieving TABE Success in Mathematics, Level D: Pgs. 85, 91-98* *Achieving TABE Success in Mathematics, Level A: Pgs. 79, 81, 88-93, 106* *Career Companions: Pgs. 88-89* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 4, 5, 6, 11, 12* *Number Power- Geometry: Pgs. 152-153* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 94-98, 190-191* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 4, 5, 6, 7, 11, 12* *Workplace Skills- Applied Mathematics: Lesson 29*	Medium
NUMBERS AND QUANTITY			
N.RN: The Real Number System	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents. *Achieving TABE Success in Mathematics, Level A: Pgs. 13-14* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 5, 7* *HSE Achieve Mathematics: Lesson 1.4* *Number Power- Algebra: Pgs. 30-32* *Number Power- Transitions Math: Pg. 12* *EMPower- Everyday Number Sense: Mental Math and Visual Models: Lesson 11*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
N.Q: Quantities	N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. *Achieving TABE Success in Mathematics, Level D: Pgs. 86-87* *Achieving TABE Success in Mathematics, Level A: Pgs. 80-81* *Career Companions: Pgs. 76-81, 89-91* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 1, 3, 4, 5, 6, 8, 10, 11, 12* *HSE Basics Mathematics: Lesson 7.2* *TABE Skill Workbook- Level D Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 21, 24* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 20-21* *TABE Skill Workbook- Level A Mathematics- Problem Solving and Reasoning: Pg. 24* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lesson 5* *Workplace Skills- Applied Mathematics: Lesson 20*	High
	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. *College and Career Readiness Practice Workbook-Number Concepts: Lessons 5, 7, 8, 10* *College and Career Readiness Practice Workbook-Geometry and Measurement: Lessons 1, 3, 4, 5, 6, 8, 10, 11, 12* *Number Power- Pre-Algebra: Pgs. 176-177* *Number Power- Geometry: Pgs. 150-151* *EMPower-Over, Around, and Within: Geometry and Measurement: Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13* *EMPower-Everyday Number Sense: Mental Math and Visual Models: Lesson 10* *EMPower-Keeping Things in Proportion: Reasoning with Ratios: Lesson 5* *Workplace Skills- Applied Mathematics: Lesson 27*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
ALGEBRA			
A.SSE: Seeing Structure in Expressions	A.SSE.1a	Interpret parts of an expression, such as terms, factors, and coefficients. *Achieving TABE Success in Mathematics, Level A: Pg. 120* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 1, 5, 7* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 8* *HSE Basics Mathematics: Lesson 5.1* *Number Power- Algebra: Pgs. 42, 53* *Number Power- Transitions Math: Pgs. 15-16* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pg.14* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pg. 12* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lesson 7* *EMPower-Everyday Number Sense: Mental Math and Visual Models: Lesson 10*	Low
	A.SSE.2	Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2). *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 5* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 8, 9, 11, 12* *HSE Achieve Mathematics: Lessons 4.1, 4.2* *Number Power- Algebra: Pgs. 154-161* *Number Power- Transitions Math: Pgs. 156-162* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lesson 7* *EMPower-Everyday Number Sense: Mental Math and Visual Models: Lesson 10*	Low
	A.SSE.3a	Factor a quadratic expression to reveal the zeroes of the function it defines. *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 11, 12, 13* *Workplace Skills- Applied Mathematics: Lesson 31*	Low
A.APR: Arithmetic with Polynomials and Rational Expressions	A.APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add subtract, and multiply polynomials. *Achieving TABE Success in Mathematics, Level A: Pg. 120* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 8, 9* *HSE Achieve Mathematics: Lessons 4.1, 4.2* *Number Power- Algebra: Pgs. 136-147* *Number Power- Transitions Math: Pgs. 18-19*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
A.CED: Creating Equations	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. *Achieving TABE Success in Mathematics, Level D: Pgs. 108-112* *Achieving TABE Success in Mathematics, Level A: Pgs. 117-119, 121-124, 126-129* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 6, 8, 9, 14* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 6* *HSE Achieve Mathematics: Lessons 3.2, 3.3, 3.4, 4.3* *HSE Basics Mathematics: Lessons 5.2, 5.3, 5.4* *Number Power- Algebra: Pgs. 65-67, 80-81, 84-87* *Number Power- Transitions Math: Pgs. 42-51* *Number Power- Pre-Algebra: Pgs.154, 157, 159* *Number Power- Word Problems: Pgs. 52-53* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 74-77, 82-89* *Number Power- Review: Pgs. 188-189, 194-195* *TABE Skill Workbook- Level A Mathematics- Numbers, Number Operations, Computation in Context, Estimation: Pgs. 22-24* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 17-24* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 15-18, 20-24* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 1, 7* *EMPower-Everyday Number Sense: Mental Math and Visual Models: Lesson 11*	Low
	A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 13* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 1, 14* *HSE Achieve Mathematics: Lessons 5.2, 5.3, 5.4* *HSE Basics Mathematics: Lessons 4.5, 6.2* *Number Power- Algebra: Pgs. 114-115, 120-121* *Number Power- Transitions Math: Pgs. 110-132* *Number Power- Review: Pgs. 200-201, 204-205* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 1, 7*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
	A.CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 8, 9, 13, 14* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 2, 4* *HSE Achieve Mathematics: Lessons 3.3, 3.4, 5.4, 8.1* *HSE Basics Mathematics: Lesson 6.3* *Number Power- Algebra: Pgs. 131-133* *Number Power- Transitions Math: Pgs. 104-106* *Number Power- Review: Pg. 27* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 1, 7* *EMPower-Everyday Number Sense: Mental Math and Visual Models: Lesson 11*	Medium
A.REI: Reasoning with Equations and Inequalities	A.REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. *Achieving TABE Success in Mathematics, Level A: Pgs. 118-119* *Career Companions: Pgs. 84-87* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 3, 6* *HSE Achieve Mathematics: Lesson 3.2* *HSE Basics Mathematics: Lesson 5.2* *Number Power- Algebra: Pgs. 59-65* *Number Power- Transitions Math: Pgs. 34-35* *Number Power- Pre-Algebra: Pgs. 150-151* *Number Power- Review: Pgs. 182-193* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 18-19* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 17-18, 20*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
	A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. *Achieving TABE Success in Mathematics, Level D: Pgs. 108-112* *Achieving TABE Success in Mathematics, Level A: Pgs. 117-119, 121-124, 126-129* *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 6, 8, 9, 10, 14* *HSE Achieve Mathematics: Lessons 3.2, 3.3, 3.4* *HSE Basics Mathematics: Lessons 5.4, 6.1* *Number Power- Algebra: Pgs. 74-85, 127-133* *Number Power- Transitions Math: Pgs. 9-12, 36-41* *Number Power- Word Problems: Pgs. 52-54* *Number Power- Problem-Solving and Test-Taking Strategies: Pgs. 74-77, 82-89* *Number Power- Review: Pgs. 182-193* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 18-19, 21* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 17-18, 22* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 1, 7* *EMPower-Everyday Number Sense: Mental Math and Visual Models: Lesson 11*	Low
	A.REI.4	Solve quadratic equations in one variable. *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 10, 11, 12, 13, 14* *HSE Achieve Mathematics: Lesson 4.3* *Number Power- Algebra: Pgs. 74-85, 102-105* *Number Power- Transitions Math: Pgs. 139-155, 163-175* *Workplace Skills- Applied Mathematics: Lesson 31*	Low
	A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 2, 3* *HSE Achieve Mathematics: Lesson 5.4* *HSE Basics Mathematics: Lesson 6.3* *Number Power- Algebra: Pgs. 118-119* *Number Power- Transitions Math: Pgs. 99-109*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 13* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 4, 10, 14* *HSE Achieve Mathematics: Lessons 5.1, 5.3* *HSE Basics Mathematics: Lesson 6.2* *Number Power- Algebra: Pgs. 114-117* *Number Power- Transitions Math: Pgs. 186-189* *Number Power- Review: Pgs. 204-205*	High
FUNCTIONS			
F.IF: Interpreting Functions	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). *Achieving TABE Success in Mathematics, Level D: Pg. 102* *Achieving TABE Success in Mathematics, Level A: Pg. 112* *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 11* *HSE Achieve Mathematics: Lessons 6.1* *HSE Basics Mathematics: Lesson 6.5* *Number Power- Transitions Math: Pgs. 204-210* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 8-10* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 8-9* *Workplace Skills- Applied Mathematics: Pg. 214*	Low
	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 11* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 1, 6, 10, 12, 15* *HSE Achieve Mathematics: Lessons 6.1, 6.2* *HSE Basics Mathematics: Lesson 6.5* *Number Power- Transitions Math: Pgs. 205, 208-210* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 1, 7*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. For example, for a quadratic function modeling a projectile in motion, interpret the intercepts and the vertex of the function in the context of the problem. *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 12, 13* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 10, 14* *HSE Achieve Mathematics: Lessons 6.1, 6.3* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 10, 11* *Workplace Skills- Applied Mathematics: Pg. 214*	Medium
	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 12, 13* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 10, 14* *Number Power- Algebra: Pgs. 112-113* *TABE Skill Workbook- Level D Mathematics- Patterns, Functions, and Algebra: Pgs. 8-10* *TABE Skill Workbook- Level A Mathematics- Patterns, Functions, and Algebra: Pgs. 8-9* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 10, 11*	Medium
	F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 13* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lessons 6, 14, 15* *HSE Achieve Mathematics: Lessons 5.3, 6.3, 6.4* *Number Power- Transitions Math: Pgs. 181-187, 195-197, 206-208*	High
	F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in an exponential function and then classify it as representing exponential growth or decay. *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 6* *Workplace Skills- Applied Mathematics: Lesson 31*	Low

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 13* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 6* *HSE Achieve Mathematics: Lesson 6.4* *Workplace Skills- Applied Mathematics: Lesson 31*	Low
F.BF: Building Functions	F.BF.1	Write a function that describes a relationship between two quantities. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 11* *Number Power- Algebra: Pgs. 112-113*	Low
F.LE: Linear, Quadratic, and Exponential Models	F.LE.1c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 6* *Number Power- Transitions Math: Pgs. 69-74*	Low
	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context. *College and Career Readiness Practice Workbook-Basic Algebra: Lesson 13* *College and Career Readiness Practice Workbook-Intermediate Algebra: Lesson 6* *Number Power- Algebra: Pgs. 112-113* *Number Power- Transitions Math: Pgs. 69-74* *Number Power- Review: Pgs. 204-205* *Workplace Skills- Applied Mathematics: Lesson 31*	Low
STATISTICS AND PROBABILITY			
S.ID: Interpreting Categorical and Quantitative Data	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots). *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lessons 2, 3* *HSE Achieve Mathematics: Lesson 8.3* *HSE Basics Mathematics: Lessons 6.4, 9.2, 9.3* *Number Power- Analyzing Data: Pgs. 47-51* *EMPower- Many Points Make a Point: Data and Graphs: Lessons 3, 5, 10*	Medium
	S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lessons 2, 5, 6*	Medium

TABE 11/12 TRANSITION TOOL KIT - MATHEMATICS - LEVEL A (CCR LEVEL E)

DOMAIN	STANDARD	STANDARD DESCRIPTION	Emphasis
	S.ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 8* *HSE Achieve Mathematics: Lesson 8.4* *EMPower- Many Points Make a Point: Data and Graphs: Lessons 1, 6, 8*	Medium
	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. *College and Career Readiness Practice Workbook-Basic Algebra: Lessons 12, 13* *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 9* *HSE Achieve Mathematics: Lesson 8.4* *Number Power- Algebra: Pgs. 112-113* *Number Power- Transitions Math: Pgs. 69-74, 87-92* *Number Power- Review: Pgs. 206-207* *EMPower-Seeking Patterns, Building Rules: Algebraic Thinking: Lessons 10, 11*	Medium
	S.ID.9	Distinguish between correlation and causation. *College and Career Readiness Practice Workbook-Data Analysis and Probability: Lesson 9* *Number Power- Analyzing Data: Pgs. 119-123*	Low

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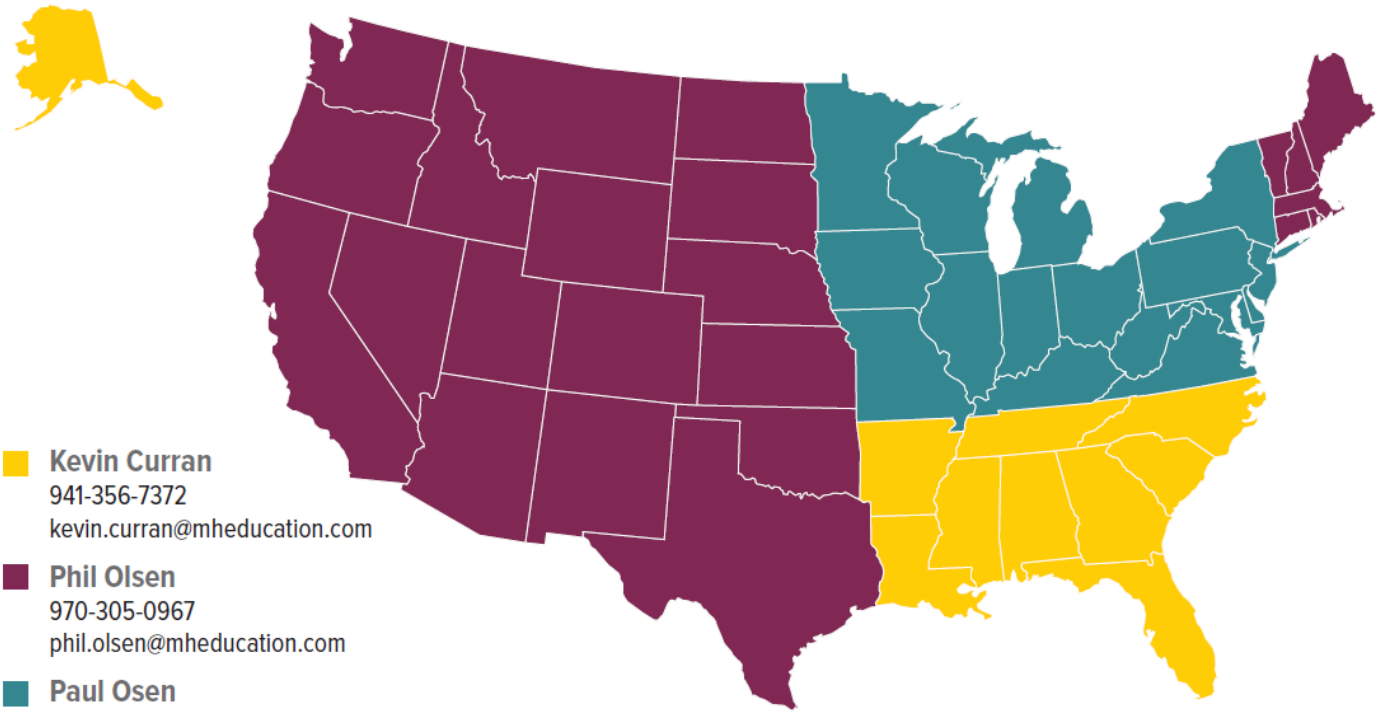

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