

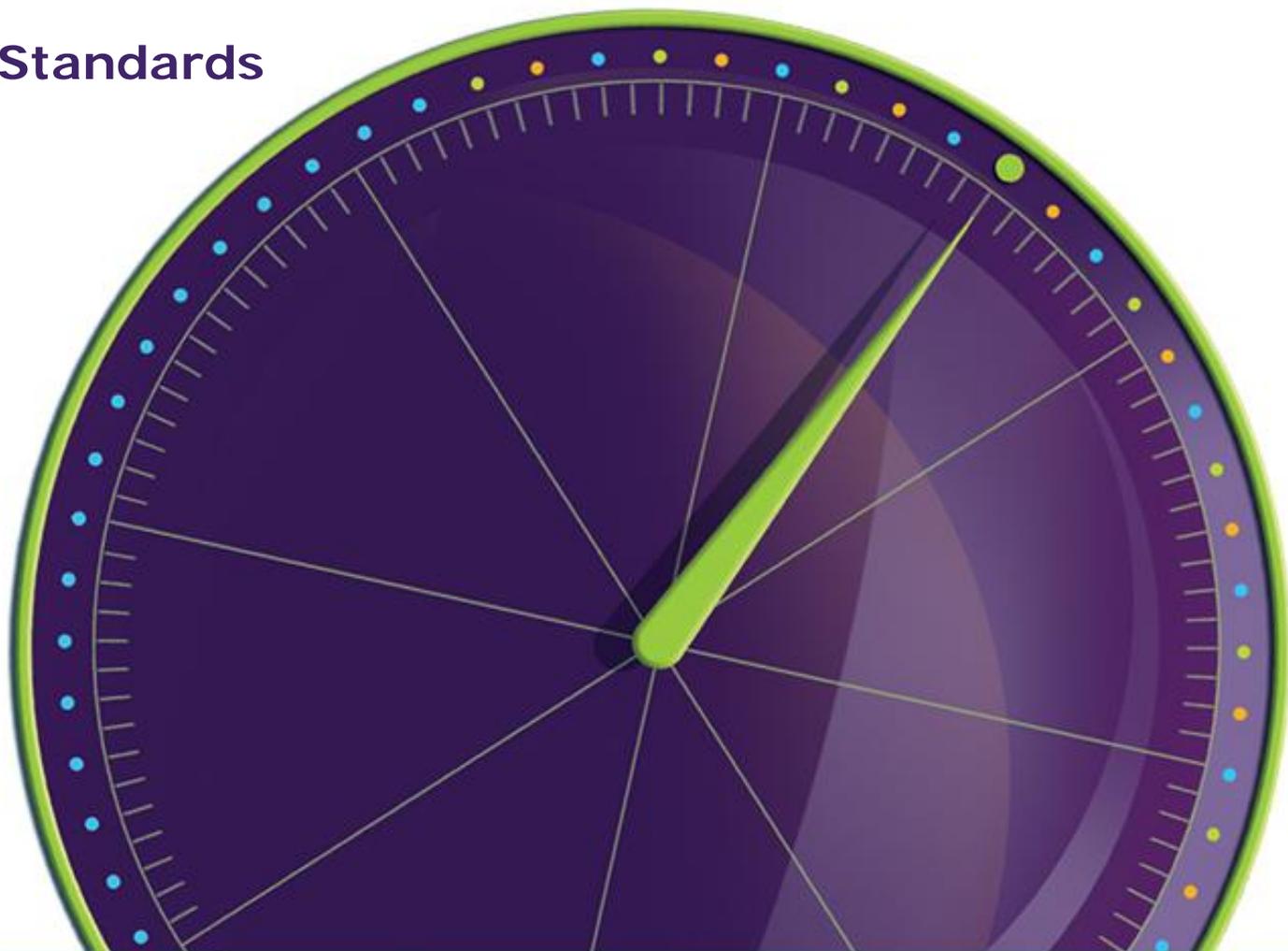
MathNavigator™

Common Core

SAVVAS

Correlated to the
Common Core State Standards
for Mathematics

Grades 1-8



A Correlation of *Math Navigator Common Core* to the Common Core State Standards for Mathematics

Introduction

This document demonstrates how *Math Navigator Common Core* ©2012 meets the Common Core State Standards for Mathematics. Correlation references cite the module titles and page numbers.

Math Navigator is a highly flexible intervention program that repairs misconceptions and fills critical gaps in students' understanding.

The demands of the Common Core State Standards raise the bar for deeper mathematical proficiency, *Math Navigator* will help struggling students succeed if they do not have a solid math foundation.

Math Navigator builds on students' prior knowledge with scaffolded instruction to find the root of every misconception that prevents them from fully grasping math concepts. With online assessments that identify misconceptions, the program drills down to the students' way of thinking, revises their understanding of mathematical concepts, and monitors progress.

Math Navigator helps students develop the eight practices specified in the Common Core Standards for Mathematical Practice. For example, the program teaches students to:

- Justify their thinking, critique the thinking of others, and reevaluate their positions based on feedback.
- Model situations with equations and use diagrams, tables, and graphs to represent situations.
- Look for patterns so they can identify problems as belonging to particular categories.

Intervention that's targeted Common Core Support

- Common Core State Standards in every lesson that tie to Mathematical Practices
- Focus on skills, concepts, and problem solving – help fill in Common Core gaps that core problems may encounter as they which to Common Core material
- Target and repair misconceptions; When misconceptions are detected, teachers have the confidence in knowing which modules will help rectify these problem areas

Intervention that's flexible

- Teach where students struggle most
- 26 intervention modules
- 30-45 minute sessions as Tier 2 or Tier 3 intervention

Intervention that's precise

- Screeners and pre-tests in the Assessment and Reporting Online System (ARO) detect and pinpoint potential misconceptions students have about certain math topics that inhibit their ability to learn new concepts
- Checkpoints monitor and benchmark student progress
- Post-test assess student improvement

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**A Correlation of *Math Navigator Common Core* to the
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Common Core State Standards for Mathematics Grade 1	<i>Math Navigator Common Core</i> Module and Pages
Operations and Algebraic Thinking 1.OA	
Represent and solve problems involving addition and subtraction.	
1.OA.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.	Using Addition and Subtraction to Solve Problems to 20 SE: 2, 3, 5-6, 7, 8, 9, 10, 11, 12, 13, 15, 16-17, 18, 19, 21-22, 24-25, 26, 27-28, 29, 30, 31, 32 TE: 5-13, 15-16, 18-22, 23-31, 33-40, 43-50, 51-56
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Using Addition and Subtraction to Solve Problems to 20 SE: 54-55, 57 TE: 91-92, 96
Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	Using Addition and Subtraction to Solve Problems to 20 SE: 33, 34, 35, 37, 54-55, 56 TE: 58-62, 116, 118
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	Using Addition and Subtraction to Solve Problems to 20 SE: 7, 8, 9, 10, 11, 12, 13, 15, 16-17, 24-25, 26, 27 TE: 15-22, 23-31, 43-50

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Common Core State Standards for Mathematics Grade 1	<i>Math Navigator Common Core</i> Module and Pages
Add and subtract within 20	
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Using Addition and Subtraction to Solve Problems to 20 SE: 24-25, 26 TE: 45-47
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Using Addition and Subtraction to Solve Problems to 20 SE: 24-25, 26, 34, 35, 37, 38, 39, 40 TE: 43-50, 57-62, 63-71
Work with addition and subtraction equations	
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Using Addition and Subtraction to Solve Problems to 20 SE: 65, 66, 67, 68 TE: 109-113, 115-118
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.	Using Addition and Subtraction to Solve Problems to 20 SE: 44, 62-63, 64 TE: 77-79, 103-107

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Common Core State Standards for Mathematics Grade 1	<i>Math Navigator Common Core</i> Module and Pages
Number and Operations in Base Ten 1.NBT	
Extend the counting sequence	
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Place Value and Computational Strategies to 100 SE: 27-29, 65, 66, 67, 68, 69 TE: 55-63, 124-128
Understand place value	
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Place Value and Computational Strategies to 100 SE: 7, 8, 21, 22-23, 24, 37, 38, 39, 40, 41, 42-43, 44 TE: 14-17, 46-50, 65-71, 74-78
a. 10 can be thought of as a bundle of ten ones — called a “ten.”	Place Value and Computational Strategies to 100 SE: 5, 19, 20 TE: 8-11, 34-35, 39-44
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Place Value and Computational Strategies to 100 SE: 11, 14 TE: 22-23, 31
c. 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).	Place Value and Computational Strategies to 100 SE: 25, 26, 27, 29, 30, 54 TE: 52-56, 93-94
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Place Value and Computational Strategies to 100 SE: 14, 45, 46, 47, 48, 49, 52 TE: 30, 80-86, 90

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Common Core State Standards for Mathematics Grade 1	<i>Math Navigator Common Core</i> Module and Pages
Use place value understanding and properties of operations to add and subtract.	
<p>1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>Place Value and Computational Strategies to 100 SE: 56, 57, 59, 60, 61, 62, 63, 64 TE: 89-95, 97-102, 105-111, 113-122</p>
<p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>Place Value and Computational Strategies to 100 SE: 37, 38, 39, 40, 62, 63, 64 TE: 65-71, 114-122</p>
<p>1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>Place Value and Computational Strategies to 100 SE: 53,54 TE: 92-94</p>
Measurement and Data 1.MD	
Measure lengths indirectly and by iterating length units	
<p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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<p align="center">Common Core State Standards for Mathematics Grade 1</p>	<p align="center"><i>Math Navigator Common Core</i> Module and Pages</p>
<p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students’ misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>’s scope.</p>
<p>Tell and write time.</p>	
<p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students’ misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>’s scope.</p>
<p>Represent and interpret data.</p>	
<p>1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students’ misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>’s scope.</p>

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Common Core State Standards for Mathematics Grade 1	<i>Math Navigator Common Core</i> Module and Pages
Geometry 1.G	
Reason with shapes and their attributes.	
<p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p>Geometry SE: 2, 3, 12, 42, 43, 44 TE: 6, 8, 9, 26, 62-67, 70-73</p>
<p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>	<p>Geometry SE: 7, 8, 9, 11, 34, 35-36, 37, 46-47, 48, 49-50, 51, 52, 53-54, 55 TE: 20-24, 56-60, 80-83, 86-88, 90-94</p>
<p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>

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Common Core State Standards for Mathematics Grade 2	<i>Math Navigator Common Core</i> Module and Pages
Operations and Algebraic Thinking 2.OA	
Represent and solve problems involving addition and subtraction.	
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Using Addition and Subtraction to Solve Problems to 100 SE: 27-28, 29, 30, 31, 32, 33, 35, 37, 38 TE: 50, 51-56, 57-62, 64-70
Add and subtract within 20.	
2.OA.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.	Using Addition and Subtraction to Solve Problems to 100 SE: 60, 61, 62, 63, 64, 65 TE: 101-106
Work with equal groups of objects to gain foundations for multiplication.	
2.OA.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.	Using Addition and Subtraction to Solve Problems to 100 SE: 40, 41, 42, 43, 44 TE: 74-78
2.OA.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.	Using Addition and Subtraction to Solve Problems to 100 SE: 55, 56, 57, 58, 59 TE: 93-99

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Common Core State Standards for Mathematics Grade 2	<i>Math Navigator Common Core</i> Module and Pages
Number and Operations in Base Ten 2.NBT	
Understand place value.	
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	Place Value and Computational Strategies to 1,000 SE: 6, 7, 8, 9-10, 11 TE: 15, 17-28
a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	Place Value and Computational Strategies to 1,000 SE: 2, 3-5, 6, 7, 8, 9-10, 11, 12 TE: 5-15, 17-28
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Place Value and Computational Strategies to 1,000 SE: 6, 7, 8, 9-11 TE: 17-28
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	Place Value and Computational Strategies to 1,000 SE: 17, 18, 19, 20 TE: 37-45
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Place Value and Computational Strategies to 1,000 SE: 17, 18, 19, 20 TE: 5-15, 37-45
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Place Value and Computational Strategies to 1,000 SE: 27, 28, 29, 30 TE: 57-63

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Common Core State Standards for Mathematics Grade 2	<i>Math Navigator Common Core</i> Module and Pages
Use place value understanding and properties of operations to add and subtract.	
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Place Value and Computational Strategies to 1,000 SE: 44, 45, 46, 47, 48, 49, 50 TE: 93-102, 103-110
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Place Value and Computational Strategies to 1,000 SE: 51, 52, 53 TE: 111-117
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Place Value and Computational Strategies to Millions SE: 9, 10, 11 TE: 15-22
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	For related content, please see: Place Value and Computational Strategies to 1,000 SE: 13, 14-15, 16 TE: 29-36
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	Place Value and Computational Strategies to 1,000 SE: 44-46, 68-69, 70-71, 72 TE: 91-102, 145-152

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Common Core State Standards for Mathematics Grade 2	<i>Math Navigator Common Core</i> Module and Pages
Measurement and Data 2.MD	
Measure and estimate lengths in standard units.	
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Understanding Area and Perimeter SE: 2, 3, 5, 7, 11 TE: 5-11
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Understanding Area and Perimeter SE: 9, 10, 11-12 TE: 13-18
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Understanding Area and Perimeter SE: 9, 10, 11-12 TE: 13-18
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Understanding Area and Perimeter SE: 11-12 TE: 17-18
Relate addition and subtraction to length.	
2.MD.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.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.

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<p align="center">Common Core State Standards for Mathematics Grade 2</p>	<p align="center"><i>Math Navigator Common Core</i> Module and Pages</p>
<p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>Represent and interpret data</p>	
<p>2.MD.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.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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Common Core State Standards for Mathematics Grade 2	<i>Math Navigator Common Core</i> Module and Pages
<p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>
Geometry 2.G	
Reason with shapes and their attributes.	
<p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>Geometry SE: 7, 8, 9, 11, 12, 14, 34, 35, 36, 38, 42 TE: 19-24, 25-30, 55-60, 61-67, 69-73, 79-83, 85-88</p>
<p>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>
<p>2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, 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</p>	<p>Geometry SE: 52, 53-54, 55 TE: 89-94</p>

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Common Core State Standards for Mathematics Grade 3	<i>Math Navigator Common Core</i> Module and Pages
Operations and Algebraic Thinking 3.OA	
Represent and solve problems involving multiplication and division.	
3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	Using Multiplication and Division to Solve Problems SE: 2, 3, 4, 7, 8 TE: 5-11, 13-20
3.OA.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.	Using Multiplication and Division to Solve Problems SE: 7, 8, 9, 16, 17, 26, 27, 28-29, 33, 34, 39, 40, 41-42 TE: 13-20, 27-32, 42-47, 55-61, 71-76
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Using Multiplication and Division to Solve Problems SE: 44-45 TE: 79-82
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Using Multiplication and Division to Solve Problems SE: 49, 50, 51, 52, 53 TE: 83-88, 89-92
Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.5 Apply properties of operations as strategies to multiply and divide.	Using Multiplication and Division to Solve Problems SE: 16, 17, 56, 57 TE: 27-32, 95-100

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Common Core State Standards for Mathematics Grade 3	<i>Math Navigator Common Core</i> Module and Pages
3.OA.6 Understand division as an unknown-factor problem.	Using Multiplication and Division to Solve Problems SE: 60, 61, 65, 66-67 TE: 101-107, 109-113
Multiply and divide within 100	
3.OA.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. By the end of Grade 3, know from memory all products of two one-digit numbers.	Using Multiplication and Division to Solve Problems SE: 39, 40, 41, 52, 53 TE: 71-76, 89-94
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Using Operations to Solve Problems SE: 56, 56-58, 59-60 TE: 87-89, 90-92
3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Using Multiplication and Division to Solve Problems SE: 5-6, 12, 15, 23-24, 28-29, 31-32 TE: 11, 26, 38, 47, 53
Number and Operations in Base Ten 3.NBT	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Place Value and Computational Strategies with Larger Numbers SE: 2, 3, 4 TE: 5-14

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Common Core State Standards for Mathematics Grade 3	<i>Math Navigator Common Core</i> Module and Pages
<p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>Place Value and Computational Strategies with Larger Numbers SE: 32, 33, 34, 35, 36 TE: 65-71, 73-78</p>
<p>3.NBT.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.</p>	<p>Place Value and Computational Strategies with Larger Numbers SE: 61-63, 65 TE: 121-124</p>
Number and Operations – Fractions 3.NF	
Develop understanding of fractions as numbers.	
<p>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>	<p>Fractions as Numbers SE: 14, 15-16 TE: 23-28</p>
<p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p>	<p>Fractions as Numbers SE: 21, 22-23, 24, 24-25, 27, 29, 31, 32-33, 40-41 TE: 37, 38, 42, 48, 55, 70</p>
<p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>	<p>Fractions as Numbers SE: 21, 22-23 TE: 35-39</p>

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b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Fractions as Numbers SE: 24-25 TE: 41-45
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Fractions as Numbers SE: 31, 32-33, 34 TE: 53-58
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Fractions as Numbers SE: 40-41, 42, 43-44 TE: 64-72, 73-76
b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Fractions as Numbers SE: 45, 46, 47, 49, 51 TE: 77-82
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	Fractions as Numbers SE: 40-41, 42, 43-44 TE: 67-72, 73-76
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Fractions as Numbers SE: 45, 47, 48, 49, 52, 53, 54, 55 TE: 77-82, 83-87, 89-96

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Common Core State Standards for Mathematics Grade 3	<i>Math Navigator Common Core</i> Module and Pages
Measurement and Data 3.MD	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Patterns and Graphs SE: 3, 4-5, 5-7, 9, 10, 11, 14 TE: 9-16, 17-20, 21-26
3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
Represent and interpret data.	
3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	Patterns and Graphs SE: 52, 53-54, 55-56 TE: 65-69
3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	Patterns and Graphs SE: 76, 77-78, 79, 80, 81, 83, 81, 82, 85, 89 TE: 89-94, 95-100, 101-106

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Common Core State Standards for Mathematics Grade 3	<i>Math Navigator Common Core</i> Module and Pages
Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.	
3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	Understanding Area and Perimeter SE: 30, 31, 32-33 TE: 41-46
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Understanding Area and Perimeter SE: 43, 44, 45-46, 47, 49 TE: 53-58
b. 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.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Understanding Area and Perimeter SE: 58, 59, 60 TE: 68-69
3.MD.7 Relate area to the operations of multiplication and addition.	Understanding Area and Perimeter SE: 51, 52, 53 TE: 59-64

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Common Core State Standards for Mathematics Grade 3	<i>Math Navigator Common Core</i> Module and Pages
<p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>	<p>Understanding Area and Perimeter SE: 30-31, 39, 43, 44, 45-46, 47, 49 TE: 41-46, 47-51, 53-58</p>
<p>b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	<p>Understanding Area and Perimeter SE: 63-34, 65 TE: 71-76</p>
<p>c. 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.</p>	<p>Understanding Area and Perimeter SE: 67, 68-69, 71, 73 TE: 79-84</p>
<p>d. 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.</p>	<p>Understanding Area and Perimeter SE: 51, 52, 53 TE: 59-64</p>

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Common Core State Standards for Mathematics Grade 3	<i>Math Navigator Common Core</i> Module and Pages
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
<p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>Understanding Area and Perimeter SE: 75-76, 77, 82, 83-84, 85-86 TE: 87-88, 97-102</p>
Geometry 3.G	
Reason with shapes and their attributes.	
<p>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>Geometry SE: 2, 3 TE: 5-11</p>
<p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>	<p>Understanding Areas and Perimeters SE: 81-83 TE: 91-92, 93-94</p>

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Common Core State Standards for Mathematics Grade 4	<i>Math Navigator Common Core</i> Module and Pages
Operations and Algebraic Thinking 4.OA	
Use the four operations with whole numbers to solve problems.	
<p>4.OA.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>Using Operations to Solve Complex Problems SE: 2, 3, 4, 6, 7, 11, 12-13 TE: 5-14, 15-20, 21-26</p>
<p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>Using Operations to Solve Complex Problems SE: 2, 4, 5, 6, 7-8, 9, 10-11 TE: 5-14, 15-20</p>
<p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>Using Operations to Solve Complex Problems SE: 28, 29, 30, 32-33, 34, 36, 37, 38, 41-42, 43, 49-50 TE: 47-53, 55-59, 61-67, 69-73, 77</p>

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Common Core State Standards for Mathematics Grade 4	<i>Math Navigator Common Core</i> Module and Pages
Gain familiarity with factors and multiples.	
4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Using Operations to Solve Complex Problems SE: 59-60, 61, 63, 64, 65 TE: 93-97, 99-105
Generate and analyze patterns.	
4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Using Operations to Solve Complex Problems SE: 52, 53, 55-56, 57, 59-60, 61 TE: 85-92
Number and Operations in Base Ten 4.NBT	
Generalize place value understanding for multi-digit whole numbers.	
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Place Value and Computational Strategies to Millions SE: 13, 14, 15, 16 TE: 24, 25, 26, 27, 28, 29, 30
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Place Value and Computational Strategies to Millions SE: 2, 3, 4 TE: 5-13

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Common Core State Standards for Mathematics Grade 4	<i>Math Navigator Common Core</i> Module and Pages
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	Place Value and Computational Strategies to Millions SE: 24, 25, 26, 27, 43, 44, 45, 47 TE: 39-45, 65-71
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Place Value and Computational Strategies to Millions SE: 9, 10, 11, 29, 30-31, 32 TE: 15-22, 47-52
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Place Value and Computational Strategies to Millions SE: 13, 14, 15, 16, 58, 59, 60, 61, 62-63, 64, 65, 66 TE: 23-30, 99-106, 107-113, 115-121
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Place Value and Computational Strategies to Millions SE: 68, 69-70, 71, 72, 73, 74 TE: 123-129, 131-137
Number and Operations – Fractions 4.NF	
Extend understanding of fraction equivalence and ordering.	
4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Understanding Equivalent Fractions SE: 2, 3, 4, 5, 6, 7, 8, 9, 10 TE: 5-13, 15-22

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Common Core State Standards for Mathematics Grade 4	<i>Math Navigator Common Core</i> Module and Pages
<p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>Understanding Equivalent Fractions SE: 51-52, 53, 55, 56, 59, 60, 61-62 TE: 85-88, 89-93, 95-98, 99-102</p>
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
<p>4.NF.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<p>Operations with Fractions: Addition and Subtraction SE: 44, 45, 46-47 TE: 51-54</p>
<p>b. 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. <i>Examples:</i> $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Operations with Fractions: Addition and Subtraction SE: 26-27, 28 TE: 31-35
d. 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.	Operations with Fractions: Addition and Subtraction SE: 19, 20-21 TE: 23-28
4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Operations with Fractions: Multiplication and Division SE: 24, 27, 29, 31, 26 TE: 31-37
a. Understand a fraction a/b as a multiple of $1/b$.	Operations with Fractions: Multiplication and Division SE: 55, 56-57 TE: 63-67
b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.	Operations with Fractions: Multiplication and Division SE: 24, 25, 26, 27, 29, 31 TE: 31-37
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	Operations with Fractions: Multiplication and Division SE: 33, 34, 35, 36, 37 TE: 39-44

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Common Core State Standards for Mathematics Grade 4	<i>Math Navigator Common Core</i> Module and Pages
Understand decimal notation for fractions, and compare decimal fractions.	
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	Understanding Equivalent Fractions SE: 23, 24-25, 26, 27, 28, 30, 31 TE: 47-54, 55-60, 51-58, 61-66
4.NF.6 Use decimal notation for fractions with denominators 10 or 100.	Understanding Equivalent Fractions SE: 31-32, 33, 37, 33-34, 35, 39-40 TE: 61-66, 67-71, 73-76
4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	Understanding Equivalent Fractions SE: 42-43, 45-49, 55, 57, 61-62 TE: 79-84, 85-88, 89-93, 99-102
Measurement and Data 4.MD	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
4.MD.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.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.

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Common Core State Standards for Mathematics Grade 4	<i>Math Navigator Common Core</i> Module and Pages
<p>4.MD.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><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>
<p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	<p>Understanding Areas and Perimeter SE: 82, 83-84, 85-86, 87-89, 90 TE: 97-102, 103-108</p>
Represent and interpret data.	
<p>4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<p>Operations with Fractions: Addition and Subtraction SE: 65, 67, 87, 88, 89-90 TE: 71-76, 93-98</p>
Geometric Measurement: understand concepts of angle and measure angles.	
<p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p>	<p>Geometry SE: 7, 8, 9, 11, 14, 19-20 TE: 19-24, 25-32, 33-38</p>

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<p align="center">Common Core State Standards for Mathematics Grade 4</p>	<p align="center"><i>Math Navigator Common Core</i> Module and Pages</p>
<p>a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>
<p>b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>
<p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>
<p>4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>

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Common Core State Standards for Mathematics Grade 4	<i>Math Navigator Common Core</i> Module and Pages
Geometry 4.G	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
<p>4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p>Geometry SE: 12, 13, 14, 15, 17 TE: 19-24, 25-32</p>
<p>4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>Geometry SE: 19, 20, 21, 22, 23, 32, 33 TE: 33-38, 51-54</p>
<p>4.G.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.</p>	<p>Geometry SE: 63, 64, 65 TE: 101-105</p>

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Common Core State Standards for Mathematics Grade 5	<i>Math Navigator Common Core</i> Module and Pages
Operations and Algebraic Thinking 5.OA	
Write and interpret numerical Expressions.	
5.OA.1 Use parentheses, brackets, or braces in numerical Expressions , and evaluate Expressions with these symbols.	Expressions SE: 11, 12, 13 TE: 23-28
5.OA.2 Write simple Expressions that record calculations with numbers, and interpret numerical Expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	Expressions SE: 54-57 TE: 89-94
Analyze patterns and relationships.	
5.OA.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.	Expressions SE: 25, 26, 27, 29 TE: 47-52
Number and Operations in Base Ten 5.NBT	
Understand the place value system.	
5.NBT.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.	Decimals and Powers of Ten SE: 8, 9, 10, 11, 12, 13, 14, 15, 35, 36, 37 TE: 13-20, 21-26, 47, 48, 49

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Common Core State Standards for Mathematics Grade 5	<i>Math Navigator Common Core</i> Module and Pages
<p>5.NBT.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.</p>	<p>Decimals and Powers of Ten SE: 55, 56, 59, 60, 61, 62, 63, 65 TE: 75-82, 83-88</p>
<p>5.NBT.3 Read, write, and compare decimals to thousandths.</p>	<p>Decimals and Powers of Ten SE: 21, 22, 23, 25, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42 TE: 31-38, 40, 41-48, 49-54, 55-62</p>
<p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>	<p>Decimals and Powers of Ten SE: 60, 61 TE: 83-88</p>
<p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>Decimals and Powers of Ten SE: 29, 37 TE: 31-38, 45-50</p>
<p>5.NBT.4 Use place value understanding to round decimals to any place.</p>	<p>Decimals and Powers of Ten SE: 43, 44, 45 TE: 59-66</p>

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Common Core State Standards for Mathematics Grade 5	<i>Math Navigator Common Core</i> Module and Pages
Perform operations with multi-digit whole numbers and with decimals to hundredths.	
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Decimals and Powers of Ten SE: 55, 56, 56, 59 TE: 75-82
5.NBT.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.	Using Multiplication and Division to Solve Problems SE: 39, 40, 41 TE: 71-76
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Decimals and Powers of Ten SE: 16, 17, 18, 19, 55, 56, 59, 60, 61, 62, 63, 65 TE: 23-28, 75-82, 83-88
Number and Operations – Fractions 5.NF	
Use equivalent fractions as a strategy to add and subtract fractions.	
5.NF.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.	Operations with Fractions: Addition and Subtraction SE: 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 TE: 93-98, 99-103, 105-109

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<p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>Operations with Fractions: Addition and Subtraction SE: 13, 14, 15, 16, 17, 30, 31, 32, 33, 35, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 55, 56, 57, 58, 59, 60, 61, 63, 65, 67, 87, 88, 89, 90, 91 TE: 17-22, 37-44, 45-50, 51-54, 65-70, 71-76, 93-98</p>
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
<p>5.NF.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.</p>	<p>Operations with Fractions: Multiplication and Division SE: 3, 4, 5, 7, 9, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22 TE: 9-16, 17-22, 23-28</p>
<p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	<p>Operations with Fractions: Multiplication and Division SE: 24, 25, 26, 27, 29, 31 TE: 31-37</p>
<p>a. 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 $a \times q \div b$.</p>	<p>Operations with Fractions: Multiplication and Division SE: 38, 39, 40, 41, 42 TE: 45-50</p>
<p>b. 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.</p>	<p>Operations with Fractions: Multiplication and Division SE: 43, 44, 45, 47, 49, 51, 53 TE: 51-58</p>

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Common Core State Standards for Mathematics Grade 5	<i>Math Navigator Common Core</i> Module and Pages
5.NF.5 Interpret multiplication as scaling (resizing) by:	Proportional Reasoning SE: 19, 20-21, 22 TE: 37-41
a. 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.	Proportional Reasoning SE: 11, 12-13, 14 TE: 25-30
b. 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.	Operations with Fractions: Multiplication and Division SE: 24, 27, 29, 31, 26 TE: 31-37
5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Operations with Fractions: Multiplication and Division SE: 33, 34-35, 36, 37 TE: 39-44
5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Operations with Fractions: Multiplication and Division SE: 72-74, 76-78 TE: 91-96, 97-103

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Common Core State Standards for Mathematics Grade 5	<i>Math Navigator Common Core</i> Module and Pages
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	Operations with Fractions: Multiplication and Division SE: 79, 80-81, 82, 83, 85 TE: 105-111
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	Operations with Fractions: Multiplication and Division SE: 76-78 TE: 105-111
c. 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 <i>fraction</i> models and equations to represent the problem.	Operations with Fractions: Multiplication and Division SE: 79, 80-81, 82, 83, 85 TE: 105-111
Measurement and Data 5.MD	
Convert like measurement units within a given measurement system.	
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Proportional Reasoning SE: 6, 7 TE: 14, 15

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Common Core State Standards for Mathematics Grade 5	<i>Math Navigator Common Core</i> Module and Pages
Represent and interpret data.	
<p>5.MD.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.</p>	<p>Fractions as Numbers SE: 46, 49 TE: 77-82</p>
Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.	
<p>5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>'s scope.</p>
<p>a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>'s scope.</p>
<p>b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>'s scope.</p>

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5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
a. 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.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.

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<p>c. 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.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.</p>
Geometry 5.G	
Graph points on the coordinate plane to solve real-world and mathematical problems.	
<p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i>-axis and <i>x</i>-coordinate, <i>y</i>-axis and <i>y</i>-coordinate).</p>	<p>Patterns and Graphs SE: 47, 48, 49, 50, 51 TE: 59-64</p>
<p>5.G.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.</p>	<p>Patterns and Graphs SE: 52, 53-54, 55-56 TE: 66, 67, 68, 69</p>

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Common Core State Standards for Mathematics Grade 5	<i>Math Navigator Common Core</i> Module and Pages
Classify two-dimensional figures into categories based on their properties.	
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	Geometry SE: 6, 12, 34, 35-36, 37, 38, TE: 26, 56, 57, 58, 59, 62, 63
5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator's</i> scope.

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
Ratios and Proportional Relationships 6.RP	
Understand ratio concepts and use ratio reasoning to solve problems.	
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Ratios and Rates SE: 1, 2, 3, 5, 6, 7, 9 TE: 2, 6, 9-15
6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a : b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship.	Proportional Reasoning SE: 3, 4, 5 TE: 7-11 Ratios and Rates SE: 14, 15, 16, 17, 35, 36, 37 TE: 23-28, 57-61
6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	Proportional Reasoning SE: 7, 30, 31, 32, 33 TE: 13-17, 19-22, 51-56 Ratios and Rates SE: 20, 21, 22, 23, 24, 25, 26-27 TE: 31-36, 37-42
6.RP.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. Use tables to compare ratios.	Ratios and Rates SE: 24, 25, 26, 27 TE: 37-42

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
<p>6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.</p>	<p>Proportional Reasoning SE: 61, 62, 63, 64, 65 TE: 93-98</p> <p>Ratios and Rates SE: 35, 36, 37 TE: 58-61</p>
<p>6.RP.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.</p>	<p>Percents SE: 28, 29, 30 TE: 36, 37, 38</p> <p>Ratios and Rates SE: 9, 15 TE: 12-14, 23, 26, 27</p>
<p>6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>Ratios and Rates SE: 44, 45 TE: 71-75</p>
The Number System 6.NS	
<p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>	<p>Operations with Fractions Multiplication and Division SE: 12, 13, 14, 15, 17, 18 TE: 17-22</p>

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
<p>6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>Operations with Fractions Multiplication and Division SE: 38, 39, 40, 41, 42, 43, 44, 45, 47, 49, 51, 53 TE: 46-49, 51-58</p> <p>Positive Rational Numbers SE: 10, 13, 24, 25, 26 TE: 13-17, 21, 25, 27, 28 29</p>
Compute fluently with multi-digit numbers and find common factors and multiples.	
<p>6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.</p>	<p>Positive Rational Numbers SE: 10, 11, 13 TE: 11-18</p> <p>Using Operations to Solve Problems SE: 12, 18, 19 TE: 26, 32, 33, 34, 35</p>
<p>6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>Decimals and Powers of 10 SE: 67, 68, 77 TE: 92-96</p> <p>Positive Rational Numbers SE: 41, 42, 43, 44, 45, 46, 47 TE: 48, 49, 51-55</p>

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
<p>6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>	<p>Using Multiplication and Division to Solve Problems SE: 49, 50, 51 TE: 83-88</p> <p>Positive Rational Numbers SE: 52, 53, 57, 58, 59 TE: 65-69</p>
Apply and extend previous understandings of numbers to the system of rational numbers.	
<p>6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	<p>Positive and Negative Numbers SE: 3, 4, 5, 6, 9, 11, 26 TE: 10-17, 21, 22, 40, 41</p>
<p>6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p>	<p>Positive and Negative Numbers SE: 3, 4, 5, 6 TE: 9-17</p> <p>Proportional Reasoning SE: 34, 35, 37 TE: 57-62</p>

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
<p>6.NS.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.</p>	<p>Positive and Negative Numbers SE: 5, 7, 8, 9, 11 TE: 14, 15, 20-24</p>
<p>6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	<p>Proportional Reasoning SE: 34, 35, 37 TE: 57-62</p>
<p>6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>Positive and Negative Numbers SE: 3, 4, 5, 6 TE: 39-42</p> <p>Proportional Reasoning SE: 34, 35, 37 TE: 57-62</p>
<p>6.NS.7 Understand ordering and absolute value of rational numbers.</p>	<p>Positive and Negative Numbers SE: 25, 26, 27, 28 TE: 39-42</p>

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	Positive and Negative Numbers SE: 13, 14, 15 TE: 25-30
6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts.	Positive and Negative Numbers SE: 13, 14, 15 TE: 25-30
6.NS.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.	Positive and Negative Numbers SE: 25, 27, 28 TE: 39-42
6.NS.7d Distinguish comparisons of absolute value from statements about order.	Positive and Negative Numbers SE: 25, 27, 28 TE: 39-42
6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Proportional Reasoning SE: 34, 35, 37 TE: 57-62

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
Expressions and Equations 6.EE	
Apply and extend previous understandings of arithmetic to algebraic expressions.	
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	Expressions SE: 3, 4, 12, 13, 15, 16, 17, 19 TE: 9-15, 24-28, 33-35 Using Operations to Solve Problems SE: 13, 14, 15, 16, 18, 19, 20, 21 TE: 27, 28-31, 34-39
6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.	Expressions SE: 22, 23, 24, 25, 26, 27, 29, 31, 32 TE: 41-45, 47-51, 53-58 Using Operations to Solve Problems SE: 13, 14, 15, 16, 18, 19, 20, 21 TE: 27, 28-31, 34-39
6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers.	Expressions SE: 22, 23, 24, 25, 26, 27, 29, 31, 32 TE: 41-45, 47-51, 53-58 Using Operations to Solve Problems SE: 13, 14, 15, 16, 18, 19, 20-21 TE: 27, 28-31, 34-39

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
6.EE.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.	Expressions SE: 33 TE: 59 Using Operations to Solve Problems SE: 5, 6, 7, 12, 13, 16, 17, 18 TE: 14, 15, 18, 27, 32, 35
6.EE.2c Evaluate expressions at specific values for their variables. Include expressions that arise from formulas 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).	Expressions SE: 56, 57 TE: 19, 92 For related content, please see: Using Operations to Solve Problems TE: 41-46
6.EE.3 Apply the properties of operations to generate equivalent expressions.	Expressions SE: 4, 46 TE: 12, 13, 38, 67, 76
6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	Expressions SE: 4, 41, 46, 54, 55, 56, 57 TE: 12, 13, 38, 67, 76, 89-93
Reason about and solve one-variable equations and inequalities.	
6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Equations and Inequalities SE: 3, 4, 18, 31 TE: 11, 12, 13, 21, 32, 34, 50

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
<p>6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>	<p>Expressions SE: 22, 23, 24, 25, 26, 27, 29, 31, 32 TE: 41-45, 47-51, 53-58</p> <p>Rates and Ratios SE: 13 TE: 9</p> <p>Using Operations to Solve Problems SE: 13, 14, 15, 16, 18, 19, 20, 21 TE: 27-31, 34-39</p>
<p>6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p>	<p>Equations and Inequalities SE: 7, 9, 23, 24, 25, 26 TE: 10, 14, 18, 20, 40</p> <p>Rates and Ratios SE: 13 TE: 9</p> <p>For related content, please see: Equations and Inequalities TE: 9-15</p>
<p>6.EE.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	<p>Equations and Inequalities SE: 52, 53, 54, 55 TE: 85-90</p>

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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
Represent and analyze quantitative relationships between dependent and independent variables.	
<p>6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>	<p>Equations and Inequalities SE: 49 TE: 79</p> <p>Rates and Ratios SE: 56 TE: 92</p>
Geometry 6.G	
Solve real-world and mathematical problems involving area, surface area, and volume.	
<p>6.G.1 Find 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.</p>	<p>Positive Rational Numbers SE: 75, 76, 77 TE: 85-91</p>
<p>6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<p>Positive Rational Numbers SE: 86, 87, 88 TE: 99-104</p>

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<p>6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side 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.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>Positive Rational Numbers SE: 79, 80, 81, 83 TE: 94-98</p>
<p>Statistics and Probability 6.SP</p>	
<p>Develop understanding of statistical variability.</p>	
<p>6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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<p align="center">Common Core State Standards for Mathematics Grade 6</p>	<p align="center"><i>Math Navigator Common Core</i> Module and Pages</p>
<p>6.SP.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.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>'s scope.</p>
<p>Summarize and describe distributions.</p>	
<p>6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>'s scope.</p>
<p>6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the <i>Math Navigator</i>'s scope.</p>

**A Correlation of *Math Navigator Common Core* to the
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Common Core State Standards for Mathematics Grade 6	<i>Math Navigator Common Core</i> Module and Pages
a. Reporting the number of observations.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.

**A Correlation of *Math Navigator Common Core* to the
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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
Ratios and Proportional Relationships 7.RP	
Analyze proportional relationships and use them to solve real-world and mathematical problems.	
7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	Proportional Reasoning SE: 3, 4, 5, 6, 7, 8, 9 TE: 7-12, 13-17, 19-22 Using Expressions and Equations to Solve Problems SE: 19, 20 TE: 33-36
7.RP.2 Recognize and represent proportional relationships between quantities.	Proportional Reasoning SE: 8, 9, 10 TE: 19-22, 23-24 Using Expressions and Equations to Solve Problems SE: 9, 10, 11, 12, 14, 15, 16, 17, 18 TE: 21-24, 27-31
7.RP.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.	Proportional Reasoning SE: 8, 9, 10, 11, 12-13, 14, 15, 16-17, 18, 19, 20-21, 22, 23, 24, 25, 27 TE: 19-22, 23-24, 25-30, 31-35, 37-42, 43-48 Using Expressions and Equations to Solve Problems SE: 9, 10, 11, 12, 14, 15, 16, 17, 18 TE: 21-24, 27-31

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
<p>7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p>	<p>Proportional Reasoning SE: 50, 51-52, 53-54, 55 TE: 79-82, 83-86</p> <p>Using Expressions and Equations to Solve Problems SE: 14, 15, 16, 17, 18 TE: 27-31</p>
<p>7.RP.2c Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p>	<p>Proportional Reasoning SE: 30, 31-32, 33, 50, 51-52 TE: 51-56, 79-82</p> <p>Using Expressions and Equations to Solve Problems SE: 14, 15, 16, 17, 18 TE: 27-31</p>
<p>7.RP.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.</p>	<p>Proportional Reasoning SE: 34-35, 37, 38-39, 41-42, 43, 45-46, 47-48 TE: 57-62, 63-70, 63-70, 71-76</p> <p>Using Expressions and Equations to Solve Problems SE: 9, 10-11, 12 TE: 21-24</p>

**A Correlation of *Math Navigator Common Core* to the
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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
<p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>	<p>Percents SE: 32, 33, 35, 37, 47, 60, 61, 62, 63, 65, 67, 68, 69, 70, 79, 80, 81 TE: 41-47, 63-64, 79-86, 87-90, 91-92, 107-111</p> <p>Proportional Reasoning SE: 61-62, 63-64, 65 TE: 93-98</p>
The Number System 7.NS	
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
<p>7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>	<p>Positive and Negative Numbers SE: 29, 30, 31, 33 TE: 43-48</p>
<p>7.NS.1a Describe situations in which opposite quantities combine to make 0.</p>	<p>Positive and Negative Numbers SE: 51, 52, 53, 55 TE: 71-74</p>
<p>7.NS.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.</p>	<p>Positive and Negative Numbers SE: 7, 8, 9, 11, 29, 30, 31, 33 TE: 19-24, 43-48</p>

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
<p>7.NS.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.</p>	<p>Positive and Negative Numbers SE: 56, 57, 59, 61, 63, 65 TE: 75-79</p>
<p>7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers.</p>	<p>Positive and Negative Numbers SE: 40, 41, 47, 48, 49, 51, 52, 53, 55 TE: 55-61, 63-69, 71-74</p>
<p>7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p>	<p>Positive and Negative Numbers SE: 68, 69, 70-71, 72 TE: 83-88</p>
<p>7.NS.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, 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.</p>	<p>Positive and Negative Numbers SE: 68, 69, 70-71, 72 TE: 83-88</p>

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
7.NS.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.	Positive and Negative Numbers SE: 73, 74, 75, 76, 77, 79 TE: 89-93
7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.	Positive and Negative Numbers SE: 68, 69, 70-71, 72 TE: 83-88
7.NS.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.	Using Expressions and Equations to Solve Problems SE: 36, 37, 38, 42, 43, 44, 45, 54, 55, 56, 57 TE: 61-65, 75-79, 93-98
7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	Using Expressions and Equations to Solve Problems SE: 36, 37, 38, 42, 43, 44, 45, 54, 55, 56, 57 TE: 61-65, 75-79, 93-98
Expressions and Equations 7.EE	
Use properties of operations to generate equivalent expressions.	
7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Using Expressions and Equations to Solve Problems SE: 3, 4-5 TE: 9-13

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	Using Expressions and Equations to Solve Problems SE: 6, 7-8 TE: 15-19
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	Equations and Inequalities SE: 40, 41-42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 54, 55, 56, 57, 58, 59 TE: 65-70, 71-76, 77-81, 85-90, 91-95 Using Expressions and Equations to Solve Problems SE: 21, 22, 23, 24 TE: 37-42
7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple Equations and Inequalities to solve problems by reasoning about the quantities.	Equations and Inequalities SE: 40, 41-42, 43, 44, 45, 46, 47, 48, 49, 50 TE: 65-70, 71-76, 77-81 Using Expressions and Equations to Solve Problems SE: 19, 20 TE: 33-36
7.EE.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.	Equations and Inequalities SE: 45, 46, 47, 48, 49, 50 TE: 71-76, 77-81 Using Expressions and Equations to Solve Problems SE: 25, 26-27, 28 TE: 43-48

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
<p>7.EE.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.</p>	<p>Equations and Inequalities SE: 54, 55, 56, 57, 58, 59 TE: 85-90, 91-95</p> <p>Using Expressions and Equations to Solve Problems SE: 39, 40 TE: 67-70</p>
Geometry 7.G	
Draw, construct, and describe geometrical figures and describe the relationships between them.	
<p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>Using Expressions and Equations to Solve Problems SE: 33, 34, 35, 36, 37, 38 TE: 57-60, 61-65</p>
<p>7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p>	<p>Using Expressions and Equations to Solve Problems SE: 33, 34, 35, 36, 37, 38 TE: 57-60, 61-65</p>
<p>7.G.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.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
<p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>	<p>Using Expressions and Equations to Solve Problems SE: 30, 31, 32, 33, 34, 35, 36, 37, 38 TE: 51-55, 57-60, 61-65</p>
<p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p>Using Expressions and Equations to Solve Problems SE: 30, 31, 32, 33, 34, 35, 36, 36, 37, 38 TE: 51-55, 57-60, 61-65</p>

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
Statistics and Probability 7.SP	
Use random sampling to draw inferences about a population.	
<p>7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
Draw informal comparative inferences about two populations.	
<p>7.SP.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><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

**A Correlation of *Math Navigator Common Core* to the
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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
Investigate chance processes and develop, use, and evaluate probability models.	
<p>7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>7.SP.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><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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Common Core State Standards for Mathematics Grade 7	Math Navigator Common Core Module and Pages
7.SP.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
7.SP.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.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
7.SP.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.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
7.SP.8c Design and use a simulation to generate frequencies for compound events.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.

**A Correlation of *Math Navigator Common Core* to the
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Common Core State Standards for Mathematics Grade 8	Math Navigator Common Core Module and pages
The Number System 8.NS	
Know that there are numbers that are not rational, and approximate them by rational numbers.	
<p>8.NS.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><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
Expressions and Equations 8.EE	
Work with radicals and integer exponents.	
<p>8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{(-5)} = 3^{(-3)} = 1/(3^3) = 1/27$.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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Common Core State Standards for Mathematics Grade 8	Math Navigator Common Core Module and pages
<p>8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p>	<p>Decimals and Powers of Ten SE: 47, 48, 49, 51, 53, 55, 56, 59 TE: 67-74, 75-82</p>
<p>8.EE.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 scientific notation that has been generated by technology.</p>	<p>Decimals and Powers of Ten SE: 60, 61, 62, 63, 65 TE: 83-88</p>
<p>Understand the connections between proportional relationships, lines, and linear equations.</p>	
<p>8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p>	<p>Proportional Reasoning SE: 39-40, 41-42, 43, 45-46, 47-48 TE: 57-62, 63-70, 71-75</p>

**A Correlation of *Math Navigator Common Core* to the
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Common Core State Standards for Mathematics Grade 8	Math Navigator Common Core Module and pages
<p>8.EE.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.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
Analyze and solve linear equations and pairs of simultaneous linear equations.	
<p>8.EE.7 Solve linear equations in one variable.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.EE.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 $x = a$, $a = a$, $a = b$ results (where a and b are different numbers).</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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Common Core State Standards for Mathematics Grade 8	Math Navigator Common Core Module and pages
8.EE.8 Analyze and solve pairs of simultaneous linear equations.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
8.EE.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.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
8.EE.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.
8.EE.8c Solve real-world and mathematical problems leading to two linear equations in two variables.	<i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.

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Common Core State Standards for Mathematics Grade 8	Math Navigator Common Core Module and pages
Functions 8.F	
Define, evaluate, and compare functions.	
<p>8.F.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>Patterns and Graphs SE: 58-59, 60-61, 62, 63 TE: 71-76</p>
<p>8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p>Patterns and Graphs SE: 75, 76, 77-78, 79 TE: 89-94</p>
<p>8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
Use functions to model relationships between quantities.	
<p>8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p>	<p>Using Expressions and Equations to Solve Problems SE: 46, 47-48, 49, 50 TE: 81-86</p>

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<p>8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>	<p>Using Expressions and Equations to Solve Problems SE: 75, 76, 77-78, 79 TE: 87-92</p>
Geometry 8.G	
Understand congruence and similarity using physical models, transparencies, or geometry software.	
<p>8.G.1 Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.</p>	<p>Geometry SE: 53-54, 55, 61 TE: 89-94, 95-101</p>
<p>8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.G.3 Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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<p align="center">Common Core State Standards for Mathematics Grade 8</p>	<p align="center">Math Navigator Common Core Module and pages</p>
<p>8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>Understand and apply the Pythagorean Theorem.</p>	
<p>8.G.6 Explain a proof of the Pythagorean Theorem and its converse.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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<p>8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p>	
<p>8.G.9 Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>Statistics and Probability 8.SP</p>	
<p>Investigate patterns of association in bivariate data.</p>	
<p>8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>

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<p>8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>
<p>8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>	<p><i>Math Navigator</i> is an intervention program that helps student master pre-requisite skills so they can be successful with grade level content and helps repairs students' misconceptions. Students are assigned to a module based on their needs, not their grade level, enabling teachers to differentiate instruction. Modules span grades 1-8. This standard is outside the Math Navigator's scope.</p>