



IXL Skill Alignment

2nd alignment for EngageNY Common Core Curriculum

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Module 1

Sums and Differences to 20

Textbook section	IXL skills
Topic A: Foundations for Fluency with Sums and Differences Within 100	E.1 Review - add one-digit numbers - sums to 10 >>
	E.2 Review - ways to make a number - sums to 10 >>
	F.1 Review - subtract one-digit numbers - up to 10 >>
	F.2 Review - ways to subtract - up to 10 >>
	M.1 Place value models - tens and ones >>
	<i>See also:</i>
	E.14 Complete the addition sentence - one digit >>
	F.12 Complete the subtraction sentence - up to 18 >>
Topic B: Initiating Fluency with Addition and Subtraction Within 100	F.8 Subtract a one-digit number from a two-digit number up to 18 >>
	F.11 Subtraction word problems - up to 18 >>
	F.13 Write the subtraction sentence - up to 18 >>
	G.1 Add multiples of 10 >>
	H.4 Subtract a one-digit number from a two-digit number - with regrouping >>
	<i>See also:</i>
	E.7 Add one-digit numbers >>
	E.13 Addition word problems - one digit >>
	E.15 Write the addition sentence - one digit >>
	G.3 Add a two-digit and a one-digit number - without regrouping >>
	G.4 Add a two-digit and a one-digit number - with regrouping >>
	H.3 Subtract a one-digit number from a two-digit number - without regrouping >>
	K.1 Related addition facts >>
	K.2 Related subtraction facts >>
	K.3 Fact families >>

Module 2

Addition and Subtraction of Length Units

Textbook section	IXL skills
Topic A: Understand Concepts About the Ruler	S.8 Measure using a centimeter ruler >> <i>See also:</i> S.10 Metric units of length: word problems >>
Topic B: Measure and Estimate Length Using Different Measurement Tools	S.8 Measure using a centimeter ruler >> S.9 Which metric unit of length is appropriate? >>
Topic C: Measure and Compare Lengths Using Different Length Units	S.10 Metric units of length: word problems >>
Topic D: Relate Addition and Subtraction to Length	S.10 Metric units of length: word problems >>

Module 3

Place Value, Counting, and Comparison of Numbers to 1000

Textbook section	IXL skills	
Topic A: Forming Base Ten Units of Ten, a Hundred, and a Thousand	M.1	Place value models - tens and ones >>
	M.2	Place value models - up to hundreds >>
Topic B: Understanding Place Value Units of One, Ten, and a Hundred	M.2	Place value models - up to hundreds >>
Topic C: Three-Digit Numbers in Unit, Standard, Expanded, and Word Forms	C.4	Writing numbers up to 1,000 in words - convert words to digits >>
	M.2	Place value models - up to hundreds >>
	M.4	Identify a digit up to the hundreds place >>
	M.5	Place value - tens and ones >>
	M.6	Place value - up to hundreds >>
	M.8	Convert to/from a number - tens and ones >>
	M.10	Regroup tens and ones >>
	M.11	Convert to/from a number - up to hundreds >>
	M.14	Convert from expanded form - up to hundreds >>
	<i>See also:</i>	
	M.9	Regroup tens and ones - ways to make a number >>
Topic D: Modeling Base Ten Numbers Within 1,000 with Money		
Topic E: Modeling Numbers Within 1,000 with Place Value Disks	M.2	Place value models - up to hundreds >>
	M.8	Convert to/from a number - tens and ones >>
	M.9	Regroup tens and ones - ways to make a number >>
	M.11	Convert to/from a number - up to hundreds >>

See also:

M.10 [Regroup tens and ones >>](#)

Topic F: Comparing Two Three-Digit Numbers

B.2 [Comparing numbers up to 1,000 >>](#)

B.4 [Put numbers up to 1,000 in order >>](#)

Topic G: Finding 1, 10, and 100 More or Less Than a Number

A.7 [Hundreds chart >>](#)

Module 4

Addition and Subtraction Within 200 with Word Problems to 100

Textbook section	IXL skills
Topic A: Sums and Differences Within 100	<p>A.7 Hundreds chart >></p> <p>G.11 Write the addition sentence - up to two digits >></p> <p>H.6 Subtract two two-digit numbers - with regrouping >></p> <p>H.9 Subtraction word problems - up to two digits >></p> <p>H.11 Write the subtraction sentence - up to two digits >></p> <p>L.10 Addition and subtraction word problems - up to 100 >></p>
Topic B: Strategies for Composing a Ten	<p>G.5 Add two two-digit numbers - without regrouping >></p> <p>G.9 Addition word problems - up to two digits >></p> <p>G.11 Write the addition sentence - up to two digits >></p>
Topic C: Strategies for Decomposing a Ten	<p>H.3 Subtract a one-digit number from a two-digit number - without regrouping >></p> <p>H.4 Subtract a one-digit number from a two-digit number - with regrouping >></p> <p>H.5 Subtract two two-digit numbers - without regrouping >></p> <p>H.6 Subtract two two-digit numbers - with regrouping >></p> <p>H.9 Subtraction word problems - up to two digits >></p> <p>H.11 Write the subtraction sentence - up to two digits >></p> <p><i>See also:</i></p> <p>H.12 Balance subtraction equations - up to two digits >></p>

Topic D: Strategies for Composing Tens and Hundreds

- E.20** Add four or more one-digit numbers >>
- G.1** Add multiples of 10 >>
- G.6** Add two two-digit numbers - with regrouping >>
- G.9** Addition word problems - up to two digits >>
- G.11** Write the addition sentence - up to two digits >>
- G.13** Add three numbers up to two digits each >>
- G.14** Add three numbers up to two digits each: word problems >>
- G.15** Add four or more numbers up to two digits each >>
- G.16** Add four or more numbers up to two digits each: word problems >>

See also:

- G.8** Ways to make a number using addition >>

Topic E: Strategies for Decomposing Tens and Hundreds

- H.6** Subtract two two-digit numbers - with regrouping >>

Topic F: Student Explanations of Written Methods

- G.6** Add two two-digit numbers - with regrouping >>
- G.9** Addition word problems - up to two digits >>
- G.11** Write the addition sentence - up to two digits >>
- G.14** Add three numbers up to two digits each: word problems >>
- H.9** Subtraction word problems - up to two digits >>
- H.11** Write the subtraction sentence - up to two digits >>
- L.10** Addition and subtraction word problems - up to 100 >>

Module 5

Addition and Subtraction Within 1000 with Word Problems to 100

Textbook section

IXL skills

Topic A: Strategies for Adding and Subtracting Within 1,000

Topic B: Strategies for Composing Tens and Hundreds Within 1,000

Topic C: Strategies for Decomposing Tens and Hundreds Within 1,000

J.3 Subtract three-digit numbers >>

See also:

J.6 Complete the subtraction sentence - up to three digits >>

Topic D: Student Explanations for Choice of Solution Methods

J.3 Subtract three-digit numbers >>

See also:

J.6 Complete the subtraction sentence - up to three digits >>

Module 6

Foundations of Multiplication and Division

Textbook section	IXL skills	
Topic A: Formation of Equal Groups	Y.1	Count equal groups >>
Topic B: Arrays and Equal Groups	E.22	Identify repeated addition in arrays: sums to 10 >>
	E.23	Write addition sentences for arrays: sums to 10 >>
	E.24	Identify repeated addition in arrays: sums to 25 >>
	E.25	Write addition sentences for arrays: sums to 25 >>
Topic C: Rectangular Arrays as a Foundation for Multiplication and Division	E.22	Identify repeated addition in arrays: sums to 10 >>
	E.24	Identify repeated addition in arrays: sums to 25 >>
Topic D: The Meaning of Even and Odd Numbers	A.9	Even or odd >>
	E.10	Add doubles using models >>
	<i>See also:</i>	
	A.10	Even or odd numbers on number lines >>
	A.11	Identify numbers as even or odd >>
	A.12	Select even or odd numbers >>
	A.13	Which even or odd number comes before or after? >>

Module 7

Problem Solving with Length, Money, and Data

Textbook section	IXL skills
Topic A: Problem Solving with Categorical Data	<p>R.1 Interpret tally charts and tables >></p> <p>R.3 Interpret bar graphs II >></p> <p>R.4 Which bar graph is correct? >></p> <p><i>See also:</i></p> <p>R.5 Create bar graphs >></p> <p>R.9 Interpret pictographs II >></p> <p>R.11 Create pictographs II >></p>
Topic B: Problem Solving with Coins and Bills	<p>P.3 Count money - pennies, nickels, and dimes only >></p> <p>P.6 Equivalent amounts of money - up to \$1 >></p> <p>P.8 Comparing groups of coins >></p> <p>P.10 Add money - up to \$1: word problems >></p> <p>P.12 Subtract money - up to \$1: word problems >></p> <p>P.14 Add and subtract money - up to \$1: word problems >></p> <p>P.18 Least number of coins >></p> <p>P.19 How much more to make a dollar? >></p> <p><i>See also:</i></p> <p>P.1 Names and values of common coins >></p> <p>P.4 Count money - up to \$1 >></p> <p>P.7 Exchanging money >></p> <p>P.9 Add money - up to \$1 >></p> <p>P.11 Subtract money - up to \$1 >></p> <p>P.13 Add and subtract money - up to \$1 >></p> <p>P.15 Purchases - do you have enough money - up to \$1 >></p> <p>P.20 Making change >></p>
Topic C: Creating an Inch Ruler	<p>S.2 Measure using an inch ruler >></p>

Topic D: Measuring and Estimating Length Using Customary and Metric Units

- S.2** Measure using an inch ruler >>
- S.3** Which customary unit of length is appropriate? >>
- S.4** Customary units of length: word problems >>
- S.8** Measure using a centimeter ruler >>

Topic E: Problem Solving with Customary and Metric Units**Topic F:** Displaying Measurement Data

- R.1** Interpret tally charts and tables >>
- R.6** Interpret line plots >>
- R.7** Create line plots >>

Module 8

Time, Shapes, and Fractions as Equal Parts of Shapes

Textbook section	IXL skills	
Topic A: Attributes of Geometric Shapes	T.3	Count sides and vertices >>
	T.4	Compare sides and vertices >>
Topic B: Composite Shapes and Fraction Concepts	W.1	Equal parts >>
Topic C: Halves, Thirds, and Fourths of Circles and Rectangles		
Topic D: Application of Fractions to Tell Time	Q.2	Match analog clocks and times >>
	Q.4	Read clocks and write times: hour and half hour >>
	Q.5	Read clocks and write times >>
	Q.6	Time words: o'clock, half, quarter >>
	Q.7	A.M. or P.M. >>
	Q.9	Elapsed time I >>
	Q.10	Elapsed time II >>