



**Correlation of Nevada Academic Content Standards
for Mathematics to i-Ready Personalized Instruction
Grade K**

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>Order Numbers to 10</p> <p>Order Numbers to 20</p> <p>Ordena números hasta 10</p> <p>Ordena números hasta 20</p> <p>Practice: Order Numbers 1 to 20</p>
<p>K.CC.A.3 . . . Represent a number of objects with a written numeral . . .</p>	<p>Count up to 3 Objects</p> <p>Count up to 5 Objects</p> <p>Count up to 10 Objects in Rows or Arrays</p> <p>Practice: Count up to 10 Objects in Rows or Arrays</p> <p>Find One More</p> <p>Cuenta hasta 3 objetos</p> <p>Cuenta hasta 5 objetos</p> <p>Cuenta hasta 10 objetos organizados en filas o matrices</p> <p>Práctica: Cuenta hasta 10 objetos organizados en filas o matrices</p> <p>Halla uno más</p>
<p>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>Count up to 20 Objects*</p> <p>Practice: Count up to 20 Objects*</p>

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	Cuenta hasta 20 objetos* Práctica: Cuenta hasta 20 objetos*
<p>K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	Count up to 3 Objects Count up to 5 Objects Count up to 10 Objects in Rows or Arrays Practice: Count up to 10 Objects in Rows or Arrays Count up to 10 Objects in Different Arrangements Practice: Count up to 10 Objects, Part 1 Practice: Count up to 10 Objects, Part 2 Count up to 20 Objects Practice: Count up to 20 Objects Cuenta hasta 3 objetos Cuenta hasta 5 objetos Cuenta hasta 10 objetos organizados en filas o matrices Práctica: Cuenta hasta 10 objetos organizados en filas o matrices Cuenta hasta 10 objetos organizados de distintas maneras

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	<p>Práctica: Cuenta hasta 10 objetos, Parte 1</p> <p>Práctica: Cuenta hasta 10 objetos, Parte 2</p> <p>Cuenta hasta 20 objetos</p> <p>Práctica: Cuenta hasta 20 objetos</p>
<p>K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Count up to 3 Objects*</p> <p>Count up to 5 Objects*</p> <p>Count up to 10 Objects in Rows or Arrays*</p> <p>Practice: Count up to 10 Objects in Rows or Arrays*</p> <p>Count up to 10 Objects in Different Arrangements*</p> <p>Practice: Count up to 10 Objects, Part 1*</p> <p>Practice: Count up to 10 Objects, Part 2*</p> <p>Count up to 20 Objects*</p> <p>Practice: Count up to 20 Objects*</p> <p>Cuenta hasta 3 objetos*</p> <p>Cuenta hasta 5 objetos*</p> <p>Cuenta hasta 10 objetos organizados en filas o matrices*</p> <p>Práctica: Cuenta hasta 10 objetos organizados en filas o matrices*</p>

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	<p>Cuenta hasta 10 objetos organizados de distintas maneras*</p> <p>Práctica: Cuenta hasta 10 objetos, Parte 1*</p> <p>Práctica: Cuenta hasta 10 objetos, Parte 2*</p> <p>Cuenta hasta 20 objetos*</p> <p>Práctica: Cuenta hasta 20 objetos*</p>
<p>K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.</p>	<p>Find One More</p> <p>Halla uno más</p>
<p>K.CC.B.5 Count to answer "how many?" questions about . . . things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration . . .</p>	<p>Count up to 10 Objects in Rows or Arrays</p> <p>Practice: Count up to 10 Objects in Rows or Arrays</p> <p>Count up to 10 Objects in Different Arrangements</p> <p>Practice: Count up to 10 Objects, Part 1</p> <p>Practice: Count up to 10 Objects, Part 2</p> <p>Make Groups of up to 10 Objects</p> <p>Practice: Count and Make Groups to 10, Part 1</p> <p>Practice: Count and Make Groups to 10, Part 2</p> <p>Cuenta hasta 10 objetos organizados en filas o matrices</p>

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	<p>Práctica: Cuenta hasta 10 objetos organizados en filas o matrices</p> <p>Cuenta hasta 10 objetos organizados de distintas maneras</p> <p>Práctica: Cuenta hasta 10 objetos, Parte 1</p> <p>Práctica: Cuenta hasta 10 objetos, Parte 2</p> <p>Forma grupos de hasta 10 objetos</p> <p>Práctica: Cuenta y forma grupos hasta 10, Parte 1</p> <p>Práctica: Cuenta y forma grupos hasta 10, Parte 2</p>
<p>K.CC.B.5 Count to answer "how many?" questions about as many as . . . 10 things in a scattered configuration; . . .</p>	<p>Count up to 20 Objects</p> <p>Practice: Count up to 20 Objects</p> <p>Cuenta hasta 20 objetos</p> <p>Práctica: Cuenta hasta 20 objetos</p>
<p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things . . . given a number . . . count out that many objects.</p>	<p>Make Groups of up to 20 Objects</p> <p>Practice: Make Groups of up to 20 Objects</p> <p>Forma grupos de hasta 20 objetos</p> <p>Práctica: Forma grupos de hasta 20 objetos</p>
<p>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in</p>	<p>More</p> <p>Less</p>

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*Correlation of Nevada Academic Content Standards for
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Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
another group, e.g., by using matching and counting strategies.	Compare Numbers Within 10 Más Menos Compara números hasta 10
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	Compare Numbers Within 10 Compara números hasta 10
K.OA.A.1 Represent . . . subtraction with objects, . . . mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Understand Subtraction Subtract Within 5 Subtract Within 10 Comprende Resta Resta hasta 5 Resta hasta 10
K.OA.A.1 Represent addition . . . with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Understand Addition Add Within 5 Add Within 10 Comprende Suma Suma hasta 5 Suma hasta 10
K.OA.A.1 Represent addition and subtraction with objects . . . drawings . . . expressions . . .	Practice: Add and Subtract Within 5

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	Practice: Add and Subtract Within 10, Part 1 Practice: Add and Subtract Within 10, Part 2 Práctica: Suma y resta hasta 5 Práctica: Suma y resta hasta 10, Parte 1 Práctica: Suma y resta hasta 10, Parte 2 Practice: Add and Subtract Within 10
K.OA.A.2 Solve . . . subtraction word problems, . . . and subtract within 10, e.g., by using objects or drawings to represent the problem.	Subtract Within 10 Resta hasta 10
K.OA.A.2 Solve . . . subtraction word problems, . . . and subtract within [5], e.g., by using objects or drawings to represent the problem.	Subtract Within 5 Resta hasta 5
K.OA.A.2 Solve addition . . . word problems, and add . . . within [5], e.g., by using objects or drawings to represent the problem.	Add Within 5 Suma hasta 5
K.OA.A.2 Solve addition . . . word problems, and add . . . within 10, e.g., by using objects or drawings to represent the problem.	Add Within 10 Suma hasta 10
K.OA.A.3 Decompose numbers . . . into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Number Partners for 3 Number Partners for 4 and 5 Number Partners for 6 and 7 Number Partners for 8 and 9

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*Correlation of Nevada Academic Content Standards for
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Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	Number Partners for 10 Parejas de números para 3 Parejas de números para 4 y 5 Parejas de números para 6 y 7 Parejas de números para 8 y 9 Parejas de números para 10 Practice: Number Partners for 10
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Make 10 Practice: Make 10 Forma 10 Práctica: Forma 10
K.OA.A.5 Fluently add and subtract within 5.	Fluently Add and Subtract Within 5 Suma y resta hasta 5 con fluidez
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Explore Teen Numbers Explora los números del 11 al 19
K.MD.A.1 Describe measurable attributes of objects, such as length or weight.	Longer or Shorter Taller or Shorter

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*Correlation of Nevada Academic Content Standards for
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Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
Describe several measurable attributes of a single object.	Lighter or Heavier Holds More or Less Más largo o más corto Más alto o más bajo Más liviano o más pesado Más capacidad o menos capacidad
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	Longer or Shorter Taller or Shorter Lighter or Heavier Holds More or Less Más largo o más corto Más alto o más bajo Más liviano o más pesado Más capacidad o menos capacidad
K.MD.B.3 Classify objects into given categories . . .	Different Same Diferente Igual

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>Sort Objects</p> <p>Practice: Sort Objects</p> <p>Clasifica objetos</p> <p>Práctica: Clasifica objetos</p>
<p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	<p>Left and Right</p> <p>Izquierda y derecha</p>
<p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p>	<p>Cube</p> <p>Sphere</p> <p>Circle</p> <p>Square</p> <p>Triangle</p> <p>Identify Two-Dimensional Shapes</p> <p>Practice: Identify Two-Dimensional Shapes</p> <p>Cubo</p> <p>Esfera</p> <p>Círculo</p> <p>Cuadrado</p> <p>Triángulo</p>

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade K (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	Identifica figuras bidimensionales Práctica: Identifica figuras bidimensionales
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Identify Two-Dimensional Shapes Practice: Identify Two-Dimensional Shapes Identifica figuras bidimensionales Práctica: Identifica figuras bidimensionales

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 1

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
1.OA.A.1 Use . . . subtraction within [10] to solve word problems involving situations of . . . taking from, . . . with unknowns in all positions, e.g., by using objects, drawings, and equations . . . to represent the problem.	"Take From" Word Problems "Take From Change Unknown" Word Problems
1.OA.A.1 Use addition . . . within [10] to solve word problems involving situations of . . . comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations . . . to represent the problem.	"Compare Bigger Unknown" Word Problems More "Compare Bigger Unknown" Word Problems
1.OA.A.1 Use addition . . . within [10] to solve word problems involving situations of adding to . . . with unknowns in all positions, e.g., by using objects, drawings, and equations . . . to represent the problem.	"Add To Change Unknown" Word Problems
1.OA.A.1 Use addition . . . within [10] to solve word problems involving situations of adding to . . . [and] putting together, . . . with unknowns in all positions, e.g., by using objects, drawings, and equations . . . to represent the problem.	"Add To" and "Put Together" Word Problems
1.OA.A.1 Use addition . . . within [10] to solve word problems involving situations of adding to, . . . with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Practice: "Add To" Word Problems
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Solve Two-Step Problems*

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>1.OA.A.1 Use addition and subtraction within [10] to solve word problems involving situations of . . . comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations . . . to represent the problem.</p>	<p>"Compare Difference Unknown" Word Problems</p> <p>Practice: "Compare Difference Unknown" Problems</p> <p>"Compare Smaller Unknown" Word Problems</p> <p>More "Compare Smaller Unknown" Word Problems</p>
<p>1.OA.A.1 Use addition and subtraction within [10] to solve word problems involving situations of . . . comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>Practice: Comparison Word Problems</p> <p>Practice: More Comparison Word Problems</p>
<p>1.OA.A.1 Use addition and subtraction within [10] to solve word problems involving situations of . . . putting together [and] taking apart, . . . with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>"Put Together/Take Apart Addend Unknown" Problems</p> <p>Practice: "Put Together/Take Apart" Word Problems</p>
<p>1.OA.A.1 Use addition and subtraction within [10] to solve word problems involving situations of . . . taking from, . . . with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>"Take From Start Unknown" Word Problems</p>
<p>1.OA.A.1 Use addition and subtraction within [10] to solve word problems involving situations of adding to [and] taking from, . . . with unknowns in all</p>	<p>Practice: "Change Unknown" Word Problems</p>

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
1.OA.A.1 Use addition and subtraction within [10] to solve word problems involving situations of adding to, . . . with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	"Add To Start Unknown" Word Problems
1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 e.g., by using objects, drawings, and equations . . . to represent the problem.	Add Three Numbers in Word Problems
1.OA.B.3 Apply properties of operations as strategies to add and subtract.	Add in Any Order Add Three Numbers in Word Problems*
1.OA.B.4 Understand subtraction as an unknown-addend problem.	Think Addition to Subtract Count On to Subtract "Put Together/Take Apart Addend Unknown" Problems* Practice: "Put Together/Take Apart" Word Problems* "Compare Difference Unknown" Word Problems* Practice: "Compare Difference Unknown" Problems* Practice: Comparison Word Problems*

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	<p>"Compare Smaller Unknown" Word Problems*</p> <p>Practice: More Comparison Word Problems*</p> <p>"Add To Start Unknown" Word Problems*</p> <p>More "Compare Smaller Unknown" Word Problems*</p>
<p>1.OA.C.5 Relate counting to addition . . . (e.g., by counting on 2 to add 2).</p>	<p>Count On to Add</p> <p>Practice: Count On to Add</p>
<p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>"Add To" and "Put Together" Word Problems*</p> <p>"Add To Change Unknown" Word Problems*</p> <p>Practice: "Add To" Word Problems*</p> <p>Count On to Subtract</p> <p>"Take From" Word Problems*</p> <p>"Take From Change Unknown" Word Problems*</p> <p>Practice: "Change Unknown" Word Problems*</p> <p>"Put Together/Take Apart Addend Unknown" Problems*</p> <p>Practice: "Put Together/Take Apart" Word Problems*</p>

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	<p>"Compare Difference Unknown" Word Problems*</p> <p>Practice: "Compare Difference Unknown" Problems*</p> <p>"Compare Bigger Unknown" Word Problems*</p> <p>Practice: Comparison Word Problems*</p> <p>"Compare Smaller Unknown" Word Problems*</p> <p>Practice: More Comparison Word Problems*</p> <p>"Add To Start Unknown" Word Problems*</p> <p>"Take From Start Unknown" Word Problems*</p> <p>More "Compare Bigger Unknown" Word Problems*</p> <p>More "Compare Smaller Unknown" Word Problems*</p>
<p>1.OA.C.6 . . .[S]ubtract within 20 . . . Use strategies such as . . . decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$) . . .</p>	<p>Make a Ten to Subtract</p> <p>Practice: Make a Ten to Subtract</p>
<p>1.OA.C.6 Add . . . within 20 . . . Use strategies such as . . . making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) . . .</p>	<p>Make a Ten to Add</p> <p>Practice: Make a Ten to Add</p>

*This lesson is related to the aligned standard


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
1.OA.C.6 Add . . . within 20, demonstrating fluency for addition . . . within 10. Use strategies such as counting on . . .	Count On to Add Practice: Count On to Add
1.OA.C.6 Add . . . within 20, demonstrating fluency for addition and subtraction within 10 . . .	Practice: Add Within 10
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as . . . creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Doubles Doubles and Near Doubles
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as . . . using the relationship between addition and subtraction e.g., (knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) . . .	Think Addition to Subtract
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Count On to Subtract Fluently Add and Subtract Within 10
1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read . . . Numerals . . .	Order Numbers to 120 Practice: Order Numbers to 120


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>1.NBT.B.2a 10 can be thought of as a bundle of ten ones - called a "ten."</p>	<p>Identify Teen Numbers</p> <p>Practice: Identify Teen Numbers</p> <p>Build Teen Numbers</p> <p>Practice: Build Teen Numbers</p> <p>Identify Two-Digit Numbers</p> <p>Practice: Identify Two-Digit Numbers</p> <p>Practice: Tens and Ones</p>
<p>1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>Identify Teen Numbers</p> <p>Practice: Identify Teen Numbers</p> <p>Build Teen Numbers</p> <p>Practice: Build Teen Numbers</p>
<p>1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>Identify Two-Digit Numbers</p> <p>Practice: Identify Two-Digit Numbers</p> <p>Build Two-Digit Numbers</p> <p>Practice: Build Two-Digit Numbers</p> <p>Practice: Tens and Ones</p>
<p>1.NBT.C.4 Add within 100 . . . using concrete models or drawings and strategies based on place value, properties of operations . . . relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit</p>	<p>Add Two-Digit Numbers</p> <p>Practice: Add Two-Digit Numbers</p> <p>Add More Two-Digit Numbers</p>


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Practice: Add More Two-Digit Numbers
1.NBT.C.4 Add within 100, including . . . 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. . . .	Add Multiples of Ten to Multiples of Ten Practice: Add Multiples of Ten Add Multiples of Ten to Any Two-Digit Number Practice: Add Multiples of 10 to Two-Digit Numbers
1.NBT.C.4 Add within 100, including adding a two-digit number . . . using concrete models or drawings and strategies based on place value, properties of operations . . . 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.	Add More Two-Digit and One-Digit Numbers Practice: Add More Two-Digit and One-Digit Numbers
1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and . . . using concrete models or drawings and strategies based on place value, properties of operations, . . . 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.	Add Two-Digit and One-Digit Numbers Practice: Add Two-Digit and One-Digit Numbers
1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Add Multiples of Ten to Multiples of Ten Practice: Add Multiples of Ten

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	Subtract Multiples of Ten from Multiples of Ten Practice: Subtract Multiples of Ten Add Multiples of Ten to Any Two-Digit Number Practice: Add Multiples of 10 to Two-Digit Numbers
1.NBT.C.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.	Subtract Multiples of Ten from Multiples of Ten Practice: Subtract Multiples of Ten
1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Compare Lengths*
1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Measure Lengths
1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) . . .	Understand Attributes of Shapes Practice: Attributes of Shapes
1.G.A.3 Partition circles and rectangles into . . . four equal shares, describe the shares using the words. . . fourths, and	Divide Shapes into Four Equal Parts Practice: Identify Two or Four Equal Parts

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*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 1 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
quarters, and use the phrases . . . fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	
1.G.A.3 Partition circles and rectangles into two . . . equal shares, describe the shares using the words halves, . . . and use the phrases half of, . . . Describe the whole as two of, . . . the shares . . .	Divide Shapes into Two Equal Parts


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 2

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
2.OA.A.1 Use addition . . . within [10] to solve one- . . . step word problems involving situations of adding to, . . . with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	"Add To" Word Problems Within 10
2.OA.A.1 Use addition . . . within [20] to solve one- . . . step word problems involving situations of . . . comparing, with unknowns in all positions, e.g., by using drawings and equations . . . to represent the problem.	"Compare Bigger Unknown" Word Problems Within 20
2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Solve Two-Step Problems
2.OA.A.1 Use addition and subtraction within [20] to solve one- . . . step word problems involving situations of . . . comparing, with unknowns in all positions, e.g., by using drawings and equations . . . to represent the problem.	"Compare Smaller Unknown" Word Problems Within 20
2.OA.A.1 Use addition and subtraction within [20] to solve one- . . . step word problems involving situations of . . . taking from, . . . with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	"Take From Start Unknown" Word Problems Within 20
2.OA.A.1 Use addition and subtraction within [20] to solve one- . . . step word problems involving situations of adding	"Add To Start Unknown" Word Problems Within 20

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 2 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>to, . . . with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	
<p>2.OA.B.2 Fluently add . . . within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>Use Mental Math to Add (Make a Ten), Part 1</p> <p>Use Mental Math to Add (Make a Ten), Part 2</p> <p>Practice: Use Mental Math to Add (Make a Ten)</p> <p>Use Mental Math to Add (Near Doubles)</p> <p>Use Mental Math Strategies to Add</p> <p>Practice: Use Mental Math Strategies to Add</p>
<p>2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>Think Addition to Subtract</p> <p>Think Addition to Subtract (Make a Ten)</p> <p>Practice: Think Addition to Subtract</p>
<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>Understand Patterns*</p>
<p>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>Add Using Arrays</p>

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 2 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
2.NBT.A.1a 100 can be thought of as a bundle of ten tens - called a "hundred."	Understand Hundreds, Tens, and Ones Use Hundreds, Tens, and Ones Practice: Use Hundreds, Tens, and Ones Practice: Place Value to Hundreds
2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds . . .	Understand Hundreds, Tens, and Ones Use Hundreds, Tens, and Ones Practice: Use Hundreds, Tens, and Ones Practice: Place Value to Hundreds
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Understand Hundreds, Tens, and Ones* Use Hundreds, Tens, and Ones* Practice: Use Hundreds, Tens, and Ones* Practice: Place Value to Hundreds*
2.NBT.B.5 Fluently . . . subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract Within 100 on Number Lines Practice: Subtract Within 100 on Number Lines Add to Subtract Within 100 on Number Lines, Part 2 Practice: Add to Subtract on Number Lines, Part 2 Practice: Subtract on Number Lines (Within 100)

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 2 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
2.NBT.B.5 Fluently add . . . within 100 using strategies based on place value, properties of operations . . .	Add by Breaking Apart Two-Digit Numbers Practice: Add by Breaking Apart Two-Digit Numbers Add Within 100 on Number Lines, Part 2 Practice: Add Within 100 on Number Lines, Part 2
2.NBT.B.5 Fluently add . . . within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add Within 100 on Number Lines, Part 1 Practice: Add Within 100 on Number Lines, Part 1 Practice: Add Within 100 on Number Lines
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add to Subtract Within 100 on Number Lines, Part 1 Practice: Add to Subtract on Number Lines, Part 1
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Add up to Four Two-Digit Numbers
2.NBT.B.7 . . . [S]ubtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, . . . Understand that in . . . subtracting three-digit numbers, one . . . subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to . . . decompose tens or hundreds.	Subtract Two-Digit from Three-Digit Numbers Practice: Subtract 2-Digit from 3-Digit Numbers Subtract Three-Digit Numbers Practice: Subtract Three-Digit Numbers
2.NBT.B.7 Add . . . within 1000, using concrete models or drawings and strategies based on place value, properties of	Add Three-Digit and Two-Digit Numbers


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 2 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>operations, . . . Understand that in adding . . . three-digit numbers, one adds . . . hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose . . . tens or hundreds.</p>	<p>Practice: Add Three-Digit and Two-Digit Numbers</p> <p>Add Three-Digit Numbers</p> <p>Practice: Add Three-Digit Numbers</p> <p>Add Within 1,000 on Number Lines</p> <p>Practice: Add Within 1,000 on Number Lines</p>
<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction . . . 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.</p>	<p>Subtract Within 1,000 on Number Lines</p> <p>Practice: Subtract Within 1,000 on Number Lines</p>
<p>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>	<p>Add or Subtract 10 or 100</p>
<p>2.MD.A.1 Measure the length of an object by . . . using appropriate tools such as rulers . . .</p>	<p>Measure Lengths in Inches</p> <p>Measure Lengths in Centimeters</p> <p>Practice: Measure Lengths</p>
<p>2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>	<p>Understand Measurement with Different Units</p>


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 2 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
2.MD.A.3 Estimate lengths using units of inches . . .	Estimate Lengths in Inches
2.MD.A.3 Estimate lengths using units of inches, . . . centimeters, . . .	Practice: Estimate Lengths
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Estimate Lengths in Centimeters
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Compare Lengths
2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Solve Problems Involving Length
2.MD.B.6 . . . Represent whole-number sums . . . within 100 on a number line diagram.	Add Within 100 on Number Lines, Part 1 Practice: Add Within 100 on Number Lines, Part 1 Add Within 100 on Number Lines, Part 2 Practice: Add Within 100 on Number Lines, Part 2 Practice: Add Within 100 on Number Lines Add Within 1,000 on Number Lines Practice: Add Within 1,000 on Number Lines


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 2 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>2.MD.B.6 Represent . . . whole-number . . . differences within 100 on a number line diagram.</p>	<p>Subtract Within 100 on Number Lines</p> <p>Practice: Subtract Within 100 on Number Lines</p> <p>Add to Subtract Within 100 on Number Lines, Part 1</p> <p>Practice: Add to Subtract on Number Lines, Part 1</p> <p>Add to Subtract Within 100 on Number Lines, Part 2</p> <p>Practice: Add to Subtract on Number Lines, Part 2</p> <p>Practice: Subtract on Number Lines (Within 100)</p> <p>Subtract Within 1,000 on Number Lines</p> <p>Practice: Subtract Within 1,000 on Number Lines</p>
<p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,</p>	<p>Understand Number Lines</p>
<p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums . . . within 100 on a number line diagram.</p>	<p>Understand Addition Using Number Lines</p> <p>Practice: Addition Using Number Lines</p> <p>Understand Subtraction Using Number Lines, Part 1</p>

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 2 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	Practice: Subtraction Using Number Lines, Part 1
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Understand Subtraction Using Number Lines, Part 2 Practice: Subtraction Using Number Lines, Part 2 Solve Problems Involving Length
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Solve Problems About Time*
2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Line plot and measuring length
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Recognize and Draw Shapes Practice: Recognize Shapes
2.G.A.3 Partition circles and rectangles into . . . three . . . equal shares, describe the shares using the words . . . thirds, . . . a third of, etc., and describe the whole as . . . three thirds . . .	Divide Shapes Into Three Equal Parts
2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Divide Shapes Into Two, Three, or Four Equal Parts Practice: Identify Two, Three, or Four Equal Parts

*This lesson is related to the aligned standard

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 3

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p>	<p>Understand Multiplication, Part 1</p> <p>Multiplication Word Problems, Part 1*</p> <p>Practice: Multiplication & Addition Word Problems*</p> <p>Practice: Multiples of 2</p> <p>Practice: Multiplying by 10</p> <p>Practice: Multiplying by 5</p> <p>Understand Multiplication, Part 2</p> <p>Multiplication Word Problems, Part 2*</p> <p>Practice: More Multiplication & Addition Problems*</p> <p>Practice: Multiples of 3</p> <p>Practice: Multiples of 4</p> <p>Practice: Multiplying by 0 and 1</p> <p>Practice: Multiplication Word Problems*</p> <p>Word Problems Involving Length and Money*</p>
<p>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares . . .</p>	<p>Understand Division, Part 1</p>

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>	<p>Division Word Problems, Part 1*</p> <p>Practice: Division & Subtraction Word Problems*</p> <p>Understand Division, Part 2</p> <p>Division Word Problems, Part 2*</p> <p>Practice: More Division & Subtraction Problems*</p> <p>Practice: Understand Division</p>
<p>3.OA.A.3 Use . . . division within 100 to solve word problems in situations involving equal groups [and] arrays, . . . e.g., by using drawings and equations . . . to represent the problem.</p>	<p>Division Word Problems, Part 2</p>
<p>3.OA.A.3 Use . . . division within 100 to solve word problems in situations involving equal groups [and] arrays, . . . e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Practice: More Division & Subtraction Problems</p>
<p>3.OA.A.3 Use . . . division within 100 to solve word problems in situations involving equal groups, . . . e.g., by using drawings and equations . . . to represent the problem.</p>	<p>Division Word Problems, Part 1</p>
<p>3.OA.A.3 Use . . . division within 100 to solve word problems in situations involving equal groups, . . . e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Practice: Division & Subtraction Word Problems</p>
<p>3.OA.A.3 Use multiplication . . . within 100 to solve word problems in situations</p>	<p>Practice: More Multiplication & Addition Problems</p>

*This lesson is related to the aligned standard


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
involving . . . arrays . . . e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
3.OA.A.3 Use multiplication . . . within 100 to solve word problems in situations involving . . . arrays, . . . e.g., by using drawings and equations . . . to represent the problem.	Multiplication Word Problems, Part 2
3.OA.A.3 Use multiplication . . . within 100 to solve word problems in situations involving . . . measurement quantities, e.g., by using drawings . . . to represent the problem.	Word Problems Involving Length and Money
3.OA.A.3 Use multiplication . . . within 100 to solve word problems in situations involving equal groups . . . and measurement quantities, e.g., by using drawings . . . to represent the problem.	Multiplication Word Problems
3.OA.A.3 Use multiplication . . . within 100 to solve word problems in situations involving equal groups [and] arrays, . . . e.g., by using drawings and equations . . . to represent the problem.	Practice: Multiplication Word Problems
3.OA.A.3 Use multiplication . . . within 100 to solve word problems in situations involving equal groups, . . . e.g., by using drawings and equations . . . to represent the problem.	Multiplication Word Problems, Part 1
3.OA.A.3 Use multiplication . . . within 100 to solve word problems in situations involving equal groups, . . . e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Practice: Multiplication & Addition Word Problems

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups [and] arrays, . . . e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Practice: Multiplication & Division Word Problems
3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Practice: More Multiplication & Division Problems
3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Practice: Understand Multiplication as Comparison*
3.OA.B.5 Apply properties of operations as strategies to multiply . . .	Break Apart a Number to Multiply Practice: Multiples of 6 Practice: Multiples of 7 Practice: Multiples of 8 Practice: Multiples of 9
3.OA.B.5 Apply properties of operations as strategies to multiply and divide.	Use Order and Grouping to Multiply Practice: Multiplying by 2, 3, and 4 Practice: Multiples of 5 and 10 Practice: Use Order and Grouping to Multiply
3.OA.B.6 Understand division as an unknown-factor problem.	Understand Division, Part 2 Practice: Understand Division

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
3.OA.C.7 Fluently multiply . . . within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations . . .	Practice: Multiply Within 100
3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations . . .	Practice: Multiply and Divide Within 100 Practice: Divide and Multiply (Within 100)
3.OA.D.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.	Solve Two-Step Word Problems Using the Four Operations Solve Multi-Step Problems*
3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Understand Patterns
3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Use Place Value to Round Numbers
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Practice: Use Place Value to Add Within 1,000 Practice: Use Place Value to Subtract Within 1,000 Add and Subtract Within 1,000 Practice: Add and Subtract Within 1,000. Part 1

*This lesson is related to the aligned standard

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
	Practice: Add and Subtract Within 1,000. Part 2
3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Multiply by Multiples of 10
3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	Understand What a Fraction Is Model Fractions Practice: Build and Name Fractions
3.NF.A.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	Fractions on a Number Line, Part 1 Fractions on a Number Line, Part 2 Practice: Fractions on a Number Line
3.NF.A.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Fractions on a Number Line, Part 1 Fractions on a Number Line, Part 2 Practice: Fractions on a Number Line
3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Understand Equivalent Fractions Practice: Equivalent Fractions Understand Comparing Fractions*
3.NF.A.3b Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Understand Equivalent Fractions Practice: Equivalent Fractions

*This lesson is related to the aligned standard

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	Understand Equivalent Fractions* Practice: Equivalent Fractions*
3.NF.A.3d Compare two fractions with . . . the same denominator by reasoning about their size. . . . Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Compare Fractions with the Same Denominator
3.NF.A.3d Compare two fractions with the same numerator . . . by reasoning about their size. . . . Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Compare Fractions with the Same Numerator
3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. . . .	Understand Comparing Fractions
3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Practice: Compare Fractions
3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes . . .	Tell and Write Time Practice: Tell and Write Time
3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in	Solve Problems About Time

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
minutes, e.g., by representing the problem on a number line diagram.	
3.MD.A.2 Measure . . . liquid volumes . . . of objects using standard units of . . . liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving . . . 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.	Solve Problems About Liquid Volume
3.MD.A.2 Measure . . . masses of objects using standard units of grams (g), kilograms (kg). . . Add, subtract, multiply, or divide to solve one-step word problems involving masses . . . that are given in the same units . . . to represent the problem.	Solve Problems about Mass
3.MD.B.3 . . . Solve one- and two-step "how many more" and "how many less" problems using information presented in . . . graphs . . .	Solve Problems Using Scaled Picture Graphs
3.MD.B.3 . . . Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs . . .	Solve Problems Using Scaled Bar Graphs Practice: Solve Problems Using Scaled Bar Graphs
3.MD.B.3 Draw . . . a scaled bar graph to represent a data set with several categories . . .	Draw Scaled Bar Graphs
3.MD.B.3 Draw a scaled picture graph . . . to represent a data set with several categories . . .	Draw Scaled Picture Graphs
3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. . . .	Practice: Draw Scaled Graphs
3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data	Measure Length and Plot Data on Line Plots


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	
3.MD.C.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Understand Area
3.MD.C.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Understand Area
3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Understand Area
3.MD.C.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Add and Multiply to Find Area
3.MD.C.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Add and Multiply to Find Area
3.MD.C.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	Add and Multiply to Find Area
3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	Add and Multiply to Find Area

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 3 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length . . .	Connect Area and Perimeter
3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals . . .	Understand Categories of Shapes Classify Quadrilaterals
3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	Divide Shapes Into Parts with Equal Areas Model Fractions*

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 4

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<p>Understand Multiplication, Part 1*</p> <p>Practice: Multiples of 2*</p> <p>Practice: Multiplying by 10*</p> <p>Practice: Multiplying by 5*</p> <p>Understand Multiplication, Part 2*</p> <p>Practice: Multiples of 3*</p> <p>Practice: Multiples of 4*</p> <p>Practice: Multiplying by 0 and 1*</p> <p>Multiplicative Comparison Word Problems, Part 1*</p> <p>Multiplicative Comparison Word Problems, Part 2*</p> <p>Practice: Multiplicative Comparison Problems*</p> <p>Multiplicative Comparison Word Problems, Part 3*</p> <p>Practice: More Multiplicative Comparison Problems*</p> <p>Practice: Understand Multiplication as Comparison</p>
<p>4.OA.A.2 . . . [D]ivide to solve word problems involving multiplicative comparison, e.g., by using drawings and</p>	<p>Multiplicative Comparison Word Problems, Part 2</p>

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
equations with a symbol for the unknown number to represent the problem . . .	Multiplicative Comparison Word Problems, Part 3 Practice: More Multiplicative Comparison Problems
4.OA.A.2 Multiply . . . 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 . . .	Multiplicative Comparison Word Problems, Part 1
4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem . . .	Practice: Multiplicative Comparison Problems
4.OA.A.3 Solve . . . word problems posed with whole numbers and having whole-number answers using [division], including problems in which remainders must be interpreted. Represent these problems using equations. . . .	Division Word Problems with Remainders, Part 1 Division Word Problems with Remainders, Part 2 Practice: Division Word Problems with Remainders
4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Solve Two-Step Word Problems Using the Four Operations* Solve Multi-Step Problems
4.OA.B.4 . . . Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number	Multiples

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
in the range 1-100 is a multiple of a given one-digit number . . .	
4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors . . . Determine whether a given whole number in the range 1-100 is prime or composite.	Factors
4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	Practice: Multiples, Factors, and Prime Numbers
4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Number and Shape Patterns Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships*
4.NBT.A.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.	Practice: Place Value to Thousands* Understand Place Value* Practice: Understand Place Value* Practice: Compare Whole Numbers* Round Whole Numbers
4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form . . .	Round Whole Numbers
4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals,	Practice: Place Value to Thousands*

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Understand Place Value* Practice: Understand Place Value* Practice: Compare Whole Numbers*
4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	Use Place Value to Round Numbers* Round Whole Numbers
4.NBT.B.4 Fluently . . . subtract multi-digit whole numbers using the standard algorithm.	Subtract Whole Numbers Practice: Subtract Whole Numbers
4.NBT.B.4 Fluently add . . . multi-digit whole numbers using the standard algorithm.	Add Whole Numbers Practice: Add Whole Numbers
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Divide Whole Numbers, Part 1 Divide Whole Numbers, Part 2 Practice: Divide Whole Numbers, Part 1 Practice: Divide Whole Numbers, Part 2
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, . . . using strategies based on place value and the properties of operation. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply by One-Digit Numbers, Part 1 Multiply by One-Digit Numbers, Part 2 Practice: Multiply by One-Digit Numbers
4.NBT.B.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.	Multiply Two-Digit Numbers by Two-Digit Numbers Practice: Multiply Two-Digit Numbers

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>Divide Whole Numbers, Part 1</p> <p>Divide Whole Numbers, Part 2</p> <p>Practice: Divide Whole Numbers, Part 1</p> <p>Practice: Divide Whole Numbers, Part 2</p>
<p>4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	<p>Find Equivalent Fractions</p> <p>Practice: Find Equivalent Fractions</p>
<p>4.NF.A.2 Compare two fractions with different numerators and different denominators . . . by comparing to a benchmark fraction such as $\frac{1}{2}$. . . . Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>Use a Benchmark to Compare Fractions</p>
<p>4.NF.A.2 Compare two fractions with different numerators and different denominators . . . by creating common denominators . . . or by comparing to a benchmark fraction such as $\frac{1}{2}$. . . . Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>Practice: Use Strategies to Compare Fractions</p>
<p>4.NF.A.2 Compare two fractions with different numerators and different denominators . . . by creating common denominators . . . Record the results of comparisons with symbols $>$, $=$, or $<$, and</p>	<p>Use Common Denominators to Compare Fractions</p>

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
justify the conclusions, e.g., by using a visual fraction model.	
4.NF.B.3a Understand . . . subtraction of fractions as . . . separating parts referring to the same whole.	Subtract Fractions with Like Denominators
4.NF.B.3a Understand addition . . . of fractions as joining . . . parts referring to the same whole.	Add Fractions with Like Denominators
4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Practice: Add and Subtract Fractions Add Mixed Numbers with Like Denominators* Subtract Mixed Numbers with Like Denominators* Practice: Add and Subtract Mixed Numbers*
4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	Add Fractions with Like Denominators* Subtract Fractions with Like Denominators* Practice: Add and Subtract Fractions* Decompose Fractions Add Mixed Numbers with Like Denominators* Subtract Mixed Numbers with Like Denominators* Practice: Add and Subtract Mixed Numbers*

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
4.NF.B.3c . . . [S]ubtract mixed numbers with like denominators . . . by using properties of operations . . .	Subtract Mixed Numbers with Like Denominators
4.NF.B.3c Add . . . mixed numbers with like denominators . . . by using properties of operations . . .	Add Mixed Numbers with Like Denominators
4.NF.B.3c Add and subtract mixed numbers with like denominators . . . by using properties of operations . . .	Practice: Add and Subtract Mixed Numbers
4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Add and Subtract Fractions* Add and Subtract Fractions in Word Problems*
4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Add and Subtract Fractions Add and Subtract Fractions in Word Problems*
4.NF.B.4a Understand a fraction a/b as a multiple of $1/b$.	Multiply a Unit Fraction by a Whole Number Multiply a Fraction by a Whole Number Practice: Multiply a Fraction by a Whole Number
4.NF.B.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.	Multiply a Fraction by a Whole Number Practice: Multiply a Fraction by a Whole Number
4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this	Fractions as Tenths and Hundredths

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
technique to add two fractions with respective denominators 10 and 100.	
<p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p>	<p>Express Measurements in Larger Units</p> <p>Practice: Convert Metric Units of Length</p> <p>Practice: Convert Customary Units of Length</p> <p>Practice: Convert Metric Units of Mass</p> <p>Practice: Convert Customary Units of Weight</p> <p>Practice: Convert Metric Units of Liquid Volume</p> <p>Practice: Convert Customary Units of Liquid Volume</p> <p>Practice: Convert Units of Time</p>
<p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>Solve Word Problems Involving Measurement</p>
<p>4.MD.C.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays</p>	<p>Add and Subtract Angle Measures</p>


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>	
<p>4.MD.C.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>	<p>Add and Subtract Angle Measures</p>
<p>4.MD.C.6 Measure angles in whole-number degrees using a protractor . . .</p>	<p>Measure Angles Practice: Measure Angles</p>
<p>4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>Add and Subtract Angle Measures</p>
<p>4.G.A.1 Draw . . . angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p>Identify Angles</p>
<p>4.G.A.1 Draw points, lines, line segments, rays, . . . Identify these in two-dimensional figures.</p>	<p>Identify Points, Lines, and Rays</p>
<p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of . . . perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>Classify Triangles</p>
<p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size . . .</p>	<p>Classify Quadrilaterals</p>

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 4 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Identify Two-Dimensional Figures Classify Two-Dimensional Figures*
4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Line Symmetry

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 5

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Write and Evaluate Expressions Practice: Interpret and Evaluate Expressions
5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Write and Evaluate Expressions Practice: Interpret and Evaluate Expressions
5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	Analyze Patterns and Relationships Practice: Analyze Patterns and Relationships
5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Understand Place Value
5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Practice: Whole Numbers and Powers of Ten* Multiply and Divide Decimals by Powers of Ten* Practice: Decimals and Powers of Ten*
5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	Read and Write Decimals Compare Decimals
5.NBT.A.4 Use place value understanding to round decimals to any place.	Round decimals Practice: Round Decimals Multiplication of Decimals*

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 5 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiply Whole Numbers Practice: Multiply Whole Numbers
5.NBT.B.6 Find whole-number quotients of whole numbers with . . . four-digit dividends and two-digit divisors, using strategies based on place value . . . and . . . the relationship between multiplication and division . . .	Divide Whole Numbers Practice: Divide Whole Numbers
5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide Whole Numbers, Part 1* Divide Whole Numbers, Part 2* Practice: Divide Whole Numbers, Part 1* Practice: Divide Whole Numbers, Part 2* Practice: Whole Numbers and Powers of Ten* Multiply and Divide Decimals by Powers of Ten* Practice: Decimals and Powers of Ten*
5.NBT.B.7 . . . Divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations . . . ; relate the strategy to a written method and explain the reasoning used.	Divide Decimals Practice: Divide Decimals
5.NBT.B.7 . . . Multiply . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations . . . ; relate the strategy to a written method and explain the reasoning used.	Multiply Decimals

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 5 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
5.NBT.B.7 Add [and] subtract . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Add and Subtract Decimals Practice: Add Decimals Practice: Subtract Decimals
5.NF.A.1 . . . [S]ubtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent . . . difference of fractions with like denominators.	Subtract Mixed Numbers with Unlike Denominators
5.NF.A.1 . . . [S]ubtract fractions with unlike denominators . . . by replacing given fractions with equivalent fractions in such a way as to produce an equivalent . . . difference of fractions with like denominators.	Subtract Fractions with Unlike Denominators
5.NF.A.1 Add . . . fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum . . . of fractions with like denominators.	Add Mixed Numbers with Unlike Denominators
5.NF.A.1 Add . . . fractions with unlike denominators . . . by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum . . . of fractions with like denominators.	Add Fractions with Unlike Denominators
5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	Practice: Mixed Number Addition and Subtraction Add and Subtract Fractions in Word Problems*

*This lesson is related to the aligned standard

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 5 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
5.NF.A.1 Add and subtract fractions with unlike denominators . . . by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	Practice: Fraction Addition and Subtraction
5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Add and Subtract Fractions* Add and Subtract Fractions in Word Problems
5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Understand Fractions as Division
5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.	Multiply a Whole Number by a Unit Fraction Multiply a Whole Number by a Fraction Practice: Multiply and Divide by Fractions Multiply a Unit Fraction by a Unit Fraction Practice: Multiply and Divide Unit Fractions Multiply a Fraction by a Fraction Practice: Multiply a Fraction by a Fraction

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 5 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
5.NF.B.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Multiply Fractions to Find Area Concepts of Area and Perimeter*
5.NF.B.5a Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Understand Multiplication as Scaling*
5.NF.B.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	Understand Multiplication as Scaling
5.NF.B.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	Divide a Unit Fraction by a Whole Number Practice: Multiply and Divide Unit Fractions
5.NF.B.7b Interpret division of a whole number by a unit fraction, and compute such quotients.	Divide a Whole Number by a Unit Fraction Practice: Multiply and Divide by Fractions
5.NF.B.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	Divide Unit Fractions in Word Problems

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 5 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Solve Word Problems Involving Conversions
5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.	Fractions on a Line Plot
5.MD.C.3a A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	Understand and Measure Volume* Practice: Measure Volume*
5.MD.C.3b A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	Understand and Measure Volume Practice: Measure Volume
5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Understand and Measure Volume Practice: Measure Volume
5.MD.C.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	Understand and Measure Volume Practice: Measure Volume Measure Volume Using Formulas Practice: Volume of Rectangular Prisms Practice: Volume of Composite Figures Volume with Fractional Length*
5.MD.C.5b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular	Measure Volume Using Formulas Practice: Volume of Rectangular Prisms

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 5 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Practice: Volume of Composite Figures Volume with Fractional Length*
5.MD.C.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Measure Volume Using Formulas Practice: Volume of Rectangular Prisms Practice: Volume of Composite Figures Volume with Fractional Length*
5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Understand the Coordinate Plane Polygons in the Coordinate Plane*
5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Understand the Coordinate Plane Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships* Polygons in the Coordinate Plane*
5.G.B.3 Understand that attributes belonging to a category of two-dimensional	Identify Two-Dimensional Figures

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 5 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
figures also belong to all subcategories of that category.	Classify Two-Dimensional Figures
5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	Identify Two-Dimensional Figures Classify Two-Dimensional Figures

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Understand Ratio Concepts Practice: Equivalent Ratios
6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b is not equal to 0, and use rate language in the context of a ratio relationship.	Understand Unit Rate
6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements [and] find missing values in the tables . . .	Equivalent Ratios Practice: Equivalent Ratios Equivalent Ratio Tables
6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane . . .	Graph Equivalent Ratios
6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed.	Solve Problems with Ratios and Unit Rates
6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity) . . .	Understand Percent Concepts Find Percent of a Number
6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Solve Problems with Percent
6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Solve Problems with Measurement Conversions
6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.	Divide Whole Numbers* Practice: Divide Whole Numbers*

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
6.NS.B.3 Fluently . . . divide multi-digit decimals using the standard algorithm for each operation.	Division of Whole Numbers and Decimals Division of Decimals
6.NS.B.3 Fluently . . . multiply . . . multi-digit decimals using the standard algorithm for each operation.	Multiplication of Decimals
6.NS.B.3 Fluently add [and] subtract. . . multi-digit decimals using the standard algorithm for each operation.	Fluently add and subtract decimals
6.NS.B.4 Find the greatest common factor of two whole numbers less than . . . 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-[99] with a common factor as a multiple of a sum of two whole numbers with no common factor.	Practice: GCF and LCM
6.NS.B.4 Find the greatest common factor of two whole numbers less than . . . 100 . . . Use the distributive property to express a sum of two whole numbers 1-[99] with a common factor as a multiple of a sum of two whole numbers with no common factor.	Greatest Common Factor (GCF)
6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Equivalent Expressions & the Distributive Property* Practice: Equivalent Expressions*
6.NS.B.4 Find . . . the least common multiple of two whole numbers less than or equal to 12. . . .	Least Common Multiple (LCM)
6.NS.C.5 Understand that positive and negative numbers are used together	Understand Integers

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
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.	Practice: Positive and Negative Numbers
6.NS.C.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	Understand Integers
6.NS.C.6c Find and position . . . rational numbers on a horizontal or vertical number line diagram . . .	Order Positive and Negative Numbers
6.NS.C.6c Find and position integers . . . on a horizontal or vertical number line diagram . . .	Understand Integers
6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	Understand Integers* Order Positive and Negative Numbers
6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts.	Understand Integers* Order Positive and Negative Numbers Practice: Positive and Negative Numbers
6.NS.C.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	Understand Absolute Value Practice: Positive and Negative Numbers
6.NS.C.7d Distinguish comparisons of absolute value from statements about order.	Understand Absolute Value Practice: Positive and Negative Numbers

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.	Numerical Expressions with Exponents Practice: Numerical and Algebraic Expressions Greatest Common Factor (GCF)*
6.EE.A.2a Write expressions that record operations with numbers and with letters standing for numbers.	Understand Algebraic Expressions Write and Evaluate Algebraic Expressions Algebraic Expressions with Exponents Practice: Numerical and Algebraic Expressions
6.EE.A.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	Understand Algebraic Expressions Algebraic Expressions with Exponents Equivalent Expressions & the Distributive Property* Equivalent Expressions & Properties of Addition* Practice: Equivalent Expressions*
6.EE.A.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	Algebraic Expressions with Exponents Practice: Numerical and Algebraic Expressions
6.EE.A.2c Evaluate expressions at specific values of their variables. Include	Write and Evaluate Algebraic Expressions

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
expressions that arise from . . . real-world problems. Perform arithmetic operations . . . in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	
6.EE.A.3 Apply the properties of operations to generate equivalent expressions.	Equivalent Expressions & the Distributive Property Equivalent Expressions & Properties of Addition Practice: Equivalent Expressions
6.EE.A.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).	Equivalent Expressions & the Distributive Property Equivalent Expressions & Properties of Addition Practice: Equivalent Expressions
6.EE.B.5 Understand solving an . . . inequality as a process of answering a question: which values from a specified set, if any, make the . . . inequality true? Use substitution to determine whether a given number in a specified set makes an . . . inequality true.	Understand Inequalities Write and Solve Inequalities
6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Write and Solve Addition Equations* Write and Solve Multiplication Equations* Practice: Write and Solve Equations*
6.EE.B.5 Understand solving an equation . . . as a process of answering a question: which values from a specified set, if any, make the equation . . . true?	Solutions of Equations

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
Use substitution to determine whether a given number in a specified set makes an equation . . . true.	
6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number . . .	Write and Solve Addition Equations Write and Solve Multiplication Equations Practice: Write and Solve Equations
6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Understand Algebraic Expressions* Write and Evaluate Algebraic Expressions* Algebraic Expressions with Exponents* Solutions of Equations* Understand Inequalities* Write and Solve Inequalities*
6.EE.B.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.	Solutions of Equations* Practice: Write and Solve Equations
6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	Write and Solve Multiplication Equations
6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ for cases in which p , q and x are all nonnegative rational numbers.	Write and Solve Addition Equations
6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or	Understand Inequalities

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
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.	Write and Solve Inequalities
6.EE.C.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.	Analyze Two-Variable Relationships Practice: Analyze Two-Variable Relationships
6.G.A.1 Find the area of right triangles . . .	Concepts of Area and Perimeter
6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Area of Parallelograms, Quadrilaterals, and Polygons
6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Volume with Fractional Length
6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side	Polygons in the Coordinate Plane

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	
6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Nets and Surface Area
6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Understanding Statistics
6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Understanding Statistics Understand Mean and MAD
6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Understand Mean and MAD
6.SP.B.4 Display numerical data in plots on a number line, including . . . histograms . . .	Histograms
6.SP.B.4 Display numerical data in plots on a number line, including . . . box plots.	Box Plots
6.SP.B.4 Display numerical data in plots on a number line, including dot plots . . .	Dot Plots
6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Choosing Data Displays*
6.SP.B.5a Reporting the number of observations.	Box Plots*

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 6 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
6.SP.B.5b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Choosing Data Displays*
6.SP.B.5d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	Choice of Measures of Center and Variability

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 7

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths . . . and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{\frac{1}{2}}{\frac{1}{4}}$ miles per hour, equivalently 2 miles per hour.	Unit Rates Involving Ratios of Fractions, Part 1 Unit Rates Involving Ratios of Fractions, Part 2 Practice: Unit Rates Involving Ratios of Fractions
7.RP.A.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Understand Proportional Relationships Practice: Proportional Relationships Representing Proportional Relationships*
7.RP.A.2b Identify the constant of proportionality (unit rate) in tables [and] graphs . . . of proportional relationships.	Understand Proportional Relationships
7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, . . . and verbal descriptions of proportional relationships.	Write Equations for Proportional Relationships Practice: Proportional Relationships
7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Representing Proportional Relationships*
7.RP.A.2c Represent proportional relationships by equations.	Write Equations for Proportional Relationships Practice: Proportional Relationships
7.RP.A.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	Understand Proportional Relationships Write Equations for Proportional Relationships Practice: Proportional Relationships

*This lesson is related to the aligned standard

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.	Solve Percent Problems, Part 1 Practice: Solve Percent Problems Solve Percent Problems, Part 2 Solve Percent Problems, Part 3 Percent Change
7.NS.A.1a Describe situations in which opposite quantities combine to make 0.	Understand Addition with Integers* Practice: Adding and Subtracting Integers
7.NS.A.1b Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative . . .	Add and Subtract Rationals
7.NS.A.1b Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative . . . Interpret sums of rational numbers by describing real-world contexts.	Practice: Add and Subtract Rationals
7.NS.A.1b Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Understand Addition with Integers Strategies to Add and Subtract Rationals* Practice: Strategies to Add and Subtract Rationals*
7.NS.A.1b Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0	Practice: Adding and Subtracting Integers

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
(are additive inverses). Interpret sums of [integers] by describing real-world contexts.	
7.NS.A.1c . . . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Understand Distance on the Number Line
7.NS.A.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. . .	Add and Subtract Rationals Practice: Add and Subtract Rationals
7.NS.A.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Strategies to Add and Subtract Rationals* Practice: Strategies to Add and Subtract Rationals*
7.NS.A.1c Understand subtraction of [integers] as adding the additive inverse, $p - q = + (-q)$. . .	Practice: Adding and Subtracting Integers
7.NS.A.1c Understand subtraction of [integers] as adding the additive inverse, $p - q = p + (-q)$. . .	Understand Subtraction with Integers
7.NS.A.1d Apply properties of operations as strategies to add and subtract rational numbers.	Strategies to Add and Subtract Rationals Practice: Strategies to Add and Subtract Rationals
7.NS.A.1d Apply properties of operations as strategies to add and subtract [integers].	Strategies to Add and Subtract Integers Practice: Strategies to Add and Subtract Integers
7.NS.A.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property,	Multiply and Divide Rationals* Practice: Multiply and Divide Rationals*

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	
7.NS.A.2a Understand that multiplication is extended from [positive numbers to integers] by requiring that operations continue to satisfy the properties of operations . . . and the rules for multiplying signed numbers. Interpret products of [integers] by describing real-world contexts.	Multiply Integers
7.NS.A.2a Understand that multiplication is extended from# . . #[positive numbers to#integers]#by requiring that operations continue to satisfy the properties of operations# . . . and the rules for multiplying signed numbers. Interpret products of . . #[integers]#by describing real-world contexts.	Practice: Multiply and Divide Integers
7.NS.A.2b Understand that integers can be divided, provided that the divisor is not zero . . . If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of [integers] by describing real-world contexts.	Divide Integers
7.NS.A.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	Multiply and Divide Rationals Practice: Multiply and Divide Rationals
7.NS.A.2b Understand that integers can be divided, provided that the divisor is not zero . . . If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of . . . [integers] by describing real-world contexts.	Practice: Multiply and Divide Integers

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
7.NS.A.2c Apply properties of operations as strategies to multiply . . . [integers].	Multiply Integers
7.NS.A.2c Apply properties of operations as strategies to multiply and divide rational numbers.	Practice: Multiply and Divide Integers* Multiply and Divide Rationals* Practice: Multiply and Divide Rationals*
7.NS.A.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Expressing Fractions as Decimals
7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	Solve Problems with Rational Numbers
7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Equivalent Linear Expressions Practice: Equivalent Linear Expressions Reasons for Equivalent Linear Expressions
7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	Reasons for Equivalent Linear Expressions
7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	Understand Multi-Step Equations* Solve Multi-Step Equations, Part 1* Solve Multi-Step Equations, Part 2* Write and Solve Multi-Step Equations* Practice: Write and Solve Multi-Step Equations* Solve Problems with Rational Numbers*

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
7.EE.B.4a Solve . . . equations of the form $a(x + b) = c$, where a , b , and c are specific rational numbers. . . .	Solve Multi-Step Equations, Part 2
7.EE.B.4a Solve . . . equations of the form $ax + b = c$, where a , b , and c are specific rational numbers. . . .	Solve Multi-Step Equations, Part 1
7.EE.B.4a Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	Write and Solve Multi-Step Equations Practice: Write and Solve Multi-Step Equations
7.EE.B.4a Solve word problems leading to equations of the form $ax + b = c$ and $p(x + q) = r$, where a , b , c , and r are specific rational numbers. Solve equations of these forms . . .	Understand Multi-Step Equations
7.EE.B.4b Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	Understand Solutions of Inequalities Solve Problems with Inequalities
7.EE.B.4b Solve . . . inequalities of the form $ax + b > c$ or $ax + b < c$, where a , b , c , and r are specific rational numbers. Graph the solution set of the inequality . . .	Solve Inequalities
7.G.A.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.	Scale Drawings
7.G.A.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on	Polygons in the Coordinate Plane* Construction of Triangles

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	
7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Cross-sections of Prism and Pyramids
7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Area and Circumference of a Circle
7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Problem Solving with Angles
7.G.B.6 Solve real-world and mathematical problems involving . . . surface area of . . . three-dimensional objects composed of . . . cubes and right prisms.	Surface Area of Composed Figures
7.G.B.6 Solve real-world and mathematical problems involving . . . volume . . . of . . . three-dimensional objects composed of . . . cubes and right prisms.	Volume of Composed Figures
7.G.B.6 Solve real-world and mathematical problems involving area . . . of two- . . . dimensional objects composed of triangles, quadrilaterals [and] polygons . . .	Area of Composed Figures
7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample	Random Samples Making Statistical Inferences

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	
<p>7.SP.A.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.</p>	<p>Making Statistical Inferences</p>
<p>7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p>	<p>Using Mean and Mean Absolute Deviation to Compare Data*</p> <p>Using Measures of Center and Variability to Compare Data*</p>
<p>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p>Using Mean and Mean Absolute Deviation to Compare Data*</p> <p>Using Measures of Center and Variability to Compare Data*</p>
<p>7.SP.C.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.</p>	<p>Probability Concepts</p>
<p>7.SP.C.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>	<p>Experimental Probability</p>

*This lesson is related to the aligned standard


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 7 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
7.SP.C.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	Probability Models
7.SP.C.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	Experimental Probability
7.SP.C.8a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Probability of Compound Events
7.SP.C.8b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Probability of Compound Events
7.SP.C.8c Design and use a simulation to generate frequencies for compound events.	Simulations of Compound Events

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 8

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p>	<p>Expressing Fractions as Decimals*</p> <p>Rational and Irrational Numbers</p>
<p>8.NS.A.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., π^2).</p>	<p>Rational and Irrational Numbers</p> <p>Approximating Irrational Numbers</p>
<p>8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p>	<p>Properties of Integer Exponents</p>
<p>8.EE.A.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 the square root of 2 is irrational.</p>	<p>Square Roots and Cube Roots</p>
<p>8.EE.A.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.</p>	<p>Scientific Notation</p>
<p>8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret</p>	<p>Operations with Numbers Expressed in Scientific Notation</p>

*This lesson is related to the aligned standard

*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*


Grade 8 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
scientific notation that has been generated by technology.	
8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	Representing Proportional Relationships
8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	Linear Functions* Linear Equations and Slope
8.EE.C.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	Solving Linear Equations
8.EE.C.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Solving Linear Equations with Rational Coefficients
8.EE.C.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Systems of Linear Equations Solving Systems of Linear Equations Algebraically*
8.EE.C.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	Systems of Linear Equations Solving Systems of Linear Equations Algebraically

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for
Mathematics to i-Ready Personalized Instruction (continued)*

Grade 8 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
<p>8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>	<p>Concept of a Function</p>
<p>8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p>Linear Functions, Rate of Change and Initial Value</p> <p>Properties of Functions</p> <p>Using a Graph to Analyze a Functional Relationship</p>
<p>8.F.A.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.</p>	<p>Linear Functions</p>
<p>8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>	<p>Linear Functions, Rate of Change and Initial Value</p>
<p>8.F.B.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.</p>	<p>Using a Graph to Analyze a Functional Relationship</p>
<p>8.G.A.1a Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and</p>	<p>Properties of Translations and Reflections</p> <p>Properties of Rotations</p>


*Correlation of Nevada Academic Content Standards for
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Grade 8 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
line segments to line segments of the same length.	
8.G.A.1b Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure.	Properties of Translations and Reflections Properties of Rotations
8.G.A.1c Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines.	Properties of Translations and Reflections Properties of Rotations
8.G.A.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.	Properties of Translations and Reflections Properties of Rotations
8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Properties of Translations and Reflections Properties of Rotations
8.G.A.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.	Properties of Dilations
8.G.A.5 Use informal arguments to establish facts about . . . the angles created when parallel lines are cut by a transversal . . .	Geometric Properties involving Angles
8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles . . .	Angle Sums Properties
8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse.	The Pythagorean Theorem

*Correlation of Nevada Academic Content Standards for
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Grade 8 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	The Pythagorean Theorem
8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Applications of the Pythagorean Theorem
8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Volume of Cylinders, Cones, and Spheres
8.SP.A.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.	Scatter Plots
8.SP.A.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.	Linear Models
8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	Problem Solving with Linear Models
8.SP.A.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	Associations Between Two Categorical Variables

**This lesson is related to the aligned standard*

*Correlation of Nevada Academic Content Standards for
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Grade 8 (continued)

 Nevada Academic Content Standards for Mathematics	Aligned Lessons
or columns to describe possible association between the two variables.	