



# PATHFINDERS

## Alignment to CCR Adult Standards

Pathfinders is aligned to the Adult College & Career Readiness Standards for adults. Pathfinders provides “Measurable Skills Gains” as required WOIA, the Workforce Opportunity and Innovations Act.

## Alignment to CASAS

Pathfinders’ scope and sequence is aligned to CASAS levels B, C, and D for students scoring from the Beginning Basic to High Intermediate EFL levels.

EFL Levels (Educational Functioning Levels)	CCR Levels	TABE	CASAS	Pathfinders
Beginning Literacy	A		A	
Beginning Basic (grade levels 2-3)	B	E	B	Level 1
Low Intermediate (grade levels 4-5)	C	M	C	Level 2
Middle Intermediate (grade levels 6-7)	D	D	D	Level 3
High Intermediate (grade levels 7-8)				
Adult Secondary	E		E	

This software is available on the Web and the Study Buddy portable learning device.



## Pathfinders Level 1 Math (CASAS Level B)

Lesson	CCR Standard
<b>Number &amp; Operations in Base Ten</b>	
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.
Estimation & Rounding	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
Read-Write Numbers	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Compare Numbers	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.
Skip Counting	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
Add-Subtract to 1,000	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.
Multiply by Tens	3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 times 80, 5 times 60) using strategies based on place value and properties of operations.
<b>Number &amp; Operations-Fractions</b>	
Represent Fractions	3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .
Equivalent Fractions	3.NF.3 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.
Compare Fractions	3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
Fractions on Number Lines	3.NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
<b>Operations &amp; Algebraic Thinking</b>	
Fact Families	3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = \_ / 3$ , $6 \times 6 = ?n$
Model Multiplication & Division	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.
Multiply-Divide to 100	3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,
Properties of Multiplication	MAFS.3.OA.2.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)
Represent 2-Step Word Problems	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.
Solve Two-Step Word Problems	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.
Patterns	3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
<b>Measurement &amp; Data</b>	
Area with Operations	3.MD.7 Relate area to the operations of multiplication and addition. 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.

Perimeter	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.
Measure Difference	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. Relate addition and subtraction to length.
Weight & Capacity	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.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.
Tell Time	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Elapsed Time	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.
Line Plots	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.
Graphs & Charts	3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
<b>Geometry</b>	
Classify Shapes	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.
Parts of a Whole	3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
Partition Shapes	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

## Pathfinders Level 2 Math (CASAS Level C)

Lesson	CCR Standard
<b>Number &amp; Operations in Base Ten</b>	
Place Value	4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
Read-Write Decimals	5.NBT.3a Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form,
Compare Decimals	5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
Add-Subtract Multi-Digits	4.NBT.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm
Add-Subtract Decimals	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.
Multiply Multi-Digits	5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
Divide Multi-Digits	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.
Estimation & Rounding	4.NBT.3. Use place value understanding to round multi-digit whole numbers.
<b>Number &amp; Operations-Fractions</b>	
Greatest Common Factors	6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1 - 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$
Decompose Fractions	4.NF.B.3 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.
Equivalent Fractions	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.
Add-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. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .)
Multiply Fractions	4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
Divide Fractions	5.NF.3 Interpret a fraction as division of the numerator by the denominator ( $a/b = a$ divided by $b$ ). 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.
<b>Operations &amp; Algebraic Thinking</b>	
Fact Families	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.
Factor Pairs	4.OA.4. Find all factor pairs for a whole number in the range 1 to 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 to 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 to 100 is prime or composite.
Expressions	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 from additive comparison.
Solve Word Problems	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.
Parentheses & Brackets	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
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. For example, given the rule "Add 3," and the starting number 1, generate terms in the resulting sequence and observe

	that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
<b>Measurement &amp; Data</b>	
Area and Perimeter	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.
Angle Concepts	4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement.
Protractor Measurements	4.MD.6 Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.
Conversions	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.
Line Plots	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. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
Volume	5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. 5.MD.5.b Apply the formulas $V = lwh$ and $V = bh$ 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.
Unit Rates	6.RP.2 Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b$ not equal to 0 and use rate language in the context of a ratio relationship. For example, this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.
<b>Expressions &amp; Equations</b>	
Equivalent Expressions	6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number $y$ stands for.
Evaluate Expressions	6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
Properties of Operations	6.EE.3. Apply the properties of operations to generate equivalent expressions.
Solve Equations	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. Solve one-variable equations.
Write Expressions	6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers.
<b>Geometry</b>	
2D Figures	5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
Coordinate Geometry	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.5.G., x-axis and x-coordinate, y-axis and y-coordinate)
Line and Angle Terms	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Surface Area of Nets	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.

## Pathfinders Level 3 Math (CASAS Level D)

Lesson	CCR Standard
<b>The Number System</b>	
Compare Irrational Numbers	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. For example, by truncating the decimal expansion of the square root of 2, show that it is between 1 and 2, then between 1.4 and 1.5, and explain how to continue.
Add Signed Numbers	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.
Multiply Signed Numbers	7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. 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.
Number Lines with Integers	6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. 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 coordinates.
<b>Expressions &amp; Equations</b>	
Scientific Notation	8.EE.3. Use numbers expressed in the form of a single digit times a whole-number 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 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.
Square & Cube Roots	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.
Integer Exponents	8.EE.1. Know and apply the properties of integer exponents (positive and negative) to generate equivalent numerical expressions.
Real Life Problems	8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
Solve-Graph Inequalities	7.EE.4a 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.
Graph Proportional Relationships	8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
Simultaneous Linear Equations	8.EE.8 Analyze and solve pairs of simultaneous linear equations.
<b>Functions</b>	
Compare Functions	8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
Functions & Relations	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. Students use the vertical line test to test whether a graph is a function, showing that each $x$ -value has only one $y$ -value.
Linear-Nonlinear Graphs	8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
Rate of Change	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.
<b>Ratios &amp; Proportional Relations</b>	
Compute Percents	6.RP.3 Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 3 1 times the quantity); solve problems involving finding the whole, given a part and the percent.
Percent Increase	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.
Ratios & Proportions	6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems.
Ratios with Fractions	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.
<b>Statistics &amp; Probability</b>	
Probability	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.
Compound Probability	7.SP.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
Multiple Random Samples	8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Patterns of Association	8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Linear Associations	8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Two-Way Tables	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.
Scatter Plots	8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
<b>Geometry</b>	
Area-Volume Dimensions	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.
Circle Measurements	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.
Complementary Angles	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.
Transversals	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.
Pythagorean Theorem	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.2
Pythagorean-Coordinates	8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Scale Drawings	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.

## Pathfinders Level 1 Language (CASAS Level B)

Lesson	CCR Standard (TABE Level E)
<b>Grammar &amp; Usage</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1)
Adjectives & Adverbs	L.2.1e Use adjectives and adverbs and choose between them depending on what is to be modified. L.3.1g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
Irregular Nouns	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1) c. Form and use regular and irregular plural nouns.
Irregular Verbs	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1) e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
Pronouns & Antecedents	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1) L.2.1i Ensure subject-verb and pronoun-antecedent agreement.
Reflexive Pronouns	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1) d. Use reflexive pronouns (e.g., myself, ourselves).
Simple Verb Tenses	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1) L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Sentence Structure	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1 and 3.1) L.3.1a Produce simple, compound, and complex sentences. Use coordinating and subordinating conjunctions.
<b>Punctuation &amp; Capitalization</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2 and 3.2)
Capitalization	L.2.2.a Capitalize holidays, product names, and geographic names. L.3.2a Capitalize appropriate words in titles.
Commas (Greetings and Addresses)	L.2.2b Use commas in greetings and closings of letters. L.3.2b Use commas in addresses.
Contractions & Possessives	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives. L.3.2d Form and use possessives.
Quotation Marks	L.3.2.c Use commas and quotation marks in dialogue.
Spelling	L.3.2e Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.



## Pathfinders Level 2 Language (CASAS Level C)

Lesson	CCR Standard
<b>Grammar &amp; Usage</b>	
<b>Grammar &amp; Usage</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Coordinating Conjunctions	L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.
Correlative Conjunctions	L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).
Fragments & Run-Ons	L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Order Adjectives	L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
Relative Pronouns	L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
Verb Tenses - Perfect	L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
Verb Tenses - Progressive	L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
<b>Punctuation &amp; Capitalization</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2 and 5.2)
Capitalization	L.4.2.a Use correct capitalization.
Commas (Items in series)	<ul style="list-style-type: none"> <li>- Use punctuation to separate items in a series.</li> <li>- Use a comma to separate an introductory element from the rest of the sentence.</li> <li>- Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</li> </ul>
Quotation Marks	L.5.2b Use commas and quotation marks to mark direct speech and quotations from a text.
Root Words	L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Spelling	5.2e Spell grade-appropriate words correctly, consulting references as needed.

### Pathfinders Level 3 Language (CASAS Level D)

Lesson	CCR Standard
<b>Grammar &amp; Usage</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Active & Passive Voice	L.8.1. Form and use verbs in the active and passive voice.
Fragments & Run-Ons	L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Misplaced Modifiers	L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Pronoun Forms	
Pronouns & Antecedents	L.8.1.c Recognize and correct inappropriate shifts in pronoun number and person.
Verb Moods	L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
Verbals	L.8.1.f Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>Punctuation &amp; Capitalization</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Capitalization	L.8.2 Use correct capitalization.
Commas (with Conjunctions)	L.8.2c Use a comma before a coordinating conjunction in a compound sentence
Parentheses & Dashes	L.8.2. a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.
Spelling	L.8.2.d Spell correctly.

## Pathfinders Level 1 Reading (CASAS Level B)

Lesson	CCR Standard
Key Details	RL.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Main Idea	RL.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Author's Purpose	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Cause & Effect	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Sequence	3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
Text Features	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
Words in Context	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Prefixes & Suffixes	RL.3.1a Identify and know the meaning of the most common prefixes and derivational suffixes.

## Pathfinders Level 2 Reading (CASAS Level C)

Lesson	CCR Standard
Key Details	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Main Idea	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Author's Purpose	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.;
Making Inferences	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Theme	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Point of View	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
Graphic Features	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Figurative Language	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Words in Context	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade appropriate topic or subject area.

### Pathfinders Level 3 Reading (CASAS Level D)

Lesson	CCR Standard
Key Details	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Summarization	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Author's Purpose	6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Theme	6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Point of View	6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Graphic Features	8.RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Figurative Language	6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Reasoning & Validity	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.