

***Essential Learning Systems' and Mathematical Learning Systems'* Use in Adult Basic Education Programs**

Creative Education Institute (CEI) is pleased to document the ways in which ***Essential Learning Systems (ELS)*** and ***Mathematical Learning Systems (MLS)*** can be an integral part of Adult Basic Education programs.

Results

For 20 years, CEI has worked with many, many organizations that offer adult literacy, including parent education (e.g., Brazosport ISD), community colleges (e.g., in a Texas border community), adult basic education programs (offered by various agencies in all sizes of communities). Attached to this document is a flier describing the results that are typically achieved in such programs, as well as the flier for high schools, since high school students are sometimes as old as some of the parents who may need these services.

Skill Level vs. Grade Levels

ELS and ***MLS*** designed to be used with struggling learners, K-adult, regardless of whether those learners have problems resulting from learning difficulties—including lack of opportunity or being limited-English proficient—or from disabilities. Lessons are designed by knowledge/skill level, not by grade level, so despite where a learner might be developmentally, the program is appropriate to teach basic literacy skills. Each student is individually placed within the program to ensure that he/she is working on the skills he/she needs to develop.

Individualization/Differentiation

ELS and ***MLS*** are highly individualized for adults, just as it is for younger learners. Each student is given three diagnostic assessments, two of them third-party, to determine appropriate placement in the program and then a prescription of lessons to complete, based on individual needs. The continuous progress monitoring that is built into the software provides information for the lab facilitator to make adjustments or modifications to the student's prescription as often as is necessary to keep them him/her moving forward successfully.

Alignment with Texas Standardized Curriculum Framework for Adult Based Education

ELS is, of course, not curriculum. Rather, it is a learning system that teaches struggling students how to learn and how to remember; in doing so, it also teaches the fundamentals of reading. ***ELS*** is, nevertheless, aligned with the research findings of the National Reading Panel, as it includes the five critical components of beginning reading instruction: phonemic awareness, phonics, vocabulary, fluency development, and comprehension. ***MLS*** has a scope and sequence that is aligned with the ***Curriculum Focal Points*** published by the National Council of Teachers of Mathematics in 2006.

Both ELS and MLS also align with most standards included in the Texas Standardized Language Arts and Mathematics Curriculum Frameworks for Adult Based Education.

ELS Correlation with Texas Standardized Language Arts Framework for Adults

Texas Standardized Language Arts Framework—D	Essential Learning Systems
1. Produce legible cursive and manuscript handwriting. 1.1 Writes legible capital & lower case letters 1.2 Groups letters to form words 1.3 Spaces words to form sentences 1.4 Signs name in legible cursive handwriting 1.5 Copies printed or written material of at least one paragraph	SHARE See Hear Spell Hear Spell Copy-Write Copy-Write, Editing Word Building Worksheet Clues Worksheet Word Match Worksheet <i>Creative Crosswords</i> <i>Quick Tales</i>
2. Apply the beginning rules of capitalization 2.1 Capitalizes the first letter of the first word of a sentence 2.2 Capitalizes the pronoun “I” 2.3 Capitalizes proper nouns, including names, titles, places and abbreviations	SHARE See Hear Spell Hear Spell Word Match 4W Copy-Write Copy-Write, Editing <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i>
3. Apply the beginning rules of punctuation. 3.1 Recognizes the difference between a statement, question, and exclamation when presented orally by the teacher 3.2 Uses correct punctuation to mark a telling, asking and exclaiming sentence 3.3 Uses a period to complete abbreviations (example: Mr. Mrs., Dr., etc....)	Copy-Write Copy-Write, Editing <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
4. Apply the basic concepts and rules of grammar. 4.1 Identifies nouns and verbs 4.2 Understands how a subject, verb, noun and pronoun work within a sentence 4.3 Makes subjects and verbs agree 4.4 Understands that statements can be changed into questions/answers questions by writing complete sentences	Copy-Write Copy-Write, Editing Clues Clues Worksheet <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
5. Demonstrate the ability to organize information. 5.1 Arranges pictures and shapes under proper headings 5.2 Arranges pictures in proper order 5.3 Arranges up to three events in proper order 5.4 Groups words by similarities in meaning	<i>Picture This</i> <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
6. Understand that writing is a form of communication. 6.1 Writes and revises short, simple sentences 6.2 Writes telephone numbers and simple words spoken by the teacher 6.3 Organizes and writes a list (examples: things to do, groceries to buy) 6.4 Identifies sentences and paragraphs	Copy-Write Copy-Write Editing <i>CEI Journal</i> <i>eQuick Tales</i> <i>Sentence Assembler</i>
7. Demonstrate the ability to speak effectively. 7.1 Speaks clearly in large or small group settings 7.2 Asks questions to better understand other people's ideas 7.3 Communicates 7.4 Identifies common business machines (fax, copier, computer)	SHARE See Say Teacher Echo or Auditory Feedback Word Meaning Review Long Term Recall

<p>8. Familiarize themselves with computers and computer terms.</p> <p>8.1 Recognizes basic terms associated with computers (for example: hardware, software, mouse, monitor, boot up, disk, cursor)</p> <p>8.2 Identifies the basic parts of a computer (for example: mouse, keyboard, monitor, disk drive)</p> <p>8.3 Demonstrates proper use and care of computer hardware and software (examples: inserting a disk properly, using mouse to move cursor, etc.)</p>	<p><i>ELS Student Orientation</i> Ongoing instruction and lab management directions Use of CEI interactive Web-based Activity Center</p>
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Texas Standardized Language Arts Framework—E	<i>Essential Learning Systems</i>
<p>9. Demonstrate beginning knowledge of the rules of standard written English.</p> <p>9.1 Writes short sentences spoken by the teacher</p> <p>9.2 Writes dates, days of the week, months of the year, and numbers</p>	<p>Copy-Write Copy-Write, Editing <i>CEI Journal</i> <i>eQuick Tales</i></p>
<p>10. Apply the rules of capitalization.</p> <p>10.1 Capitalizes the greeting and closing of a letter</p>	<p><i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>
<p>11. Apply the rules of punctuation</p> <p>11.1 Uses commas between city & state and day of the month & year</p> <p>11.2 Uses a comma after the greeting & the closing of a friendly letter</p> <p>11.3 Uses a comma to set off proper names in a direct address</p> <p>11.4 Uses commas to separate words in a series</p> <p>11.5 Uses an apostrophe to form contractions</p>	<p>Copy-Write Copy-Write, Editing <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>
<p>12. Apply the basic concepts and rules of grammar.</p> <p>12.1 Identifies the subject and verb of a sentence</p> <p>12.2 Writes the singular and plural forms of nouns</p> <p>12.3 Writes a telling sentence which has a compound subject and/or verb</p> <p>12.4 Writes the correct forms of common regular and irregular verbs (examples: am/is, was/were, has/have, go/went, etc.)</p> <p>12.5 Makes nouns and pronouns agree</p> <p>12.6 Uses “a” and “an” correctly</p>	<p>Copy-Write Copy-Write, Editing Clues Clues Worksheet <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>13. Demonstrate the ability to organize information.</p> <p>13.1 Assigns words to proper lists based on similarities in definition, structure or part of speech</p> <p>13.2 Generates headings for words grouped by similarities</p> <p>13.3 Identifies sentences and fragments</p> <p>13.4 Tells an event in order</p>	<p>Copy-Write <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>14. Write in order to communicate ideas and information.</p> <p>14.1 Makes a plan for writing which includes a central topic with at least two related ideas</p> <p>14.2 Drafts and corrects simple writings which express ideas clearly</p> <p>14.3 Writes a short letter and addresses an envelope</p> <p>14.4 Completes a simple form stating personal</p>	<p>Copy-Write Copy-Write Editing <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>

<p>information (for example: name, address, telephone number, date of birth, etc.)</p> <p>14.5 Writes from personal experience</p> <p>14.6 Writes simple set of instructions for different tasks (requiring 3 steps)</p>	
<p>15. Demonstrate the ability to speak effectively.</p> <p>15.1 Uses eye contact and simple gestures to improve communications</p> <p>15.2 Presents a written assignment orally</p>	<p>SHARE</p> <p>See Say</p> <p>Teacher Echo</p> <p>Word Meaning Review</p> <p>Long Term Recall</p>
<p>16. Demonstrate basic computer use.</p> <p>16.1 Opens and closes a basic computer program</p> <p>16.2 Identifies and enters a web address</p>	<p>ELS Student Orientation</p> <p>Ongoing instruction and lab management directions</p> <p>Use of CEI interactive Web-based Activity Center</p>

Texas Standardized Language Arts Framework—F	<i>Essential Learning Systems</i>
<p>17. Apply the rules of capitalization.</p> <p>17.1 Capitalizes proper nouns including days of the week, months of the year, countries, states, rivers, and continents</p> <p>17.2 Capitalizes titles of books, magazines, poems, songs, television shows and movies</p>	<p>SHARE</p> <p>See Hear Spell</p> <p>Hear Spell</p> <p>Word Match 4W</p> <p>Copy-Write</p> <p>Copy-Write, Editing</p> <p><i>CEI Journal</i></p> <p><i>Quick Tales and eQuick Tales</i></p>
<p>18. Apply the rules of punctuation.</p> <p>18.1 Uses a comma before a conjunction in a compound sentence</p> <p>18.2 Uses an apostrophe to show possession</p>	<p>Copy-Write</p> <p>Copy-Write, Editing</p> <p><i>CEI Journal</i></p> <p><i>Quick Tales and eQuick Tales</i></p>
<p>19. Demonstrate competency in spelling.</p> <p>19.1 Spells months of the year, days of the week, and numbers (one to one hundred twenty-one)</p> <p>19.2 Spells 98% if the words on the Dolch list (primer through 3rd grade)</p> <p>19.3 Uses a dictionary to spell words having phonetically regular beginnings</p> <p>19.4 Applies rules for adding prefixes and Suffixes</p>	<p>SHARE</p> <p>See Hear Spell</p> <p>Hear Spell</p> <p>Copy-Write</p> <p>Copy-Write Editing</p> <p>Word Match 4W</p> <p>Word Building Worksheet</p> <p>Clues Worksheet</p> <p><i>ELS Placement for Review</i></p> <p><i>CEI Journal</i></p> <p><i>Quick Tales and eQuick Tales</i></p>
<p>20. Recognize language errors and make corrections.</p> <p>20.1 Finds and corrects spelling errors, including homonyms</p> <p>20.2 Finds and corrects punctuation and capitalization errors</p>	<p>Copy-Write</p> <p>Copy Write Editing</p> <p><i>CEI Journal</i></p> <p><i>Quick Tales and eQuick Tales</i></p>
<p>21. Recognize and apply the rules of structural and grammatical writing.</p> <p>21.1 Identifies the complete subject and the complete predicate of a statement</p> <p>21.2 Identifies the complete subject and the complete predicate of question</p> <p>21.3 Identifies the simple subject of a statement and a question</p> <p>21.4 Identifies compound subjects and predicates</p> <p>21.5 Identifies commands with an understood subject</p> <p>21.6 Identifies verbs in the context of simple and compound sentences</p>	<p>Clues</p> <p>Clues Worksheet</p> <p>Copy-Write</p> <p>Copy Write Editing</p> <p><i>CEI Journal</i></p> <p><i>Quick Tales and eQuick Tales</i></p> <p><i>Sentence Assembler</i></p>

<p>21.7 Identifies the passive voice (examples: passive=The man bitten by the dog active=The dog bit the man</p> <p>21.8 Identifies pronouns, adjectives, adverbs, conjunctions, prepositions and interjections</p> <p>21.9 Writes the appropriate forms of common and irregular verbs</p> <p>21.10 Distinguishes present tenses, past tenses, and future tenses of common verbs</p> <p>21.11 Uses nominative and objective cases correctly</p> <p>21.12 Identifies phrases, independent clauses, and dependent clauses</p> <p>21.13 Writes complex sentences</p> <p>21.14 Recognizes and creates effective paragraph breaks</p> <p>21.15 Indents paragraphs</p>	
<p>22. Communicate ideas through the writing process.</p> <p>22.1 Prepares for writing by brainstorming verbally and in writing, focuses on a central idea, generates and organizes ideas, and identifies the specific purpose for the writing</p> <p>22.2 Demonstrates an organizational pattern which includes a beginning, middle and an end</p> <p>22.3 Uses familiar words, supporting details, and transitions</p> <p>22.4 Drafts, revises, and edits writing</p>	<p>Copy-Write Copy Write Editing <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>23. Demonstrate the ability to speak effectively.</p> <p>23.1 Speaks clearly at an understandable rate, uses appropriate volume</p> <p>23.2 Participates as a contributor and occasionally acts as a leader in a group discussion</p> <p>23.3 Organizes a speech using a beginning, middle, and an end</p>	<p>SHARE See Say Long Term Recall Teacher Echo Word Meaning Review</p>
<p>24. Perform different computer tasks.</p> <p>24.1 Demonstrates the steps necessary to boot up a computer system</p> <p>24.2 Utilizes computer directories to locate files</p> <p>24.3 Creates and saves documents using a word processing program</p> <p>24.4 Types material from a handwritten copy</p> <p>24.5 Demonstrates proper keyboarding skills while using an instructional program</p> <p>24.6 Retrieves, interprets and records computerized information (for example: finds and prints information from a web site</p> <p>24.7 Demonstrates good housekeeping skills at a computer workstation</p>	<p><i>ELS Student Orientation</i> Ongoing instruction and lab management directions Use of CEI interactive Web-based Activity Center</p>

Texas Standardized Language Arts Framework—G	<i>Essential Learning Systems</i>
<p>25. Compose sentence and paragraphs that are structurally and grammatically correct.</p> <p>25.1 Sustains a consistent point of view throughout a multiple paragraph text</p> <p>25.2 Develops appropriate tense throughout a</p>	<p>Copy-Write Copy Write Editing <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>

<p>multiple paragraph text</p> <p>25.3 Creates paragraph divisions in an extended text and marks them with indentation</p> <p>25.4 Writes paragraphs with a stated or implied topic sentence</p>	
<p>25.5 Writes paragraphs with clear connections between sentences</p> <p>25.6 Writes paragraphs with transition sentences</p> <p>25.7 Uses all forms of punctuation and capitalization correctly</p> <p>25.8 Constructs agreement between subjects and verbs</p> <p>25.9 Uses correct forms of irregular verbs</p> <p>25.10 Applies the use of singular and plural forms of nouns</p> <p>25.11 Uses nominative and objective cases of pronouns (Example: she/her)</p> <p>25.12 Writes a variety of sentence types</p>	
<p>26. Demonstrate and understand the functions of the parts of speech.</p> <p>26.1 Identifies all parts of speech (nouns, verbs, adjectives, adverbs)</p> <p>26.2 Identifies how the parts of speech work in a particular sentence (for example: nouns used as an objective)</p> <p>26.3 Identifies the parts of a sentence (complete and simple subject, complete and simple predicate)</p> <p>26.4 Explores how the parts of a sentence creates meaning in a sentence (i.e.: phrases used as adverbs, subordination of independent clauses)</p>	
<p>27. Communicate ideas through the writing process.</p> <p>27.1 Brainstorms ideas in writing</p> <p>27.2 Organizes information before writing</p> <p>27.3 Drafts and revises all types of writing so that it is</p> <ul style="list-style-type: none"> – Focused and purposeful – Conveys a sense of completeness & is focused on a central idea – Has an organizational pattern that provides for an effective progression of ideas to include a beginning, middle, and an end – Demonstrates continuity of purpose, style, voice, and tense <p>27.4 Edits writing to produce final documents that are grammatically correct</p> <p>27.5 Understands the difference between plagiarism and student generated text</p> <p>27.6 Creates a bibliography</p>	<p>Copy-Write Copy-Write Editing <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>
<p>28. Write to communicate ideas in a variety of content areas.</p> <p>28.1 Writes narrative answers to a variety of content area questions</p> <p>28.2 Uses the writing process to generate text about social studies, science, and/or literature (for example: reports and critiques)</p>	<p><i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>
<p>29. Use the computer to enhance personal learning and</p>	<p>SHARE</p>

performance. 29.1 Creates documents using a word processing program 29.2 Saves a document to a disk 29.3 Uses computer skills for researching 29.4 Demonstrates keyboarding skills necessary for increased productivity	See Hear Spell Hear Spell Clues Quick Pick <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>ELS Student Orientation</i> Ongoing instruction and lab management directions Use of CEI interactive Web-based Activity Center
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Texas Standardized Reading Framework Adult Basic—D	<i>Essential Learning Systems</i>
1. Demonstrate mastery of pre-reading skills. 1.1 Knows that print goes left to right, top to bottom, front to back 1.2 Knows that letters make words 1.3 Knows that words make sentences 1.4 Knows that there are spaces between words 1.5 Knows where to begin reading on the right hand page of a book 1.6 Listens to and comprehends a story read aloud 1.7 Narrates a picture story in a sequence	SHARE Look Listen See Say See Hear Spell Hear Spell See Say Echo Teacher Echo and Auditory Feedback Copy Write Copy-Write Editing Clues Clues Worksheet Fluency Passages Phoneme Introductions Quick Talk Word Building Worksheet Creative Crosswords Creative Word Searches <i>Lesson Manual</i> <i>Letter Recognition</i> <i>Phoneme Awareness Manual</i> <i>Picture Reference/Answer Book</i> <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
2. Demonstrate basic understanding of phonics/ structural analysis. 2.1 Names letters of the alphabet 2.2 Names consonants and makes the sound of each 2.3 Names single vowels and makes long and short sound of each 2.4 Creates word families by rhyming 2.5 Understands difference in statements and questions 2.6 Understands the concept of plural and makes nouns plural 2.7 Uses possessives appropriately 2.8 Uses periods, questions marks, and exclamation marks	SHARE See Hear Spell Hear Spell See Say Copy-Write Copy Write Editing Phoneme Introductions <i>CEI Journal</i> <i>Letter Recognition</i> <i>Phoneme Awareness Manual</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
3. Demonstrate knowledge of basic vocabulary. 3.1 Reads at least 75% of the pre-primer, primer and first grade words from the Dolch list 3.2 Knows the meanings in context of frequently used words 3.3 Reads personal information (for example: name, address, phone number)	SHARE Look Listen See Say See Say Echo Teacher Echo and Auditory Feedback Clues Clues Worksheet

3.4 Dictates and reads back his/her own story	Word Match Word Match Worksheet Word Meaning Review <i>CEI Journal</i> Creative Crosswords <i>Picture This</i> <i>Quick Tales and eQuick Tales</i>
4. Demonstrate literal comprehension skills. 4.1 Determines the main idea and factual details of a paragraph 4.2 Identifies the order of events in a paragraph 4.3 Predicts what a passage is about based upon its title & illustrations 4.4 Increases comprehension by re-reading, re-telling, and discussing 4.5 Knows strategies to validate information in a text (for example: asking others or listening to the news) 4.6 Understands the meaning of a sentence that contains negative words 4.7 Understands & identifies the past, present & future tenses of verbs 4.8 Distinguishes between statements, questions, and exclamations	<i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
5. Demonstrate evaluative comprehension skills. 5.1 Distinguishes between fact and fiction in a paragraph, assisted by discussion and /or teacher guidance	<i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i>
6. Understands how word choice affects meaning. 6.1 Understands that word choice can shape ideas, feelings & actions 6.2 Identifies and uses repetition and rhyme in oral and written text	Clues Fluency Passages Word Meaning Review <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
7. Analyze fiction, non-fiction, poetry, or drama. 7.1 Identifies setting, character, problem and solution/resolution 7.2 Uses personal perspective in responding to literature (example: relates characters or events to his/her personal life)	Word Meaning Review <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i>

Texas Standardized Reading Framework—E	<i>Essential Learning Systems</i>
8. Demonstrate basic understanding of phonics/ structural analysis. 8.1 Knows vowels and consonants 8.2 Identifies consonant blends 8.3 Identifies consonant digraphs 8.4 Uses standard pronunciation in oral reading 8.5 Knows long and short vowel sounds 8.6 Knows specific vowel combinations 8.7 Identifies and defines compound words 8.8 Identifies root words 8.9 Defines words with prefixes 8.10 Defines words with suffixes 8.11 Makes contractions orally	SHARE See Hear Spell Hear Spell See Say Echo Fluency Passages Teacher Echo and Auditory Feedback Long Term Recall Phoneme Introductions Quick Talk <i>Letter Recognition</i> <i>Phoneme Awareness Manual</i> <i>Quick Tales and eQuick Tales</i>
9. Demonstrate knowledge of basic vocabulary.	SHARE

<p>9.1 Reads 98% of the words on the Dolch Word List, including the second and third grade lists</p> <p>9.2 Follows teacher-read text in order to develop vocabulary</p>	<p>Look Listen See Say See Say</p> <p>Echo Teacher Echo and Auditory Feedback Clues Clues Worksheet Quick Talk Word Match Word Match Worksheet Word Meaning Review <i>CEI Journal</i> Creative Crosswords <i>Picture This</i> <i>Quick Tales and eQuick Tales</i></p>
<p>10. Comprehend a wide range of printed material.</p> <p>10.1 Identifies words and understands text, illustrations, graphics, and charts using phonics, word structure, and context clues</p> <p>10.2 Understands the main idea and supporting information</p> <p>10.3 Answers “Who? What? Where?” about sentences or paragraphs</p> <p>10.4 Follows simple written directions</p> <p>10.5 Recognizes characteristics of paragraphs and stanzas</p> <p>10.6 Uses simple references to find information (example: dictionary)</p> <p>10.7 Knows the meanings of abbreviations</p>	<p>SHARE</p> <p>Look Listen See Say Clues Clues Worksheet Word Building Worksheet Word Match Word Meaning Review <i>CEI Journal</i> <i>Phoneme Awareness Manual</i> <i>Picture Reference/Answer Book</i> <i>Picture This</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>11. Demonstrate inferential comprehension skills.</p> <p>11.1 Finds the meanings of words in context using comparison and contrast clues</p> <p>11.2 Understands cause and effect implied in a paragraph</p>	<p>SHARE</p> <p>Look Listen See and Say Clues Clues Worksheet <i>Quick Tales and eQuick Tales</i></p>
<p>12. Demonstrate evaluative comprehension skills.</p> <p>12.1 Understands the difference between facts and opinions</p> <p>12.2 Evaluates information from pictures, maps, or signs to answer questions</p>	<p>SHARE</p> <p>Look Listen See and Say <i>CEI Journal</i> <i>Picture Reference/Answer Book</i> <i>Picture This</i> <i>Quick Tales and eQuick Tales</i></p>
<p>13. Understand how word choice affects meaning.</p> <p>13.1 Understands that a writer's word choice influences how a reader thinks and feels</p>	<p>Clues Fluency Passages Word Meaning Review <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>14. Understand the characteristics of different types of writing.</p> <p>14.1 Distinguishes between fact and fiction</p> <p>14.2 Identifies story elements including setting, plot, character, problem, and solution/resolution</p> <p>14.3 Recognizes the function of introductory and concluding paragraphs in an essay</p>	<p><i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>

Texas Standardized Reading Framework—F	<i>Essential Learning Systems</i>
<p>15. Demonstrate basic understanding of phonics/ structural analysis.</p> <p>15.1 Recognizes synonyms, antonyms, and homonyms</p> <p>15.2 Defines multiple-meaning words</p> <p>15.3 Understands how punctuation affects text</p>	<p>SHARE</p> <p>Look Listen See Say</p> <p>See Hear Spell</p> <p>Hear Spell</p> <p>See Say</p> <p>Echo</p> <p>Fluency Passages</p> <p>Teacher Echo and Auditory Feedback</p> <p>Long Term Recall</p> <p>Phoneme Introductions</p> <p>Quick Talk</p> <p><i>Letter Recognition</i></p> <p><i>Phoneme Awareness Manual</i></p> <p><i>Quick Tales and eQuick Tales</i></p> <p><i>Sentence Assembler</i></p>
<p>16. Demonstrate knowledge of basic vocabulary.</p> <p>16.1 Uses phonics, word structure & visual cues to identify and define words</p> <p>16.2 Uses prefixes, suffixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to define words and build vocabulary</p> <p>16.3 Classifies nouns with similar characteristics under appropriate headings (Example: rose and daisy as flowers)</p> <p>16.4 Uses vocabulary words in the content areas</p>	<p>SHARE</p> <p>Look Listen See Say</p> <p>See Say</p> <p>Echo</p> <p>Teacher Echo and Auditory Feedback</p> <p>Clues</p> <p>Clues Worksheet</p> <p>Quick Talk</p> <p>Word Match</p> <p>Word Match Worksheet</p> <p>Word Meaning Review</p> <p><i>CEI Journal</i></p> <p>Creative Crosswords</p> <p><i>Picture This</i></p> <p><i>Quick Tales and eQuick Tales</i></p>
<p>17. Demonstrate literal comprehension skills.</p> <p>17.1 Understands the main idea and supporting details</p> <p>17.2 Identifies cause and effect</p> <p>17.3 Follows written directions</p> <p>17.4 Retells or summarizes a text</p> <p>17.5 Describes sequence of events in context</p> <p>17.6 Answers “Who? What? Where? When? Why? How?” about sentences or paragraphs</p> <p>17.7 Finds specific information in a text and uses it to answer questions</p>	<p><i>CEI Journal</i></p> <p><i>Quick Tales and eQuick Tales</i></p> <p><i>Sentence Assembler</i></p>
<p>18. Demonstrate inferential comprehension skills.</p> <p>18.1 Predicts content and purpose of a selection by previewing table of contents, index, headings, captions, and illustrations</p> <p>18.2 Makes predictions based on prior knowledge, rereading and self-questioning</p> <p>18.3 Knows the difference between a question and a statement</p> <p>18.4 Determines the meanings of unfamiliar words using context clues including examples, direct explanations, synonyms, and /or comparison and contrast</p> <p>18.5 Identifies the antecedent of a pronoun in a sentence or paragraph</p>	<p><i>CEI Journal</i></p> <p><i>Quick Tales and eQuick Tales</i></p> <p><i>Sentence Assembler</i></p>

18.6 Identifies stated or implied cause and effect in a paragraph	
18.7 Identifies an appropriate conclusion or generalization for a passage	
19. Demonstrate evaluative comprehension skills. 19.1 Identifies the author's purpose 19.2 Recognizes whether a text is intended to persuade, inform, or entertain 19.3 Knows the difference between fact and opinion 19.4 Knows the basic characteristics of fables, stories, and legends 19.5 Understands comparison and contrast 19.6 Uses information from pictures, maps, signs, diagrams, tables, graphs, or schedules 19.7 Uses reference sources such as a dictionary, encyclopedia, atlas, directory, newspaper, or thesaurus 19.8 Uses an index and a table of contents 19.9 Draws conclusions when reading 19.10 Selects an appropriate title for an article	SHARE Look Listen See Say Word Match <i>CEI Journal</i> <i>Picture Reference/Answer Book</i> <i>Picture This</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
20. Understand how word choice affects meaning. 20.1 Understands that word choice can shape reactions, perceptions and beliefs 20.2 Recognizes different techniques used in media and the purpose of each	Word Meaning Review <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>
21. Demonstrate understanding of a variety of literary forms. 21.1 Identifies the characteristics of fiction, drama, poetry, fables, and legends 21.2 Identifies the characteristics of creative non-fiction, such as biography and essay (Example: fact/opinion) 21.3 Explains plot development and conflict resolution in a story 21.4 Identifies the characters, setting, and events in a passage	<i>CEI Journal</i> <i>Sentence Assembler</i>
22. Respond critically to fiction, poetry, drama, and essay. 22.1 Recognizes cause/effect relationship in a passage 22.2 Recognizes the effects of language such as sensory words, rhymes, and word choice 22.3 Links literature to his/her life by explaining how the motives of characters or the causes of events compare with his/her own life 22.4 Identifies the theme in a story 22.5 Forms his/her own ideas about a literary passage and supports these ideas with information from the text 22.6 Distinguishes between the author's opinion and facts in an essay	Word Meaning Review <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i>

Texas Standardized Reading Framework—G	<i>Essential Learning Systems</i>
23. Understand patterns and functions of language. 23.1 Understands that there are patterns and rules for correct English usage	SHARE Look Listen See and Say Copy-Write

<p>23.2 Understands that there are exceptions to grammar rules and patterns</p> <p>23.3 Understands that language and literature are powerful means by which culture and values are passed from generation to generation</p> <p>23.4 Understands the difference between the use of English in formal and informal settings</p> <p>23.5 Understands that acceptable language usage and structure change over time</p>	<p>Fluency Passages Word Meaning Review <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>24. Demonstrate knowledge of basic vocabulary.</p> <p>24.1 Uses a variety of strategies to analyze words in context</p> <p>24.2 Uses vocabulary effectively in reading, writing, listening, and speaking</p> <p>24.3 Uses vocabulary in content areas</p>	<p>SHARE Look Listen See Say Clues Clues Worksheet Word Match Word Match Worksheet Word Meaning Review <i>CEI Journal</i> Creative Crosswords <i>Picture This</i> <i>Quick Tales and eQuick Tales</i></p>
<p>25. Demonstrate literal comprehension skills.</p> <p>25.1 Determines the main idea in different types of passages</p> <p>25.2 Identifies relevant details, facts, and patterns of organization in different types of passages</p> <p>25.3 Uses strategies to clarify meaning</p> <p>25.4 Answers: “Who? What? When? Where? How? And Why?” Questions for different types of passages</p>	<p><i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>26. Demonstrate inferential comprehension skills.</p> <p>26.1 Predicts probable outcomes from reading</p> <p>26.2 Selects an appropriate title for an article</p> <p>26.3 Identifies and interprets information from a wide range of texts and literary forms</p>	<p><i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>
<p>27. Demonstrate evaluative comprehension skills.</p> <p>27.1 Locates, organizes, and interprets written information for a variety of purposes (Example: class research or real-world tasks)</p> <p>27.2 Identifies an author's purpose and/or point of view</p> <p>27.3 Evaluates information by differentiating fact from opinion</p> <p>27.4 Gathers information from a variety of reference materials and selects information which best serves his/her purpose</p>	<p><i>CEI Journal</i> <i>Picture Reference/Answer Book</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>28. Demonstrate understanding of how word choice affects meaning.</p> <p>28.1 Identifies language that shapes reactions, perceptions, and beliefs</p> <p>28.2 Understands and uses literary devices and techniques in written, oral, or visual communications</p> <p>28.3 Distinguishes between emotional and logical argument</p>	<p><i>Word Meaning Review</i> <i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i> <i>Sentence Assembler</i></p>
<p>29. Demonstrate understanding of the distinctive features in literary forms.</p> <p>29.1 Identifies the defining characteristics of classical literature (Example: timelessness, universal themes, and communication across</p>	<p><i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>

<p>cultures)</p> <p>29.2 Recognizes complex elements of plot such as setting, character development, conflict, and resolution</p> <p>29.3 Understands various elements of word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion, and point of view</p> <p>29.4 Knows how mood or meaning is conveyed in poetry through word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm</p> <p>29.5 Identifies universal themes in literature</p>	
<p>30. Respond critically to fiction, poetry, drama, and essay.</p> <p>30.1 Identifies the effects of the attitudes and values of a time period or culture on a specific piece of writing</p> <p>30.2 Responds to a work of literature by interpreting selected phrases, sentences, or passages, and applies the information to modern life</p> <p>30.3 Develops essays to answer specific, evaluative research questions</p>	<p><i>CEI Journal</i> <i>Quick Tales and eQuick Tales</i></p>

Texas Standardized Mathematics Framework—D	<i>Mathematical Learning Systems</i>
<p>1. Understand pre-math skills.</p> <p>1.1 Identifies and writes numbers 0-100</p> <p>1.2 Reads words for numbers 1-20</p> <p>1.3 Counts numbers in sequence</p> <p>1.4 Understands basic math vocabulary (more, less, same as, above, below, between, in, out, over, and under)</p> <p>1.5 Locates numbers on a number line</p> <p>1.6 Identifies simple patterns</p> <p>1.7 Identifies simple number schemes</p>	<p>Concept Building</p> <p>Unit 1: Understanding Numbers</p> <p>Level 1: Defining Numbers</p> <p>Identification 0-10</p> <p>Recognition 0-10</p> <p>Identification 11-20</p> <p>Recognition 11-20</p> <p>Level 2: Numbers 0-20</p> <p>Patterns and Counting 0-20</p> <p>Comparison 0-20</p> <p>Level 3: Numbers 21-99</p> <p>Place Value 21-99</p> <p>Patterns and Counting 21-99</p> <p>Comparison 21-99</p> <p>Level 4: Numbers 100-999</p> <p>Place Value 100-999</p> <p>Patterns and Counting 100-999</p> <p>Comparison 100-999</p>
<p>2. Understand different ways numbers are used in the real world.</p> <p>2.1 Uses ordinal numbers 1st-10th</p> <p>2.2 Understands and is able to count by 2's, 5's, 10's</p>	<p>Concept Building</p> <p>Unit 1: Understanding Numbers</p> <p>Level 2: Numbers 0-20</p> <p>Patterns and Counting 0-20</p> <p>Unit 3: Using Whole Numbers</p> <p>Level 1: Money</p> <p>Pennies, Nickels and Dimes</p> <p>Pennies, Nickels, Dimes and Quarters</p> <p>Level 2: Time</p> <p>To the Hour</p> <p>In Hours and Minutes</p> <p><i>MLS Masters</i> Worksheets—Word Problems</p>

	<i>Drawing Conclusions</i>
<p>3. Solve problems using addition and subtraction.</p> <p>3.1 Understands the concept of addition</p> <p>3.2 Solves 1 and 2 digit addition problems (vertical or horizontal notation)</p> <p>3.3 Understands the concept of subtraction</p> <p>3.4 Solves 1 and 2 digit subtraction problems (vertical or horizontal)</p> <p>3.5 Selects the right operation to solve addition and subtraction problems</p> <p>3.6 Solves real world problems using different addition methods (manipulatives, mental mathematics, paper and pencil)</p> <p>3. Solve problems using addition and subtraction (continued).</p> <p>3.7 Adds three one digit numbers</p> <p>3.8 Recalls addition facts</p> <p>3.9 Recalls subtraction facts</p>	<p>Concept Building</p> <p>Unit 2: Number Operations</p> <p>Level 1: Addition</p> <p>Single Digits</p> <p>Level 2: Subtraction</p> <p>Single Digits</p> <p>Fluency (Addition and Subtraction)</p> <p>SHARE</p> <p>Look Listen See Respond</p> <p>See Hear Respond</p> <p>Hear Respond</p> <p>See Respond</p> <p>Echo</p> <p>Number Search</p> <p>Blank Out</p> <p>Quick Pick</p> <p>Quick Answer</p> <p><i>MLS Masters</i></p> <p>Flash Cards</p> <p>Unit 2 Worksheets</p> <p>Single-digit Addition</p> <p>Single-digit Subtraction</p> <p><i>Digit's Widgets</i></p> <p><i>Drawing Conclusions</i></p> <p><i>Fact Match</i></p> <p><i>Math Magic</i></p>
<p>4. Solve real world measurement problems.</p> <p>4.1 Uses U.S. units such as inches, pounds, degrees, and cups to measure quantities</p> <p>4.2 Uses and describes basic U.S. measurement concepts</p> <p>4.3 Selects appropriate units of measure</p> <p>4.4 Writes today's date (month, day, year)</p> <p>4.5 Tells time</p>	<p>Concept Building</p> <p>Unit 3: Using Whole Numbers</p> <p>Level 2: Time</p> <p>To the Hour</p> <p>In Hours and Minutes</p> <p>Word Problems (Units 2, 3, 4 and 5)</p> <p><i>MLS Masters</i></p> <p>Worksheets—Word Problems</p> <p><i>Drawing Conclusions</i></p>
<p>5. Identify two and three-dimensional shapes.</p> <p>5.1 Identifies a square, circle, sphere, rectangle, cube, and triangle</p>	
<p>6. Solve money problems.</p> <p>6.1 Identifies coins and currency of different values</p> <p>6.2 Identifies sets of coins equivalent to \$.25 or less</p> <p>6.3 Reads and writes numerals for money</p> <p>6.4 Uses addition to solve real world money problems less than \$1</p> <p>6.5 Recognizes monetary symbols</p>	<p>Concept Building</p> <p>Unit 3: Using Whole Numbers</p> <p>Level 1: Money</p> <p>Pennies, Nickels and Dimes</p> <p>Pennies, Nickels, Dimes and Quarters</p> <p><i>MLS Masters</i></p> <p>Worksheets—Word Problems</p> <p><i>Drawing Conclusions</i></p>

Texas Standardized Mathematics Framework—E	<i>Mathematical Learning Systems</i>
<p>7. Understand how whole numbers are used in the real world.</p> <p>7.1 Knows the names, numbers & words for whole numbers less than 100</p> <p>7.2 Understands the relative size of whole numbers between 0 & 100</p> <p>7.3 Uses objects to represent whole</p>	<p>Concept Building</p> <p>Unit 1: Understanding Numbers</p> <p>Level 1: Defining Numbers</p> <p>Identification 0-10</p> <p>Recognition 0-10</p> <p>Identification 11-20</p> <p>Recognition 11-20</p>

<p>numbers, commonly used fractions, or mixed numbers and relates these numbers to real world situations (1/4 pizza, 1/2 sandwich, 1/2 pie)</p>	<p>Level 2: Numbers 0-20 Patterns and Counting 0-20 Comparison 0-20 Level 3: Numbers 21-99 Place Value 21-99 Patterns and Counting 21-99 Comparison 21-99 Unit 4: Understanding Fractions Level 1: Fraction Identification Less than One or Equal to One <i>MLS Masters</i> Worksheets—Word Problems <i>Drawing Conclusions</i></p>
<p>8. Understand number systems. 8.1 Understands and is able to count by 2, 3, 5, 10, 25 and 50 8.2 Understands place value for ones, tens, hundreds, tenths, and hundredths 8.3 Identifies numbers as even or odd</p>	<p>Concept Building Unit 1: Understanding Numbers Level 2: Numbers 0-20 Patterns and Counting 0-20 Comparison 0-20 Level 3: Numbers 21-99 Place Value 21-99 Patterns and Counting 21-99</p>
<p>9. Solve addition and subtraction problems. 9.1 Understands that addition and subtraction are opposite operations 9.2 Solves real world problems using different addition methods (manipulatives, mental mathematics, paper and pencil) 9.3 Solves real world problems using different subtraction methods (manipulatives, mental mathematics, paper and pencil)</p>	<p>Concept Building Unit 2: Number Operations Level 1: Addition Single Digits Double Digits Triple Digits Level 2: Subtraction Single Digits Double Digits Triple Digits Fluency (Addition and Subtraction) SHARE Look Listen See Respond See Hear Respond Hear Respond See Respond Echo Number Search Blank Out Quick Pick Quick Answer <i>MLS Masters</i> Flash Cards Unit 2 Worksheets Single-digit Addition Double-digit Addition Triple Digit Addition Single-digit Subtraction Double-digit Subtraction Triple Digit Subtraction Worksheets—Word Problems <i>Digit's Widgets</i> <i>Drawing Conclusions</i> <i>Fact Match</i> <i>Math Magic</i> <i>Note: The first phase of the concrete—semi-concrete—abstract lesson sequence used to teach all MLS concepts</i></p>

	<i>includes the use of manipulatives.</i>
<p>10. Solve multiplication and division problems.</p> <p>10.1 Understands the concept of multiplication</p> <p>10.2 Identifies multiplication vocabulary and symbol</p> <p>10.3 Recalls multiplication facts</p> <p>10.4 Multiplies two digit number by a one digit number; multiplies three one digit numbers</p> <p>10.5 Understands the concept of division</p> <p>10.6 Identifies division vocabulary and symbol</p> <p>10.7 Understands that multiplication & division are opposite operations</p> <p>10.8 Recalls division facts</p> <p>10.9 Divides a two digit number by a one digit number with and without remainders</p>	<p>Concept Building</p> <p>Unit 2: Number Operations</p> <p>Level 3: Multiplication</p> <p>Single Digits</p> <p>Single and Double Digits</p> <p>Double Digits</p> <p>Level 4: Division</p> <p>Single Digits</p> <p>Single and Double Digits</p> <p>Double Digits</p> <p>Fluency (Multiplication and Division)</p> <p>SHARE</p> <p>Look Listen See Respond</p> <p>See Hear Respond</p> <p>Hear Respond</p> <p>See Respond</p> <p>Echo</p> <p>Number Search</p> <p>Blank Out</p> <p>Quick Pick</p> <p>Quick Answer</p> <p><i>MLS Masters</i></p> <p>Flash Cards</p> <p>Unit 2 Worksheets</p> <p>Single Digit Multiplication</p> <p>Single and Double Digit Multiplication</p> <p>Double Digit Multiplication</p> <p>Single Digit Division</p> <p>Single and Double Digit Division</p> <p>Double Digit Division</p> <p>Worksheets—Word Problems</p> <p><i>Digit's Widgets</i></p> <p><i>Drawing Conclusions</i></p> <p><i>Fact Match</i></p> <p><i>Math Magic</i></p>
<p>11. Use math skills in word problems.</p> <p>11.1 Recognizes key words in choosing operations to solve problems (add, plus, total, sum, subtract, difference, left, remaining, multiply, times, several, divide, each, per)</p> <p>11.2 Uses appropriate steps to solve problems</p> <p>– Determines the question</p> <p>– Identifies the information</p> <p>– Decides on the operation</p> <p>– Works and checks</p> <p>– Makes certain the answer is logical</p> <p>11.3 Recognizes that all math has only four operations (addition, subtraction, multiplication, and division)</p> <p>11.4 Selects the appropriate operation to solve specific problems</p>	<p>Concept Building</p> <p>Unit 2: Number Operations</p> <p>Unit 3: Using Whole Numbers</p> <p>Unit 4: Understanding Fractions</p> <p>Unit 5: Fraction Operations</p> <p><i>MLS Masters</i></p> <p>Worksheets—Word Problems</p> <p><i>Drawing Conclusions</i></p> <p><i>Note: Each MLS concept is taught using the concrete—semi-concrete—abstract lesson sequence. In the abstract phase the student learns how to solve problems.</i></p>
<p>12. Use estimation skills.</p> <p>12.1 Rounds numbers to 10's and 100's</p> <p>12.2 Uses rounding techniques to estimate the answers to addition or subtraction</p>	<p>Concept Building</p> <p>Unit 3: Using Whole Numbers</p> <p>Level 3: Estimation</p> <p>Rounding to the Nearest Ten</p>

problems; then calculates the answers	Rounding to the Nearest Hundred <i>MLS Masters</i> Worksheets—Word Problems
13. Use units of measurement. 13.1 Identifies the larger of two U.S. measurements 13.2 Identifies common units of U.S. measurement for length, capacity, weight, and temperature 13.3 Identifies appropriate tools for measuring length, capacity, weight, and temperature 13.4 Tells time on the half hour, quarter hour, and in minutes	Concept Building Unit 3: Using Whole Numbers Level 2: Time To the Hour In Hours and Minutes <i>MLS Masters</i> Worksheets—Word Problems
14. Interpret data. 14.1 Reads a simple bar or line graph 14.2 Solves problems by creating graphs or charts 14.3 Understands information from a chart or table 14.4 Understands information from a diagram	
15. Understand different types of patterns, relations, and functions. 15.1 Uses more than one method to solve word problems 15.2 Understands different patterns and relationships using patterns and symbols (example: if the function of $x = 3$, $x + 1 = 4$) 15.3 Understands symbols for equal, not equal, less than & greater than 15.4 Identifies the next item in a pattern or number sequence 15.5 Identifies the missing item of a pattern or number sequence	Concept Building Unit 1: Understanding Numbers Level 2: Numbers 0-20 Patterns and Counting 0-20 Comparison 0-20 Level 3: Numbers 21-99 Patterns and Counting 21-99 Comparison 21-99 Level 4: Numbers 100-999 Patterns and Counting 100-999 Comparison 100-999
16. Describe and identify multi-dimensional shapes. 16.1 Identifies and describes the characteristics of basic two and three dimensional shapes	
17. Show ways in which shapes can be combined. 17.1 Understands and uses basic concepts of spatial relationships, symmetry, and reflections 17.2 Uses objects to perform geometric transformations including flips, slides and turns	
18. Solve money problems. 18.1 Counts coins and currency 18.2 Determines equal amounts of money up to \$5 using coins and currency 18.3 Makes change from a \$1 18.4 Determines equal amounts of money up to \$20 (coins & currency) 18.5 Solves word problems making change from a \$20 18.6 Solves word problems involving comparison shopping of less than \$10	Concept Building Unit 3: Using Whole Numbers Level 1: Money Pennies, Nickels and Dimes Pennies, Nickels, Dimes and Quarters <i>MLS Masters</i> Worksheets—Word Problems <i>Drawing Conclusions</i>

Texas Standardized Mathematics Framework—F	Mathematical Learning Systems
<p>19. Understand how whole numbers are written and used.</p> <p>19.1 Names whole numbers up to 7 digits</p> <p>19.2 Understands place values of numbers</p> <p>19.3 Understands verbal names, written word names and standard numbers with whole numbers</p> <p>19.4 Understands the relative size of a whole number</p>	<p>Concept Building</p> <p>Unit 1: Understanding Numbers</p> <p>Level 2: Numbers 0-20</p> <p>Patterns and Counting 0-20</p> <p>Comparison 0-20</p> <p>Level 3: Numbers 21-99</p> <p>Place Value 21-99</p> <p>Patterns and Counting 21-99</p> <p>Comparison 21-99</p>
<p>19.5 Changes numbers to written word names</p> <p>19.6 Uses expanded notation to show that whole numbers can be written in different ways</p>	<p>Level 4: Numbers 100-999</p> <p>Place Value 100-999</p> <p>Patterns and Counting 100-999</p> <p>Comparison 100-999</p> <p><i>Drawing Conclusions</i></p>
<p>20. Add and subtract whole numbers.</p> <p>20.1 Adds a 1, 2, or 3 digit number to a 3 digit number</p> <p>20.2 Adds three or four 3 digit numbers</p> <p>20.3 Adds three or four 4 digit numbers</p> <p>20.4 Subtracts 3 digit numbers</p> <p>20.5 Subtracts 4 digit numbers</p> <p>20.6 Subtracts 5 digit numbers</p> <p>20.7 Borrows from numbers containing zeros</p>	<p>Concept Building</p> <p>Unit 2: Number Operations</p> <p>Level 1: Addition</p> <p>Single Digits</p> <p>Double Digits</p> <p>Triple Digits</p> <p>Level 2: Subtraction</p> <p>Single Digits</p> <p>Double Digits</p> <p>Triple Digits</p> <p>Fluency (Addition and Subtraction)</p> <p>SHARE</p> <p>Look Listen See Respond</p> <p>See Hear Respond</p> <p>Hear Respond</p> <p>See Respond</p> <p>Echo</p> <p>Number Search</p> <p>Blank Out</p> <p>Quick Pick</p> <p>Quick Answer</p> <p><i>MLS Masters</i></p> <p>Flash Cards</p> <p>Unit 2 Worksheets</p> <p>Single-digit Addition</p> <p>Double-digit Addition</p> <p>Triple Digit Addition</p> <p>Single-digit Subtraction</p> <p>Double-digit Subtraction</p> <p>Triple Digit Subtraction</p> <p>Worksheets—Word Problems</p> <p><i>Digit's Widgets</i></p> <p><i>Drawing Conclusions</i></p> <p><i>Fact Match</i></p> <p><i>Math Magic</i></p>
<p>21. Multiply whole numbers.</p> <p>21.1 Two digit numbers by 2 digit number</p> <p>21.2 Three digit numbers by a 1, 2, or 3 digit number</p> <p>21.3 Four digit numbers by a 1, 2, or 3 digit number</p> <p>21.4 Five digit numbers by a 1, 2 or 3</p>	<p>Concept Building</p> <p>Unit 2: Number Operations</p> <p>Level 3: Multiplication</p> <p>Double Digits</p> <p>Fluency</p> <p>SHARE</p> <p>Look Listen See Respond</p>

<p>digit number</p> <p>21.5 Demonstrates proof method of multiplication</p>	<p>See Hear Respond Hear Respond See Respond</p> <p>Echo Number Search Blank Out Quick Pick Quick Answer</p> <p><i>MLS Masters</i> Flash Cards Unit 2 Worksheets Double Digit Multiplication Worksheets—Word Problems</p> <p><i>Digit's Widgets</i> <i>Drawing Conclusions</i> <i>Fact Match</i> <i>Math Magic</i></p>
<p>22. Divide whole numbers.</p> <p>22.1 Three, four, or five digit numbers by a 1 digit number with and without remainders</p> <p>22.2 Three, four, or five digit numbers by a 2 digit number with and without remainders</p> <p>22.3 By a 3 digit number with and without remainders</p> <p>22.4 From fractional notation (728/14)</p> <p>22.5 Proves long division problems</p>	<p>Concept Building Unit 2: Number Operations Level 4: Division Double Digits</p> <p>Fluency SHARE Look Listen See Respond See Hear Respond Hear Respond See Respond</p> <p>Echo Number Search Blank Out Quick Pick Quick Answer</p> <p><i>MLS Masters</i> Flash Cards Unit 2 Worksheets Double Digit Division Worksheets—Word Problems</p> <p><i>Digit's Widgets</i> <i>Drawing Conclusions</i> <i>Fact Match</i> <i>Math Magic</i></p>
<p>23. Solve problems using fractions.</p> <p>23.1 Understands verbal names, written word names, and standard numbers of commonly used fractions</p> <p>23.2 Understands the relative size of commonly used fractions</p> <p>23.3 Solves word problems that create fractions</p> <p>23.4 Writes word numbers as fractions</p> <p>23.5 Understands numerators and denominators</p> <p>23.6 Identifies proper, improper and mixed fractions</p> <p>23.7 Converts from mixed to improper fractions</p> <p>23.8 Converts from improper to mixed fractions</p> <p>23.9 Reduces common fractions</p> <p>23.10 Converts fractions to equivalent fractions</p> <p>23.11 Adds fractions with common denominators</p> <p>23.12 Subtracts fractions with common denominators</p>	<p>Concept Building Unit 4: Understanding Fractions Level 1: Fraction Identification Less than One or Equal to One Level 2: Equivalent Fractions Using Larger or Smaller Denominators Level 3: Comparing Fractions Common Denominators Different Denominators Level 4: Simplifying Fractions Simplified Numerators Equal to One Simplified Numerators Greater than One Level 5: Converting Fractions Improper Fractions to Mixed Numbers</p>

<p>23.13 Multiplies proper fractions 23.14 Multiplies proper fractions by whole numbers</p>	<p>Mixed Numbers to Improper Fractions Unit 5: Fraction Operations Level 1: Addition Common Denominators Different Denominators Level 2: Subtraction Common Denominators Different Denominators Level 3: Multiplication Whole Numbers and Fractions Fractions and Whole Numbers</p>
	<p>Level 4: Division Common Denominators Fractions and Whole Numbers Different Denominators <i>MLS Masters</i> Unit 5 Worksheets Worksheets—Word Problems <i>Drawing Conclusions</i></p>
<p>24. Solve problems using decimals. 24.1 Understands verbal names, written word names, and standard numbers with decimals, including tenths, hundredths, and thousandths 24.2 Understands the relative size of decimals 24.3 Solves word problems that create decimals 24.4 Understands that decimals can be represented in other equivalent forms 24.5 Converts common fractions to decimals 24.6 Converts decimals to common fractions 24.7 Adds decimals 24.8 Subtracts decimals 24.9 Selects appropriate operation to solve specific problems involving decimals 24.10 Understands the relationship between money and decimals 24.11 Solves word problems involving decimals</p>	
<p>25. Use estimation to solve problems and compute.</p>	<p>Concept Building Unit 3: Using Whole Numbers Level 3: Estimation Rounding to the Nearest Ten Rounding to the Nearest Hundred <i>MLS Masters</i> Worksheets—Word Problems</p>
<p>26. Understand theories related to numbers.</p>	
<p>27. Solve problems using measurements.</p>	<p>Word Problems (Units 2, 3, 4 and 5) <i>MLS Masters</i> Worksheets—Word Problems <i>Drawing Conclusions</i></p>
<p>28. Solve problems using geometry.</p>	
<p>29. Solve problems using algebra.</p>	<p>Fluency Number Search Blank Out</p>
<p>30. Interpret data from graphs, charts, and maps.</p>	
<p>31. Calculate differences to solve problems encountered in daily living.</p>	<p>Concept Building Unit 2: Number Operations Level 2: Subtraction Single Digits</p>

	<p>Double Digits Triple Digits Unit 5: Fraction Operations Level 2: Subtraction Common Denominators Different Denominators</p> <p>Fluency SHARE Look Listen See Respond See Hear Respond Hear Respond See Respond</p> <p>Echo Number Search Blank Out Quick Pick Quick Answer</p> <p><i>MLS Masters</i> Flash Cards Unit 2 Worksheets Single-digit Subtraction Double-digit Subtraction Triple Digit Subtraction Worksheets—Word Problems</p> <p><i>Digit's Widgets</i> <i>Drawing Conclusions</i> <i>Fact Match</i> <i>Math Magic</i></p>
32. Apply math operations to information contained in printed material.	<p>Word Problems (Units 2, 3, 4 and 5) <i>MLS Masters</i> Worksheets—Word Problems <i>Drawing Conclusions</i></p>
33. Demonstrate consumer math skills.	<p>Concept Building Unit 1: Understanding Numbers Level 2: Numbers 0-20 Comparison 0-20 Level 3: Numbers 21-99 Comparison 21-99 Level 4: Numbers 100-999 Comparison 100-999</p> <p>Unit 3: Using Whole Numbers Level 1: Money Pennies, Nickels and Dimes Pennies, Nickels, Dimes and Quarters Level 2: Time To the Hour In Hours and Minutes Level 3: Estimation Rounding to the Nearest Ten Rounding to the Nearest Hundred</p> <p><i>MLS Masters</i> Worksheets—Word Problems <i>Drawing Conclusions</i></p>

Texas Standardized Mathematics Framework—G	Mathematical Learning Systems
<p>34. Solve problems using fractions.</p> <p>34.1 Understands verbal names, written word names, and standard numbers with fractions</p> <p>34.2 Locates fractions on a number line</p> <p>34.3 Understands the relative size of fractions</p> <p>34.4 Solves word problems that create fractions</p> <p>34.5 Adds whole numbers, fractions, and mixed numbers with and without common denominators</p> <p>34.6 Subtracts whole numbers, fractions & mixed numbers with no regrouping</p> <p>34.7 Subtracts whole numbers, fractions, and mixed numbers with regrouping</p> <p>34.8 Multiplies common mixed fractions, mixed numbers, and whole numbers</p> <p>34.9 Divides fractions</p> <p>34.10 Divides whole numbers, fractions, and mixed numbers</p> <p>34.11 Performs multiple operations using common fractions, mixed numbers, and whole numbers</p> <p>34.12 Selects the appropriate operation to solve problems with fractions</p> <p>34.13 Solves word problems using fractions</p>	<p>Concept Building</p> <p>Unit 4: Understanding Fractions</p> <p>Level 1: Fraction Identification Less than One or Equal to One</p> <p>Level 2: Equivalent Fractions Using Larger or Smaller Denominators</p> <p>Level 3: Comparing Fractions Common Denominators Different Denominators</p> <p>Level 4: Simplifying Fractions Simplified Numerators Equal to One Simplified Numerators Greater than One</p> <p>Level 5: Converting Fractions Improper Fractions to Mixed Numbers Mixed Numbers to Improper Fractions</p> <p>Unit 5: Fraction Operations</p> <p>Level 1: Addition Common Denominators Different Denominators</p> <p>Level 2: Subtraction Common Denominators Different Denominators</p> <p>Level 3: Multiplication Whole Numbers and Fractions Fractions and Whole Numbers</p> <p>Level 4: Division Common Denominators Fractions and Whole Numbers Different Denominators</p> <p><i>MLS Masters</i></p> <p>Unit 5 Worksheets Worksheets—Word Problems</p> <p><i>Drawing Conclusions</i></p>
<p>35. Solve problems using decimals.</p> <p>35.1 Locates decimals on a number line</p> <p>35.2 Orders a sequence of decimal numbers from smallest to largest</p> <p>35.3 Multiplies a decimal by a whole number or another decimal</p> <p>35.4 Divides a decimal by a whole number</p> <p>35.5 Divides a decimal by a decimal</p> <p>35.6 Divides a whole number by a decimal</p> <p>35.7 Converts mixed numbers to decimal fractions</p> <p>35.8 Selects the appropriate operation to solve problems with decimals</p> <p>35.9 Solves word problems using decimals</p>	
<p>36. Solve problems using ratios and proportions.</p> <p>36.1 Understands verbal names, written word names, and standard numbers with ratios</p> <p>36.2 Understands the concept of a ratio and proportion</p> <p>36.3 Solves word problems with ratios</p>	

<p>36.4 Understands that ratios can be represented in different ways</p> <p>36.5 Selects when to solve specific problems by using ratios and proportions</p> <p>36.6 Solves word problems involving ratios and proportions</p> <p>36.7 Demonstrates the process of cross multiplying to solve proportions</p>	
<p>37. Solve problems using percents.</p> <p>37.1 Understands verbal names, written word names, and standard numbers with percents</p> <p>37.2 Understands the relative size of percents</p> <p>37.3 Solves word problems with percents</p> <p>37.4 Understands that percents can be represented in different ways</p> <p>37.5 Converts between fractions, decimals, and percents</p> <p>37.6 Finds a percent of a number</p> <p>37.7 Finds what percent one number is of another</p> <p>37.8 Finds the total when a percent is given</p> <p>37.9 Solves real-world problems involving percents</p> <p>37.10 Determines sales tax on a purchase when given the tax rate</p> <p>37.11 Uses the interest formula ($i = prt$)</p>	
<p>38. Solve problems using integers.</p> <p>38.1 Associates verbal names, written word names, and standard numbers with integers</p> <p>38.2 Solves words problems using integers</p> <p>38.3 Locates numbers on a number line</p> <p>38.4 Understands the relative size of integers</p> <p>38.5 Adds integers</p> <p>38.6 Subtracts integers</p> <p>38.7 Multiplies integers</p> <p>38.8 Divides integers</p> <p>38.9 Solves simple problems by applying the algebraic order of operations</p> <p>38.10 Selects the appropriate operation to solve specific problems using integers</p> <p>38.11 Solves word problems involving integers</p> <p>38.12 Finds square of numbers 1-20</p> <p>38.13 Finds square roots of perfect squares</p> <p>38.14 Writes algebraic expressions (for example: $2x$, $2m - 10$)</p> <p>38.15 Solves one step equations involving any of the mathematical operations (for example: $x + 9 - 27 = 2$, $x/4 = 3$, $x - (-4) = 2$)</p> <p>38.16 Solves two step equations</p>	
<p>39. Solve problems using geometry.</p> <p>39.1 Recognizes & understands the basic properties of two and three-dimensional geometric shapes (examples: circle, rectangle, cube, etc.)</p> <p>39.2 Recognizes types of angles (acute, obtuse, straight, right, reflex)</p> <p>39.3 Recognizes types of triangles (equilateral, right, scalene, isosceles)</p> <p>39.4 Knows the number of degrees in a triangle and a quadrilateral</p> <p>39.5 Uses appropriate geometric vocabulary to</p>	

<p>write a description of a figure or a picture composed of geometric figures (parallel, perpendicular, similar, congruent)</p> <p>39.6 Uses geometric formulas for perimeter</p> <p>39.7 Uses geometric formulas for area</p> <p>39.8 Uses geometric formula for circumference</p> <p>39.9 Uses geometric formulas for volume of three-dimensional shapes including cubes, rectangles, solids, and cylinders</p> <p>39.10 Understands geometric concepts, including flips, slides, turns, enlargements, symmetry, reflections, similarity, perpendicular, parallel</p> <p>39.11 Predicts and verifies patterns involving tessellation (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles)</p> <p>39.12 Solves word problems using a variety of geometric formulas for two and three dimensional shapes</p>	
<p>40. Use estimation skills to solve problems.</p> <p>40.1 Predicts results and to check the reasonableness of data</p> <p>40.2 Solves word problems of length, perimeter, area, mass, volume, and capacity</p> <p>40.3 Solves word problems of money, time and temperature</p> <p>40.4 Uses rounding techniques to estimate the solution to an addition or subtraction measurement word problem; then determines the actual result</p> <p>40.5 Uses a variety of strategies to estimate lengths, widths, time intervals, and money to compare to actual measurements</p> <p>40.6 Solves word problems by estimating measurements (length, time, weight/mass, temperature, money, perimeter, area & volume) in either U.S. system or in metric units</p>	<p>Concept Building</p> <p>Unit 3: Using Whole Numbers</p> <p>Level 1: Money</p> <p>Pennies, Nickels and Dimes</p> <p>Pennies, Nickels, Dimes and Quarters</p> <p>Level 2: Time</p> <p>To the Hour</p> <p>In Hours and Minutes</p> <p>Level 3: Estimation</p> <p>Rounding to the Nearest Ten</p> <p>Rounding to the Nearest Hundred</p> <p><i>MLS Masters</i></p> <p>Worksheets—Word Problems</p> <p><i>Drawing Conclusions</i></p>
<p>41. Solve problems using measurement.</p> <p>41.1 Identifies the measurement most appropriate for a given situation</p> <p>41.2 Converts within the U.S. system of measures for length, weight, or capacity</p> <p>41.3 Solves linear measurement problems with inches, feet, or yards</p> <p>41.4 Solves capacity problems with cups, pints, quarts or gallons</p> <p>41.5 Solves mass/weight problems with ounces, pounds or tons</p> <p>41.6 Identifies metric units of measure for length, weight/mass, or capacity</p> <p>41.7 Associates prefixes used in the metric system with their decimal equivalents</p> <p>41.8 Converts measures within the metric system from one prefix to another</p> <p>41.9 Solves problems involving units of measure and converts answers to a larger or small unit within either the metric or U.S. system</p> <p>41.10 Selects and uses appropriate instruments,</p>	

<p>technology, and techniques to measure quantities in order to achieve specified degrees of accuracy</p>	
<p>42. Understand and apply theories related to numbers. 42.1 Use of primes, factors, and multiples to build number sequence 42.2 Distributive property [for example: $6(4 + 2) = 6 \times 6$] 42.3 Place values 42.4 Roman numerals</p>	<p>Concept Building Unit 1: Understanding Numbers Level 3: Numbers 21-99 Place Value 21-99 Level 4: Numbers 100-999 Place Value 100-999 Patterns and Counting 100-999 Comparison 100-999 <i>Drawing Conclusions</i></p>
<p>43. Interpret and compare data from graphs, charts, and maps. 43.1 Pictographs 43.2 Graphs 43.3 Line graphs 43.4 Circle graphs 43.5 Uses data from charts and tables to solve word problems 43.6 Understands and uses mean and median 43.7 Uses a scale to measure distance on a map 43.8 Uses information from a time zone map 43.9 Uses a map showing time zones to determine the time in two or more time zones</p>	
<p>44. Demonstrate consumer math skills. 44.1 Calculates and compares the unit prices for different sizes of food containers and for different brands using a calculator or pencil and paper 44.2 Uses the sales tax rate to calculate sales tax and total cost of a purchase 44.3 Computes discounts and sale prices 44.4 Interprets interest and interest earning savings plans 44.5 Uses the percentage down, interest rate, and the total purchase price to calculate the actual amount of down payment and balance to be financed on long term purchases 44.6 Calculates a finance charge at a give percentage rate 44.7 Calculates a checkbook balance from a check (use a calculator or paper and pencil)</p>	