

EVERY DAY COUNTS
CALENDAR MATH © 2005

Grades K-6

correlated to

**Colorado's Standards
CSAP Mathematics Assessment
Framework**



YOUR COLORADO GREAT SOURCE REPRESENTATIVE

Jill Fulkerson
800-289-4490, option 4
Jill_Fulkerson@hmco.com



**Every Day Counts Calendar Math © 2005 Kindergarten
correlated to
Colorado's Standards
CSAP Mathematics Assessment Framework
Grade 3**

S t a n d a r d 1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Demonstrate meanings for whole numbers, and commonly-used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Identify whether a given number is odd or even.	Teacher's Guide: 87, 88
b Identify the fractional part of a drawing or a set (restricted to halves, thirds, fourths).	Teacher's Guide: 117, 124, 125
c Using concrete materials or pictures identify different combinations of coins up to \$0.99.	Teacher's Guide: 118, 119, 130, 131

B e n c h m a r k 2

Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Read, write, and order numerals 0-9,999.	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 32, 33, 34, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 62, 63, 64, 65, 67, 75, 76, 77, 78, 79, 80, 89, 90, 91, 92, 93, 94, 103, 104, 105, 106, 107, 108, 118, 119, 120, 121, 122, 130, 131, 132
b Read the number words for selected numbers from zero to nine thousand, nine hundred ninety-nine.	Teacher's Guide: 38, 64, 65

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
c Identify place value through ten-thousands (for example, in 86,243, '6' is in the thousands place).	Teacher's Guide: 23, 24, 25, 26, 39, 40, 50, 51, 52, 53, 62, 63, 67, 75, 76, 77, 80, 89, 90, 93, 103, 104, 107, 118, 119, 122, 130, 133
d Generate equivalent representations for the same number up to a 4-digit number (for example; $25 = 20 + 5$ or $10 + 15$ or 2 tens and 5 ones).	Teacher's Guide: 64, 65, 66, 77, 78, 79, 90, 91, 105, 106, 120, 121, 130, 131
e Compare whole numbers as greater than, less than, or equal to one another using words or symbols.	Teacher's Guide: 21, 23, 28, 32, 33, 34, 37, 40, 46, 47, 60, 61, 66, 67, 74, 75, 89, 90, 91, 92, 93, 94, 105, 106, 128, 129

B e n c h m a r k 3

Use numbers to count, to measure, to label, and to indicate location.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Locate, label, or count forward from any even number by 2's and from any number by 10's and 100's up to 999.	Teacher's Guide: 23, 24, 25, 26, 34, 35, 36, 40, 50, 51, 62, 63, 64, 77, 89, 90, 103, 104, 106, 107, 108, 112, 113, 118, 119, 120, 121, 124, 125, 132, 133
b Locate and label $\frac{1}{2}$'s between whole numbers on the number line.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

B e n c h m a r k 4

Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Use the multiplication properties of zero and one with whole numbers.	This objective is covered in Every Day Counts Calendar Math, Grade 3.
b Solve addition and subtraction problems using commutative and associative properties (for example, $2 + 3 + 6 = 6 + 3 + 2$; the words commutative and associative will not be used in test items).	This objective is covered in Every Day Counts Calendar Math, Grade 1.

Benchmark 5

Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Use estimation strategies to determine the reasonableness of solutions to problems.	Teacher's Guide: 22, 56, 57, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124, 125

Standard 2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Reproduce, extend, and create patterns, using pictures of geometric shapes.	Teacher's Guide: 18, 19, 20, 23, 32, 33, 34, 40, 46, 47, 52, 53, 53, 60, 61, 66, 67, 74, 75, 79, 80, 87, 88, 102, 103, 121, 122, 123, 128, 129
b Use a pattern to find missing elements (for example, multiples of 2, 3, 5, 10).	Teacher's Guide: 23, 32, 33, 34, 40, 46, 47, 52, 53, 60, 61, 66, 67, 74, 75, 79, 80, 87, 88, 102, 103, 121, 122, 123, 128, 129

Benchmark 3

Recognize when a pattern exists and use that information to solve a problem.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Identify a rule using addition or subtraction patterns and solve a new problem using the rule.	Teacher's Guide: 23, 40, 41, 52, 53, 66, 67, 79, 80, 121, 122
b Given numbers in a table, extend the table.	Teacher's Guide: 57

Benchmark 4

Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Using whole numbers, determine how the change in one quantity affects the change in the other by addition or subtraction (for example, one bicycle has 2 wheels, 2 bicycles have 4 wheels, and 3 bicycles have 6 wheels. How many wheels do 4 bicycles have? The solution could be presented in chart or picture form).	Teacher's Guide: 88

Standard 3

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Organize and display data using tallies, bar graphs, pictographs, or tables.	Teacher's Guide: 27, 28, 41, 42, 43, 54, 55, 56, 57, 67, 68, 69, 80, 81, 83, 94, 95, 96, 97, 108, 110, 111, 123, 133, 134

Benchmark 2

Interpret data using the concepts of largest, smallest, most often, and middle.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Determine the mode from a given a set of numbers, the mode is the number that occurs most often.	Teacher's Guide: 42, 43, 55, 69, 81, 83, 96, 97, 110, 124
b Using various displays of data, interpret and draw conclusions.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 80, 81, 122, 123, 133, 134, 135

Benchmark 3

Generate, analyze, and make predictions based on data obtained from surveys and chance devices.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Determine which outcomes are the most likely, least likely, or equally likely when using a chance device (for example, a spinner).	Teacher's Guide: 94, 95, 96, 97, 108, 109, 110, 111, 122

Benchmark 4

Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Given pictures, determine all the possible combinations of matching a set containing two elements with a set containing three elements.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

Standard 4

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Identify figures which are congruent.	This objective is covered in Every Day Counts Calendar Math, Grade 2.
b Identify a line of symmetry for regular polygons and other familiar objects.	This objective is covered in Every Day Counts Calendar Math, Grade 1.
c Create a figure with at least one line of symmetry.	This objective is covered in Every Day Counts Calendar Math, Grade 1.

B e n c h m a r k 2

Identify, describe, draw, compare, classify, and build physical models of geometric figures.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Identify the characteristics of two-dimensional figures (for example, number of sides or vertices, contains a right angle, contains parallel sides).	Teacher's Guide: 18, 19, 20, 22, 23, 29, 46, 47, 60, 61, 113, 134, 135
b Identify points, lines, and line segments.	This objective is covered in Every Day Counts Calendar Math, Grade 2.
c Identify three-dimensional figures (for example, cubes, spheres, cylinders, cones and pyramids).	Teacher's Guide: 27, 28, 29, 60, 61, 74, 75, 102, 103, 116, 117, 133, 134, 135
d Identify right angles.	This objective is covered in Every Day Counts Calendar Math, Grade 1.
e Create and identify the results of combining or subdividing given geometric shapes (for example, pattern blocks, tangrams).	This objective is covered in Every Day Counts Calendar Math, Grade 2.

B e n c h m a r k 3

Relate geometric figures to measurement and number sense.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Find the perimeter of a polygon.	Teacher's Guide: 24

S t a n d a r d 5

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Know, use, describe, and estimate measure of length, perimeter, capacity, weight, time, and temperature.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Use an analog and digital clock, tell time to the nearest 5 minutes.	Teacher's Guide: 86

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
b Read and interpret pictorial representations of measurements of length, weight, temperature, and capacity.	Teacher's Guide: 54, 55, 56, 57, 69, 70, 71, 80, 81, 82, 83, 98, 99, 112, 113, 122, 123, 124, 125
c Choose the appropriate tool to measure familiar objects/situations containing length, weight, temperature or time.	Teacher's Guide: 69, 70, 71, 112, 113, 124, 125

B e n c h m a r k 2

Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Compare objects according to the measurable attributes of length, capacity, weight, or temperature.	Teacher's Guide: 43, 54, 55, 56, 57, 69, 70, 71, 80, 81, 82, 83, 98, 99, 112, 113, 122, 123, 124, 125, 135

B e n c h m a r k 3

Demonstrate the process of measuring and explaining the concepts related to units of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Measure the length of objects including the sides of rectangles and squares to the nearest inch and centimeter.	This objective is covered in Every Day Counts Calendar Math, Grade 1.

B e n c h m a r k 4

Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Approximate the measurement of familiar objects using standard units (for example, a paper clip is about one inch).	Teacher's Guide: 56, 57, 69, 70, 71, 82, 83

Standard 6

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Using pictures, diagrams, numbers or words, demonstrate addition and subtraction of whole numbers with 2-digit numbers.	This objective is covered in Every Day Counts Calendar Math, Grade 2.

Benchmark 2

Add and subtract commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Using pictures, demonstrate addition and subtraction of proper fractions with common denominators of four or less.	This objective is covered in Every Day Counts Calendar Math, Grade 1.
b Using money notation, add and subtract commonly used decimals in which sums and differences should not exceed \$10.00.	This objective is covered in Every Day Counts Calendar Math, Grade 1.

Benchmark 3

Demonstrate understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Demonstrate understanding of basic multiplication facts of 1's, 2's, 3's, 5's, 10's.	This objective is covered in Every Day Counts Calendar Math, Grade 1.
b Demonstrate proficiency with basic addition and subtraction facts.	Teacher's Guide: 41, 48, 49, 64, 65, 66, 78, 79, 90, 91, 105, 106, 131, 132

B e n c h m a r k 4

Construct, use, and explain procedures to compute and estimate with whole numbers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Use estimation strategies with whole numbers prior to performing the operation the operations of addition and subtraction (for example, front-end estimation, estimation by rounding, friendly numbers, flexible rounding, clustering).	Teacher's Guide: 22, 56, 57, 69, 70, 71, 82, 83, 98, 99, 124, 125
b Demonstrate three basic operations of whole numbers (for example, addition and subtraction of three digits, and multiplication of multiples of ten by 1, 2, 3, 5).	This objective is covered in Every Day Counts Calendar Math, Grade 2.

B e n c h m a r k 5

Select and use appropriate methods for computing with whole numbers in problem-solving situations from mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Kindergarten
a Given a real world problem-solving situation, use addition, subtraction, or multiplication to solve the problem.	Teacher's Guide: 41, 48, 49, 64, 65, 66, 78, 79, 90, 91, 105, 106, 131, 132
b Determine from real-world problems, whether an estimated or exact sum, difference, or product is acceptable.	Teacher's Guide: 22, 56, 57, 69, 70, 71, 82, 83, 98, 99, 124, 125



Every Day Counts Calendar Math © 2005 Grade 1
correlated to
Colorado's Standards
CSAP Mathematics Assessment Framework
Grade 3

S t a n d a r d 1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Demonstrate meanings for whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Identify whether a given number is odd or even.	Teacher's Guide: 87, 88, 98, 99
b Identify the fractional part of a drawing or a set (restricted to halves, thirds, fourths).	Teacher's Guide: 43, 55, 56, 57, 87, 88, 95, 96, 98, 102, 103
c Using concrete materials or pictures identify different combinations of coins up to \$0.99.	Teacher's Guide: 57, 58, 59, 69, 70, 80, 81, 95, 96, 108, 109, 133

B e n c h m a r k 2

Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Read, write, and order numerals 0-9,999.	Teacher's Guide: 30, 31, 48, 49, 62, 63, 64, 66, 67, 74, 75, 77, 78, 87, 88, 91, 92, 102, 103, 116, 117, 128, 129, 130
b Read the number words for selected numbers from zero to nine thousand, nine hundred ninety-nine.	Teacher's Guide: 27, 40, 57, 59, 66, 68, 70, 77, 79, 80, 91, 95, 105, 107, 108, 121
c Identify place value through ten-thousands (for example, in 86,243, '6' is in the thousands place).	Teacher's Guide: 24, 25, 26, 27, 36, 37, 38, 40, 41, 42, 52, 53, 55, 56, 57, 66, 67, 86, 91, 92, 93, 94, 107, 108, 121, 122, 131, 132

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
d Generate equivalent representations for the same number up to a 4-digit number (for example; $25 = 20 + 5$ or $10 + 15$ or 2 tens and 5 ones).	Teacher's Guide: 24, 25, 26, 27, 34, 35, 36, 55, 56, 57, 68, 69, 79, 92, 93, 94, 107, 108, 121, 122, 131, 132
e Compare whole numbers as greater than, less than, or equal to one another using words or symbols.	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 34, 35, 36, 37, 38, 48, 49, 52, 53, 62, 63, 64, 66, 67, 77, 78, 86, 87, 88, 91, 92, 98, 99, 102, 103, 116, 117, 128, 129, 130, 131

B e n c h m a r k 3

Use numbers to count, to measure, to label, and to indicate location.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Locate, label, or count forward from any even number by 2's and from any number by 10's and 100's up to 999.	Teacher's Guide: 24, 25, 26, 27, 40, 41, 42, 52, 53, 55, 56, 57, 66, 67, 68, 79, 91, 92, 107, 121, 131, 132
b Locate and label $1/2$'s between whole numbers on the number line.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

B e n c h m a r k 4

Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $1/3$, $3/4$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Use the multiplication properties of zero and one with whole numbers.	This objective is covered in Every Day Counts Calendar Math, Grade 3.
b Solve addition and subtraction problems using commutative and associative properties (for example, $2 + 3 + 6 = 6 + 3 + 2$; the words commutative and associative will not be used in test items).	Teacher's Guide: 25, 37, 131

Benchmark 5

Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Use estimation strategies to determine the reasonableness of solutions to problems.	Teacher's Guide: 38, 39, 40, 54, 55, 86, 105, 106, 119, 120, 121

Standard 2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Reproduce, extend, and create patterns, using pictures of geometric shapes.	Teacher's Guide: 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 55, 56, 57, 62, 63, 74, 75, 79, 87, 88, 102, 103, 116, 117, 128, 129
b Use a pattern to find missing elements (for example, multiples of 2, 3, 5, 10).	Teacher's Guide: 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 55, 56, 57, 62, 63, 74, 75, 79, 87, 88, 102, 103, 116, 117, 128, 129

Benchmark 3

Recognize when a pattern exists and use that information to solve a problem.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Identify a rule using addition or subtraction patterns and solve a new problem using the rule.	Teacher's Guide: 24, 25, 26, 27, 40, 41, 42, 55, 56, 57
b Given numbers in a table, extend the table.	Teacher's Guide: 99

Benchmark 4

Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Using whole numbers, determine how the change in one quantity affects the change in the other by addition or subtraction (for example, one bicycle has 2 wheels, 2 bicycles have 4 wheels, and 3 bicycles have 6 wheels. How many wheels do 4 bicycles have? The solution could be presented in chart or picture form).	Teacher's Guide: 88, 89, 99

Standard 3

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Organize and display data using tallies, bar graphs, pictographs, or tables.	Teacher's Guide: 30, 31, 34, 35, 36, 44, 45, 62, 63, 64, 74, 75, 83, 87, 88, 95, 96, 98, 99, 102, 103, 111, 112, 123, 124, 125, 128, 129, 130, 134, 135

Benchmark 2

Interpret data using the concepts of largest, smallest, most often, and middle.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Determine the mode from a given a set of numbers, the mode is the number that occurs most often.	Teacher's Guide: 44, 45, 83, 111, 112, 124, 124, 135
b Using various displays of data, interpret and draw conclusions.	Teacher's Guide: 83, 98, 99, 111, 112, 123, 124, 125, 134, 135

B e n c h m a r k 3

Generate, analyze, and make predictions based on data obtained from surveys and chance devices.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Determine which outcomes are the most likely, least likely, or equally likely when using a chance device (for example, a spinner).	Teacher's Guide: 35, 36, 70, 89

B e n c h m a r k 4

Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Given pictures, determine all the possible combinations of matching a set containing two elements with a set containing three elements.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

S t a n d a r d 4

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Identify figures which are congruent.	This objective is covered in Every Day Counts Calendar Math, Grade 2.
b Identify a line of symmetry for regular polygons and other familiar objects.	Teacher's Guide: 88, 89
c Create a figure with at least one line of symmetry.	Teacher's Guide: 88, 89

B e n c h m a r k 2

Identify, describe, draw, compare, classify, and build physical models of geometric figures.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Identify the characteristics of two-dimensional figures (for example, number of sides or vertices, contains a right angle, contains parallel sides).	Teacher's Guide: 34, 35, 48, 49, 87, 88, 116, 117
b Identify points, lines, and line segments.	This objective is covered in Every Day Counts Calendar Math, Grade 2.
c Identify three-dimensional figures (for example, cubes, spheres, cylinders, cones and pyramids).	Teacher's Guide: 62, 63, 64, 128, 129, 134, 135
d Identify right angles.	Teacher's Guide: 18, 19, 20, 34, 35, 36, 48, 49, 134, 135
e Create and identify the results of combining or subdividing given geometric shapes (for example, pattern blocks, tangrams).	This objective is covered in Every Day Counts Calendar Math, Grade 2.

B e n c h m a r k 3

Relate geometric figures to measurement and number sense.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Find the perimeter of a polygon.	This objective is covered in Every Day Counts Calendar Math, Grades K and 2.

S t a n d a r d 5

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Know, use, describe, and estimate measure of length, perimeter, capacity, weight, time, and temperature.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Use an analog and digital clock, tell time to the nearest 5 minutes.	Teacher's Guide: 28, 29, 30, 43, 57, 58, 59, 70, 71, 81, 82, 97, 98, 110, 111

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
b Read and interpret pictorial representations of measurements of length, weight, temperature, and capacity.	Teacher's Guide: 38, 39, 40, 54, 55, 105, 106, 119, 120, 121
c Choose the appropriate tool to measure familiar objects/situations containing length, weight, temperature or time.	Teacher's Guide: 54, 55, 119, 120, 121

B e n c h m a r k 2

Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Compare objects according to the measurable attributes of length, capacity, weight, or temperature.	Teacher's Guide: 38, 39, 40, 54, 55, 105, 106

B e n c h m a r k 3

Demonstrate the process of measuring and explaining the concepts related to units of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Measure the length of objects including the sides of rectangles and squares to the nearest inch and centimeter.	Teacher's Guide: 54, 55, 119, 120, 121

B e n c h m a r k 4

Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Approximate the measurement of familiar objects using standard units (for example, a paper clip is about one inch).	Teacher's Guide: 38, 39, 40, 52, 53, 86, 105, 106, 119, 120, 121

Standard 6

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Using pictures, diagrams, numbers or words, demonstrate addition and subtraction of whole numbers with 2-digit numbers.	This objective is covered in Every Day Counts Calendar Math, Grade 2.

Benchmark 2

Add and subtract commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Using pictures, demonstrate addition and subtraction of proper fractions with common denominators of four or less.	Teacher's Guide: 55, 56, 68, 79
b Using money notation, add and subtract commonly used decimals in which sums and differences should not exceed \$10.00.	Teacher's Guide: 57, 58, 69, 70, 80, 81, 95, 96, 108, 109, 122, 123, 133

Benchmark 3

Demonstrate understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Demonstrate understanding of basic multiplication facts of 1's, 2's, 3's, 5's, 10's.	Teacher's Guide: 88
b Demonstrate proficiency with basic addition and subtraction facts.	Teacher's Guide: 21, 22, 23, 24, 25, 26, 27, 36, 37, 38, 40, 41, 42, 50, 51, 64, 65, 66, 67, 75, 76, 77, 89, 90, 104, 105, 107, 108, 117, 118, 130, 131

B e n c h m a r k 4

Construct, use, and explain procedures to compute and estimate with whole numbers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Use estimation strategies with whole numbers prior to performing the operation the operations of addition and subtraction (for example, front-end estimation, estimation by rounding, friendly numbers, flexible rounding, clustering).	Teacher's Guide: 38, 39, 40, 54, 55, 86, 105, 106, 119, 120
b Demonstrate three basic operations of whole numbers (for example, addition and subtraction of three digits, and multiplication of multiples of ten by 1, 2, 3, 5).	This objective is covered in Every Day Counts Calendar Math, Grade 2.

B e n c h m a r k 5

Select and use appropriate methods for computing with whole numbers in problem-solving situations from mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 1
a Given a real world problem-solving situation, use addition, subtraction, or multiplication to solve the problem.	Teacher's Guide: 21, 22, 23, 36, 37, 38, 42, 50, 51, 64, 65, 75, 76, 77, 89, 90, 104, 117, 118
b Determine from real-world problems, whether an estimated or exact sum, difference, or product is acceptable.	Teacher's Guide: 38, 39, 40, 54, 55, 86, 105, 106, 119, 120



Every Day Counts Calendar Math © 2005 Grade 2
correlated to
Colorado's Standards
CSAP Mathematics Assessment Framework
Grade 3

S t a n d a r d 1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Demonstrate meanings for whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Identify whether a given number is odd or even.	Teacher's Guide: 18, 19, 20
b Identify the fractional part of a drawing or a set (restricted to halves, thirds, fourths).	Teacher's Guide: 58, 59, 87, 105, 106, 107, 108
c Using concrete materials or pictures identify different combinations of coins up to \$0.99.	Teacher's Guide: 25, 26, 27, 37, 38, 55, 56, 68, 81, 82, 96, 97, 109, 110, 111, 122, 123

B e n c h m a r k 2

Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Read, write, and order numerals 0-9,999.	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 46, 47, 48, 66, 67, 68, 72, 73, 109, 110
b Read the number words for selected numbers from zero to nine thousand, nine hundred ninety-nine.	Teacher's Guide: 21, 23, 34, 53, 63, 64, 68, 72, 74, 75, 89, 96, 105, 107, 109, 122, 128
c Identify place value through ten-thousands (for example, in 86,243, '6' is in the thousands place).	Teacher's Guide: 23, 24, 25, 36, 37, 53, 54, 55, 64, 65, 66, 67, 75, 76, 77, 80, 81, 89, 90, 94, 95, 96, 109, 110, 121, 122, 127, 128

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
d Generate equivalent representations for the same number up to a 4-digit number (for example; $25 = 20 + 5$ or $10 + 15$ or 2 tens and 5 ones).	Teacher's Guide: 66, 67, 80, 81, 109, 110, 122
e Compare whole numbers as greater than, less than, or equal to one another using words or symbols.	Teacher's Guide: 23, 24, 25, 32, 33, 34, 46, 47, 48, 66, 67, 68, 72, 73, 80, 81, 109, 110

B e n c h m a r k 3

Use numbers to count, to measure, to label, and to indicate location.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Locate, label, or count forward from any even number by 2's and from any number by 10's and 100's up to 999.	Teacher's Guide: 23, 24, 25, 66, 67, 68, 80, 81, 89, 90, 91, 92, 94, 95, 96, 109, 110
b Locate and label $1/2$'s between whole numbers on the number line.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

B e n c h m a r k 4

Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $1/3$, $3/4$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Use the multiplication properties of zero and one with whole numbers.	This objective is covered in Every Day Counts Calendar Math, Grade 3.
b Solve addition and subtraction problems using commutative and associative properties (for example, $2 + 3 + 6 = 6 + 3 + 2$; the words commutative and associative will not be used in test items).	Teacher's Guide: 22, 35, 49, 64

Benchmark 5

Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Use estimation strategies to determine the reasonableness of solutions to problems.	Teacher's Guide: 50, 51, 52, 64, 65, 66, 92, 93, 94, 107, 108, 119, 120, 121

Standard 2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Reproduce, extend, and create patterns, using pictures of geometric shapes.	Teacher's Guide: 18, 19, 20, 32, 33, 34, 36, 37, 46, 47, 48, 62, 63, 72, 73, 87, 102, 103, 116, 126, 127
b Use a pattern to find missing elements (for example, multiples of 2, 3, 5, 10).	Teacher's Guide: 18, 19, 20, 32, 33, 34, 36, 37, 46, 47, 48, 62, 63, 72, 73, 87, 102, 103, 116, 126, 127

Benchmark 3

Recognize when a pattern exists and use that information to solve a problem.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Identify a rule using addition or subtraction patterns and solve a new problem using the rule.	Teacher's Guide: 32, 33, 34, 36, 37, 46, 47, 48, 62, 63, 72, 73, 87, 126, 127
b Given numbers in a table, extend the table.	Teacher's Guide: 126, 127

Benchmark 4

Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Using whole numbers, determine how the change in one quantity affects the change in the other by addition or subtraction (for example, one bicycle has 2 wheels, 2 bicycles have 4 wheels, and 3 bicycles have 6 wheels. How many wheels do 4 bicycles have? The solution could be presented in chart or picture form).	Teacher's Guide: 126, 127

Standard 3

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Organize and display data using tallies, bar graphs, pictographs, or tables.	Teacher's Guide: 18, 19, 20, 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 80, 83, 98, 99, 111, 112, 113

Benchmark 2

Interpret data using the concepts of largest, smallest, most often, and middle.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Determine the mode from a given a set of numbers, the mode is the number that occurs most often.	Teacher's Guide: 28, 41, 42, 43, 52, 59, 78, 79, 80
b Using various displays of data, interpret and draw conclusions.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 80, 83, 98, 99, 111, 112, 113

Benchmark 3

Generate, analyze, and make predictions based on data obtained from surveys and chance devices.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Determine which outcomes are the most likely, least likely, or equally likely when using a chance device (for example, a spinner).	Teacher's Guide: 86, 98, 99, 111, 112, 113

Benchmark 4

Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Given pictures, determine all the possible combinations of matching a set containing two elements with a set containing three elements.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

Standard 4

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Identify figures which are congruent.	Teacher's Guide: 32, 33, 34, 72, 73, 87, 116
b Identify a line of symmetry for regular polygons and other familiar objects.	Teacher's Guide: 72, 73, 87, 116
c Create a figure with at least one line of symmetry.	Teacher's Guide: 72, 73, 116

B e n c h m a r k 2

Identify, describe, draw, compare, classify, and build physical models of geometric figures.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Identify the characteristics of two-dimensional figures (for example, number of sides or vertices, contains a right angle, contains parallel sides).	Teacher's Guide: 18, 19, 20, 29, 32, 33, 34, 48, 62, 63, 72, 73, 87, 98, 99, 116
b Identify points, lines, and line segments.	Teacher's Guide: 72, 73
c Identify three-dimensional figures (for example, cubes, spheres, cylinders, cones and pyramids).	Teacher's Guide: 46, 47, 130, 131
d Identify right angles.	Teacher's Guide: 18, 19, 20
e Create and identify the results of combining or subdividing given geometric shapes (for example, pattern blocks, tangrams).	Teacher's Guide: 73

B e n c h m a r k 3

Relate geometric figures to measurement and number sense.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Find the perimeter of a polygon.	Teacher's Guide: 92, 93

S t a n d a r d 5

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Know, use, describe, and estimate measure of length, perimeter, capacity, weight, time, and temperature.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Use an analog and digital clock, tell time to the nearest 5 minutes.	Teacher's Guide: 39, 40, 41, 57, 68, 69, 91, 92, 105, 106
b Read and interpret pictorial representations of measurements of length, weight, temperature, and capacity.	Teacher's Guide: 50, 51, 52, 78, 79, 80, 86, 92, 93, 94, 107, 108, 119, 120, 121

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
c Choose the appropriate tool to measure familiar objects/situations containing length, weight, temperature or time.	Teacher's Guide: 50, 51, 52, 78, 79, 80, 92, 93, 94, 107, 108, 119, 120, 121

B e n c h m a r k 2

Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Compare objects according to the measurable attributes of length, capacity, weight, or temperature.	Teacher's Guide: 52, 78, 79, 93, 107, 119, 120

B e n c h m a r k 3

Demonstrate the process of measuring and explaining the concepts related to units of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Measure the length of objects including the sides of rectangles and squares to the nearest inch and centimeter.	Teacher's Guide: 50, 51, 52, 92, 93, 94

B e n c h m a r k 4

Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Approximate the measurement of familiar objects using standard units (for example, a paper clip is about one inch).	Teacher's Guide: 50, 51, 52, 78, 79, 80, 92, 93, 94, 107, 108, 119, 120, 121

Standard 6

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Using pictures, diagrams, numbers or words, demonstrate addition and subtraction of whole numbers with 2-digit numbers.	Teacher's Guide: 53, 54, 56, 65, 66, 67, 76, 77, 81, 82, 90, 109

Benchmark 2

Add and subtract commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Using pictures, demonstrate addition and subtraction of proper fractions with common denominators of four or less.	This objective is covered in Every Day Counts Calendar Math, Grade 3.
b Using money notation, add and subtract commonly used decimals in which sums and differences should not exceed \$10.00.	Teacher's Guide: 38, 55, 68, 82, 97, 111, 123

Benchmark 3

Demonstrate understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Demonstrate understanding of basic multiplication facts of 1's, 2's, 3's, 5's, 10's.	Teacher's Guide: 20, 21, 22, 25, 26, 27, 34, 35, 36, 48, 49, 50, 51, 52, 62, 63, 74, 75, 105, 106
b Demonstrate proficiency with basic addition and subtraction facts.	Teacher's Guide: 20, 21, 22, 34, 35, 36, 48, 49, 50, 62, 63, 66, 67, 68, 74, 75, 80, 81, 82, 88, 89, 96, 97

B e n c h m a r k 4

Construct, use, and explain procedures to compute and estimate with whole numbers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Use estimation strategies with whole numbers prior to performing the operation the operations of addition and subtraction (for example, front-end estimation, estimation by rounding, friendly numbers, flexible rounding, clustering).	Teacher's Guide: 50, 51, 52, 53, 54, 55, 64, 65, 66, 67, 68, 80, 81, 92, 93, 94, 95, 96, 107, 108, 109, 110, 119, 120, 121
b Demonstrate three basic operations of whole numbers (for example, addition and subtraction of three digits, and multiplication of multiples of ten by 1, 2, 3, 5).	Teacher's Guide: 76, 77, 81, 109

B e n c h m a r k 5

Select and use appropriate methods for computing with whole numbers in problem-solving situations from mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 2
a Given a real world problem-solving situation, use addition, subtraction, or multiplication to solve the problem.	Teacher's Guide: 20, 21, 22, 25, 26, 34, 35, 36, 48, 49, 50, 51, 52, 62, 63, 66, 67, 68, 74, 75, 80, 81, 82, 88, 89, 96, 97, 105, 106, 109, 110, 117, 118, 119
b Determine from real-world problems, whether an estimated or exact sum, difference, or product is acceptable.	Teacher's Guide: 50, 51, 52, 64, 65, 66, 92, 93, 94, 107, 108, 119, 120, 121



Every Day Counts Calendar Math © 2005 Grade 3
correlated to
Colorado's Standards
CSAP Mathematics Assessment Framework
Grade 3

S t a n d a r d 1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Demonstrate meanings for whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Identify whether a given number is odd or even.	Teacher's Guide: 18, 19, 20, 23, 24, 25, 39, 40, 48, 49, 55, 56, 57, 82, 83, 95, 96, 97, 98, 123, 124
b Identify the fractional part of a drawing or a set (restricted to halves, thirds, fourths).	Teacher's Guide: 53, 88, 89, 93, 116, 117
c Using concrete materials or pictures identify different combinations of coins up to \$0.99.	Teacher's Guide: 42, 43, 44, 58, 59, 60, 71, 71, 95, 96, 97, 98, 109, 110, 111, 123, 124, 125, 133, 134

B e n c h m a r k 2

Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Read, write, and order numerals 0-9,999.	Teacher's Guide: 41, 42, 55, 56, 57, 69, 70, 80, 81, 82
b Read the number words for selected numbers from zero to nine thousand, nine hundred ninety-nine.	Teacher's Guide: 57, 58, 95, 96, 97, 133, 134
c Identify place value through ten-thousands (for example, in 86,243, '6' is in the thousands place).	Teacher's Guide: 23, 24, 25, 26, 27, 39, 40, 41, 42, 57, 58, 70, 118, 119, 121, 122, 133, 134

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
d Generate equivalent representations for the same number up to a 4-digit number (for example; $25 = 20 + 5$ or $10 + 15$ or 2 tens and 5 ones).	Teacher's Guide: 57, 58, 64, 70, 82, 83, 95, 96, 97, 123, 124, 133, 134
e Compare whole numbers as greater than, less than, or equal to one another using words or symbols.	Teacher's Guide: 69, 70, 80, 81, 82, 108, 109

B e n c h m a r k 3

Use numbers to count, to measure, to label, and to indicate location.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Locate, label, or count forward from any even number by 2's and from any number by 10's and 100's up to 999.	Teacher's Guide: 18, 19, 23, 24, 25, 32, 33, 39, 40, 55, 56, 57, 80, 81, 93, 94, 95, 118, 119, 121, 122
b Locate and label $1/2$'s between whole numbers on the number line.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

B e n c h m a r k 4

Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $1/3$, $3/4$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Use the multiplication properties of zero and one with whole numbers.	Teacher's Guide: 122, 130, 131
b Solve addition and subtraction problems using commutative and associative properties (for example, $2 + 3 + 6 = 6 + 3 + 2$; the words commutative and associative will not be used in test items).	Teacher's Guide: 20, 21, 22, 23, 33, 34, 35, 49, 50, 51, 52, 53, 55, 56, 57, 64, 69, 70, 76, 77, 78, 82, 90, 91, 103, 104, 105, 118, 119, 122, 123, 130, 131

Benchmark 5

Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Use estimation strategies to determine the reasonableness of solutions to problems.	Teacher's Guide: 26, 27, 42, 69, 70, 71, 82, 83, 109, 110, 120, 121, 123, 124, 133, 134

Standard 2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Reproduce, extend, and create patterns, using pictures of geometric shapes.	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 48, 49, 64, 65, 74, 75, 76, 88, 89, 95, 96, 97, 102, 103, 116, 117
b Use a pattern to find missing elements (for example, multiples of 2, 3, 5, 10).	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 48, 49, 64, 65, 74, 75, 76, 88, 89, 95, 96, 97, 102, 103, 116, 117

Benchmark 3

Recognize when a pattern exists and use that information to solve a problem.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Identify a rule using addition or subtraction patterns and solve a new problem using the rule.	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 48, 49, 64, 65, 74, 75, 76, 82, 83, 88, 89, 95, 96, 97, 116, 117
b Given numbers in a table, extend the table.	Teacher's Guide: 102, 103

Benchmark 4

Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Using whole numbers, determine how the change in one quantity affects the change in the other by addition or subtraction (for example, one bicycle has 2 wheels, 2 bicycles have 4 wheels, and 3 bicycles have 6 wheels. How many wheels do 4 bicycles have? The solution could be presented in chart or picture form).	Teacher's Guide: 65, 88, 89, 102, 103

Standard 3

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Organize and display data using tallies, bar graphs, pictographs, or tables.	Teacher's Guide: 28, 29, 42, 44, 45, 59, 84, 85, 98, 99, 102, 103, 112, 113, 134, 135

Benchmark 2

Interpret data using the concepts of largest, smallest, most often, and middle.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Determine the mode from a given a set of numbers, the mode is the number that occurs most often.	Teacher's Guide: 29, 44, 45, 85, 112, 113, 134, 135
b Using various displays of data, interpret and draw conclusions.	Teacher's Guide: 28, 29, 42, 44, 45, 59, 84, 85, 98, 99, 102, 103, 112, 113, 134, 135

B e n c h m a r k 3

Generate, analyze, and make predictions based on data obtained from surveys and chance devices.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Determine which outcomes are the most likely, least likely, or equally likely when using a chance device (for example, a spinner).	Teacher's Guide: 28, 29, 98, 99

B e n c h m a r k 4

Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Given pictures, determine all the possible combinations of matching a set containing two elements with a set containing three elements.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

S t a n d a r d 4

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Identify figures which are congruent.	Teacher's Guide: 48, 49, 64, 65, 78, 79, 80
b Identify a line of symmetry for regular polygons and other familiar objects.	Teacher's Guide: 116, 117
c Create a figure with at least one line of symmetry.	Teacher's Guide: 116, 117

B e n c h m a r k 2

Identify, describe, draw, compare, classify, and build physical models of geometric figures.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Identify the characteristics of two-dimensional figures (for example, number of sides or vertices, contains a right angle, contains parallel sides).	Teacher's Guide: 18, 19, 20, 32, 33, 48, 49, 64, 65
b Identify points, lines, and line segments.	Teacher's Guide: 60, 61
c Identify three-dimensional figures (for example, cubes, spheres, cylinders, cones and pyramids).	Teacher's Guide: 74, 75, 76, 128, 129
d Identify right angles.	Teacher's Guide: 18, 19, 20, 48, 49, 116, 117
e Create and identify the results of combining or subdividing given geometric shapes (for example, pattern blocks, tangrams).	Teacher's Guide: 65

B e n c h m a r k 3

Relate geometric figures to measurement and number sense.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Find the perimeter of a polygon.	Teacher's Guide: 78, 79, 80

S t a n d a r d 5

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Know, use, describe, and estimate measure of length, perimeter, capacity, weight, time, and temperature.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Use an analog and digital clock, tell time to the nearest 5 minutes.	Teacher's Guide: 37, 38, 39, 53, 54, 55, 68, 107, 108
b Read and interpret pictorial representations of measurements of length, weight, temperature, and capacity.	Teacher's Guide: 35, 36, 37, 44, 45, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 120, 121

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
c Choose the appropriate tool to measure familiar objects/situations containing length, weight, temperature or time.	Teacher's Guide: 91, 92, 93, 105, 106, 120, 121

B e n c h m a r k 2

Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Compare objects according to the measurable attributes of length, capacity, weight, or temperature.	Teacher's Guide: 92, 105, 106, 121

B e n c h m a r k 3

Demonstrate the process of measuring and explaining the concepts related to units of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Measure the length of objects including the sides of rectangles and squares to the nearest inch and centimeter.	Teacher's Guide: 35, 36, 37, 51, 52, 53, 78, 79, 80

B e n c h m a r k 4

Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Approximate the measurement of familiar objects using standard units (for example, a paper clip is about one inch).	Teacher's Guide: 35, 36, 37, 44, 45, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 120, 121

Standard 6

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Using pictures, diagrams, numbers or words, demonstrate addition and subtraction of whole numbers with 2-digit numbers.	Teacher's Guide: 27, 40

Benchmark 2

Add and subtract commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Using pictures, demonstrate addition and subtraction of proper fractions with common denominators of four or less.	Teacher's Guide: 91, 92, 93
b Using money notation, add and subtract commonly used decimals in which sums and differences should not exceed \$10.00.	Teacher's Guide: 42, 43, 44, 58, 59, 60, 71, 97, 98, 110, 111, 125, 134

Benchmark 3

Demonstrate understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Demonstrate understanding of basic multiplication facts of 1's, 2's, 3's, 5's, 10's.	Teacher's Guide: 66, 67, 68, 70, 76, 77, 78, 80, 81, 82, 90, 91, 93, 94, 95, 121, 122, 123
b Demonstrate proficiency with basic addition and subtraction facts.	Teacher's Guide: 20, 21, 22, 23, 33, 34, 35, 49, 50, 51, 66, 67, 68, 70, 90, 91, 121, 122, 123

B e n c h m a r k 4

Construct, use, and explain procedures to compute and estimate with whole numbers.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Use estimation strategies with whole numbers prior to performing the operation the operations of addition and subtraction (for example, front-end estimation, estimation by rounding, friendly numbers, flexible rounding, clustering).	Teacher's Guide: 26, 27, 41, 42, 69, 70, 71, 82, 83, 109, 110, 120, 121, 123, 124, 133, 134
b Demonstrate three basic operations of whole numbers (for example, addition and subtraction of three digits, and multiplication of multiples of ten by 1, 2, 3, 5).	Teacher's Guide: 41, 118, 119

B e n c h m a r k 5

Select and use appropriate methods for computing with whole numbers in problem-solving situations from mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods.

Assessment Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
a Given a real world problem-solving situation, use addition, subtraction, or multiplication to solve the problem.	Teacher's Guide: 22, 24, 25, 26, 27, 35, 36, 40, 51, 52, 53, 57, 58, 59, 67, 68, 69, 70, 71, 77, 78, 79, 80, 81, 82, 92, 93, 94, 96, 97, 102, 103, 110, 111, 119, 120, 121, 123, 124, 125, 133, 134
b Determine from real-world problems, whether an estimated or exact sum, difference, or product is acceptable.	Teacher's Guide: 26, 27, 41, 42, 69, 70, 71, 82, 83, 109, 110, 120, 121, 123, 124, 133, 134



Every Day Counts Calendar Math © 2005 Grade 4
correlated to
Colorado's Standards
CSAP Mathematics Assessment Framework
Grade 4

S t a n d a r d 1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Demonstrate meanings for whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Using concrete materials and visual representations, compare, order, and represent decimal fractions of tenths, hundredths, and commonly used fractions with like and unlike denominators such as: halves, fourths, and tenths (for example, may use base-ten blocks, pictures, fraction strips, fraction circles).	Teacher's Guide: 26, 27, 28, 38, 39, 40, 52, 53, 54, 55, 56, 57, 58, 59, 66, 67, 68, 69, 70, 81, 82, 83, 84, 101, 102, 103, 109, 110, 126, 127, 128
b Recognize different combinations of currency and coins for a set amount up to \$10.00.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 42, 50, 51, 52, 57, 58, 59, 63, 64, 65, 66, 68, 69, 70, 72, 79, 80, 87, 88, 94, 95, 99, 100, 108, 109, 113, 122, 123, 124, 136, 137

B e n c h m a r k 2

Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Read, write, and order numerals and number words from 0-99,999.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 37, 50, 51, 52, 63, 64, 65, 66, 67, 79, 80, 94, 95, 108, 109, 113, 122, 123, 124, 128, 129, 130, 136, 137
b Identify place value through 99,999.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 50, 51, 52, 63, 64, 65, 66, 67, 79, 80, 94, 95, 108, 109, 113, 122, 123, 124, 128, 129, 130, 136, 137

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
c Generate equivalent representations for whole numbers up to 99,999 (for example: $87459 = 80,000 + 7,000 + 400 + 50 + 9$ or $36 = 30 + 6$ or 2 tens + 16 ones).	Teacher's Guide: 34, 35, 36, 50, 51, 52, 79, 80, 108, 109

B e n c h m a r k 3

Use numbers to count, to measure, to label, and to indicate location.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Using a number line, a hundreds chart or other number chart, locate, label, or count from any number by 2s, 3s, 5s, 10s, or 100s.	Teacher's Guide: 23, 24, 25, 26, 40, 41, 56, 57, 70, 71, 97, 98, 111, 112, 128, 129, 130, 137, 138, 139
b Locate and label halves, and multiples of fourths, and thirds, between whole numbers on a number line.	Teacher's Guide: 54, 55, 56

B e n c h m a r k 4

Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $1/3$, $3/4$, 0.5, 0.75).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Show division of whole numbers is not commutative (1-digit into 2-digits).	This objective is not covered in this text. (See <i>Math to Know</i> .)
b Use number properties with any of the four basic operations (commutative, associative, properties of zero and one).	Teacher's Guide: 25, 26, 40, 41, 62, 97, 98, 120, 121, 122

B e n c h m a r k 5

Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Use estimation strategies to determine the reasonableness of solutions involving the four basic operations.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 37, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137
b Use estimation to round to the nearest dollar in context and determine reasonableness.	Teacher's Guide: 50, 51, 52, 63, 64, 65, 66, 108, 109

S t a n d a r d 2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Reproduce, extend, create, or describe patterns, using pictures, geometric shapes, or numbers.	Teacher's Guide: 18, 19, 20, 32, 33, 34, 48, 49, 50, 62, 63, 76, 77, 78, 92, 93, 94, 106, 107, 108, 120, 121, 122, 134, 135, 136
b Determine missing element in a pattern using pictures, geometric shapes, or numbers.	Teacher's Guide: 18, 19, 20, 32, 33, 34, 48, 49, 50, 62, 63, 76, 77, 78, 92, 93, 94, 106, 107, 108, 120, 121, 122, 134, 135, 136

B e n c h m a r k 2

Describe patterns and other relationships using tables, graphs, and open sentences.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Display numbers in tables or graphs, to show patterns.	Teacher's Guide: 32, 33, 34, 76, 77, 108
b Describe patterns given in tables or graphs.	Teacher's Guide: 32, 33, 34, 76, 77, 108

Benchmark 3

Recognize when a pattern exists and use that information to solve a problem.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Identify a rule using addition, subtraction, or multiplication and solve a problem using the rule (for example, function boxes, input/output boxes, T charts).	Teacher's Guide: 32, 33, 34, 76, 77, 108

Benchmark 4

Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Using whole numbers, determine how a change in one quantity affects a change in another by addition, subtraction, or multiplication (for example, Maria is making ladybugs. For 1 ladybug, she needs 6 black dots, for 2 ladybugs, she needs 12 dots. How many black dots will she need for 4 lady bugs?).	Teacher's Guide: 32, 33, 34, 76, 77, 108

Standard 3

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Organize, construct, read and interpret a table, line plot, bar graph and/or pictograph from given data.	Teacher's Guide: 23, 24, 25, 26, 28, 29, 44, 45, 88, 89, 92, 101, 102, 103, 115, 116, 117, 136, 137, 139

Benchmark 2

Interpret data using the concepts of largest, smallest, most often, and middle.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Draw conclusions from a given data display.	Teacher's Guide: 28, 29, 88, 89
b Find the median, the mode, the smallest and the largest element in a set of data.	Teacher's Guide: 115, 116, 117

Benchmark 3

Generate, analyze, and make predictions based on data obtained from surveys and chance devices.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Predict the outcomes of flipping a coin, spinning a spinner with four congruent sectors, and/or rolling a number cube.	Teacher's Guide: 28, 29, 101, 102, 103
b Determine and support which outcomes are most likely, least likely or equally likely when using a chance devise.	Teacher's Guide: 28, 29, 101, 102, 103

Benchmark 4

Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Given pictures, describe all possible combinations of matching the elements of two sets.	Teacher's Guide: 102

Standard 4

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Identify and give examples of congruency.	Teacher's Guide: 18, 19, 20, 48, 49, 50
b Identify one line of symmetry for a given shape.	Teacher's Guide: 32, 33, 34, 48, 49, 50, 106, 107, 108

B e n c h m a r k 2

Identify, describe, draw, compare, classify, and build physical models of geometric figures.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Identify, classify, and compare 2-dimensional shapes and use vocabulary to describe the attributes (for example, number of sides, vertices, angles, parallel sides).	Teacher's Guide: 18, 19, 20, 32, 33, 34, 48, 49, 50, 76, 77, 78, 84, 85, 86, 92, 93, 94, 106, 107, 108, 124, 125, 126, 134, 135, 136
b Identify parallel, and intersecting lines and right angles.	Teacher's Guide: 18, 19, 20, 48, 49, 50, 62, 63, 92, 93, 94, 134, 135
c Identify 2- and 3-dimensional figures; such as, trapezoids, parallelograms, rhombuses and other polygons.	Teacher's Guide: 18, 19, 20, 32, 33, 34, 48, 49, 50, 76, 77, 78, 84, 85, 86, 92, 93, 94, 106, 107, 108, 124, 125, 126, 134, 135, 136
d Recognize common attributes of squares and rectangles.	Teacher's Guide: 18, 19, 20, 48, 49, 50, 134, 135, 136

B e n c h m a r k 3

Relate geometric figures to measurement and number sense.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Solve for perimeter and area of rectangles and squares using a drawing on a grid.	Teacher's Guide: 95, 96, 97, 124, 125, 126

B e n c h m a r k 4

Solve problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Locate objects on a coordinate grid (1st quadrant only) and label ordered pairs.	Teacher's Guide: 44, 45

S t a n d a r d 5

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Know, use, describe, and estimate measure of length, perimeter, capacity, weight, time, and temperature.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Tell time in hours and minutes, including a.m. and p.m., using both analog and digital displays.	Teacher's Guide: 43, 44, 59, 72, 73, 100, 101, 113, 114, 115, 130, 131
b Choose the appropriate tool to measure familiar objects in situations that contain length, weight, capacity, time and temperature.	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 115, 116, 117

B e n c h m a r k 2

Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Compare objects according to measurable attributes of length, area, volume, capacity, weight, and/or temperature in US customary and/or metric units.	Teacher's Guide: 115, 116, 117

B e n c h m a r k 3

Demonstrate the process of measuring and explaining the concepts related to units of measurement.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Measure and determine perimeter of polygons to the nearest half inch or centimeter.	Teacher's Guide: 94, 95, 124, 125, 126
b Determine the areas of squares and rectangles on a grid.	Teacher's Guide: 94, 95, 124, 125, 126

Benchmark 4

Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Relate units of measurement of length, area, volume, capacity, weight, and/or temperature in US customary and/or metric units to every day objects or situations (for example, yard to a stride, liter to a quart).	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111, 115, 116, 117

Benchmark 5

Selecting and using appropriate standard and non-standard units of measurement in problem-solving situations.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Choose appropriate units of measure for length, area, volume, capacity, weight, temperature, and/or time to solve problems.	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111, 115, 116, 117

Standard 6

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Demonstrate the conceptual meaning (using pictures, words, diagrams or numbers) of addition, subtraction, multiplication, and division of whole numbers.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 40, 41, 50, 51, 52, 56, 57, 58, 59, 62, 63, 64, 65, 66, 72, 73, 79, 80, 84, 85, 86, 92, 93, 94, 95, 97, 98, 108, 109, 111, 112, 122, 123, 124, 136, 137, 138, 139

Benchmark 2

Add and subtract commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Using pictures, demonstrate addition and subtraction of commonly used fractions with the same denominators where sums/differences are equal or less than a whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{10}$).	Teacher's Guide: 36, 37, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 109, 110, 111, 126, 127, 128
b Using money notation, add and subtract decimals in which sums and differences should not exceed a \$100.00.	Teacher's Guide: 42, 57, 58, 59, 72, 79, 80, 87, 88, 99, 100, 113

Benchmark 3

Demonstrate understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Demonstrate understanding of basic multiplication and division facts.	Teacher's Guide: 18, 19, 20, 23, 24, 25, 26, 40, 41, 50, 51, 52, 56, 57, 70, 71, 79, 80, 84, 85, 86, 97, 98, 111, 112, 128, 129, 130
b Continue to demonstrate proficiency of basic addition and subtraction facts.	Teacher's Guide: 18, 19, 20, 23, 24, 25, 26, 40, 41, 56, 57, 70, 71, 79, 80, 84, 85, 86, 97, 98, 111, 112, 128, 129, 130
c Use a multiplication facts table to locate all the factors for a particular product (for example, for a product of six; 1, 6, 2, and 3 are all factors).	Teacher's Guide: 23, 24, 25, 26, 40, 41, 70, 71, 86, 98

Benchmark 4

Construct, use, and explain procedures to compute and estimate with whole numbers.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Use reasonable estimation techniques before performing basic math operations (for example, front-end estimation, estimation by rounding, friendly numbers, compatible numbers, flexible rounding, clustering).	Teacher's Guide: 21, 22, 23, 34, 35, 36, 37, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
b Using paper and pencil, demonstrate the four basic operations of whole numbers including: addition; subtraction; multiplication of 2- or 3-digit numbers by a 1-digit number; division of a 2-digit number by a 1-digit divisor.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 40, 41, 50, 51, 52, 56, 57, 58, 59, 62, 63, 64, 65, 66, 72, 73, 79, 80, 84, 85, 86, 92, 93, 94, 95, 97, 98, 108, 109, 111, 112, 122, 123, 124, 136, 137, 138, 139

B e n c h m a r k 5

Select and use appropriate methods for computing with whole numbers in problem-solving situations from among mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods.

Assessment Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
a Given a real-world problem solving situation, use an appropriate operation (any four basic math operation) and an appropriate method (paper-pencil, mental math, estimation, calculator, computer) to solve the problem.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 50, 51, 52, 63, 64, 65, 66, 79, 80, 94, 95, 108, 109, 122, 123, 124, 136, 137
b Determine from a real-world problem whether an estimated or exact sum, difference, product, or quotient is acceptable.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 50, 51, 52, 63, 64, 65, 66, 79, 80, 94, 95, 108, 109, 122, 123, 124, 136, 137



Every Day Counts Calendar Math © 2005 Grade 5
correlated to
Colorado's Standards
CSAP Mathematics Assessment Framework
Grade 5

S t a n d a r d 1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Demonstrate meanings for whole numbers, and commonly-used fractions and decimals (for example, $1/3$, $3/4$, 0.5 , 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Locate commonly used positive rational numbers including terminating decimals through hundredths, fractions (halves, thirds, fourths, eighths, and tenths), mixed numbers, and percents on a number line.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 59, 70, 71, 81, 92, 93, 98, 99, 110, 121, 133
b Using concrete materials, demonstrate the equivalence of commonly-used fractions, terminating decimals, and percents (for example, $7/10 = 0.7 = 70\%$).	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133
c Demonstrate the meaning of square numbers using pictorial or concrete materials.	Teacher's Guide: 54, 55, 63, 64, 74, 75, 76, 77, 78

B e n c h m a r k 2

Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Read, write, and order positive rational numbers, including commonly-used fractions and terminating decimals through hundredths.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 50, 51, 56, 70, 71, 81, 98, 99, 110, 121, 133
b Compare commonly-used proper fractions and terminating decimals.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 50, 51, 56, 70, 71, 81, 98, 99, 110, 121, 133

Benchmark 3

Use numbers to count, to measure, to label, and to indicate location.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Identify factors, multiples, and prime/composite numbers.	Teacher's Guide: 18, 19, 20, 21, 41, 42, 43, 44, 48, 54, 55, 63, 64, 65, 66, 67, 68, 74, 75, 76, 77, 78, 89, 90, 91, 104, 105, 106, 116, 130, 131, 132
b Recognize equivalent representations for the same number and generate them by decomposing and composing numbers (for example, 36 can be represented as $30 + 6$, $20 + 16$, 9×4 , $40 - 4$, three dozen and/or the square of 6).	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133
c Describe numbers by their characteristics (for example, even, odd, prime, square).	Teacher's Guide: 41, 42, 43, 44, 54, 55, 63, 64, 74, 75, 76, 77, 78, 89, 91, 128, 129, 130

Benchmark 4

Use the relationships among fractions, decimals, and percents, including the concepts of ratio and proportion, in problem-solving situations.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Demonstrate the equivalent relationships among commonly used fractions, decimals, and percents using pictorial or concrete materials.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133

Benchmark 5

Develop, test, and explain conjectures about properties of integers and rational numbers.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Develop, test, and explain conjectures about properties of whole numbers and commonly-used fractions and decimals.	Teacher's Guide: 41, 42, 43, 54, 55, 66, 67, 68, 76, 77, 78, 90, 91
b Use number properties (commutative, associative, identity) to evaluate numeric expressions and solve equations.	Teacher's Guide: 62, 83, 91, 116, 117, 118

Benchmark 6

Use number sense to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers, and common irrational numbers such as $\sqrt{2}$, $\sqrt{5}$, and π .

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Use number sense to estimate sums and differences of fractions and decimals using benchmarks (for example, $5/6 + 7/8$ must be equal to an amount less than 2, since each fraction is less than 1).	Teacher's Guide: 133
b Use appropriate techniques to estimate, determine, and then justify the reasonableness of solutions to problems involving whole numbers.	Teacher's Guide: 22, 23, 37, 38, 50, 51

Standard 2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Represent, describe, and analyze patterns and relationships using tables, graphs, verbal rules, and standard algebraic notation.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Represent, describe, and analyze geometric and numeric patterns (whole numbers).	Teacher's Guide: 18, 19, 20, 63, 64, 82, 83, 89, 128, 129
b Recognize that a variable is used to represent an unknown quantity.	Teacher's Guide: 20, 37, 48, 49, 91, 116, 117, 118
c Identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers.	Teacher's Guide: 41, 42, 43, 54, 55, 66, 67, 68, 78, 90, 91

Benchmark 2

Describe patterns using variables, expressions, equations, and inequalities in problem-solving situations.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Solve problems by representing and analyzing patterns using words, tables, and graphs.	Teacher's Guide: 20, 37, 48, 49, 116, 117, 118

Benchmark 3

Analyze functional relationships to explain how a change in one quantity results in a change in another (for example, how the area of a circle changes as the radius increases, or how a person's height changes over time).

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Describe how a change in one quantity results in a change in another quantity.	Teacher's Guide: 20, 37, 48, 49, 116, 117, 118

Benchmark 4

Distinguish between linear and nonlinear functions through informal investigations.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Match a description of a situation with its continuous graph.	Teacher's Guide: 118, 122, 123, 124, 125

Benchmark 5

Solve simple linear equations in problem-solving situations using a variety of methods (informal, formal, and graphical) and a variety of tools (physical materials, calculators, and computers).

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Use tables, charts, concrete objects, or pictures to solve problems involving linear relationships and whole numbers.	Teacher's Guide: 20, 37, 48, 49, 116, 117, 118

Standard 3

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Read and construct displays of data using appropriate techniques (for example, line graphs, circle graphs, scatter plots, box plots, stem-and-leaf plots) and appropriate technology.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Differentiate between categorical and numerical data.	Teacher's Guide: 57, 58, 59
b Organize, construct, and interpret displays of data including tables, charts, pictographs, line plots, bar graphs, and line graphs.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 118, 122, 123, 124, 125, 129
c Read, interpret, and draw conclusions from various displays of data.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 118, 122, 123, 124, 125, 129
d From a given scenario, choose the correct graph from possible graph representations.	This objective is not covered in this text. (See <i>Math at Hand</i> .)

Benchmark 2

Display and use measures of central tendency, such as mean, median, and mode, and measures of variability, such as range and quartiles.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Distinguish between the median and mode of a data set.	Teacher's Guide: 57, 58, 59
b Determine the range of a set of data.	Teacher's Guide: 57, 58, 59

Benchmark 3

Evaluate arguments that are based on statistical claims.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Analyze data and draw conclusions based on data displays such as tables, charts, line graphs, bar graphs, pictographs, and line plots.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 118, 122, 123, 124, 125, 129

B e n c h m a r k 4

Formulate hypotheses, drawing conclusions, and make convincing arguments based on data analysis.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Describe how data collection methods affect the nature of the data set.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 122, 123, 124, 125
b Make convincing arguments based on data analysis.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 122, 123, 124, 125

B e n c h m a r k 5

Determine probabilities through experiments or simulations.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Describe events such as likely or unlikely and explain the degree of likelihood using words, such as certain, equally likely, and impossible.	Teacher's Guide: 28, 29, 30, 31, 112, 113
b Use zero to represent the probability of an impossible event and one to represent the probability of a certain event.	Teacher's Guide: 112, 113
c Use common fractions to represent the probability of events that are neither certain nor impossible.	Teacher's Guide: 28, 29, 30, 31, 112, 113

B e n c h m a r k 6

Make predictions and compare results using both experimental and theoretical probability drawn from real-world problems.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Using one chance device, such as a number cube or a spinner, design a fair game and an unfair game, and explain why they are fair and unfair.	Teacher's Guide: 112, 113
b Make predictions based on data obtained from simple probability experiments.	Teacher's Guide: 28, 29, 30, 31, 112, 113

Benchmark 7

Use counting strategies to determine all of the possible outcomes from an experiment (for example, the number of ways students can line up to have their picture taken).

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Solve problems using strategies for finding all possible combinations and/or arrangements.	This objective is covered in Every Day Counts Calendar Math, Grade 6.

Standard 4

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Construct two- and three-dimensional models using a variety of materials and tools.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Represent a three-dimensional shape in two dimensions (for example, recognizing a three-dimensional figure from its net).	Teacher's Guide: 88

Benchmark 2

Describe, analyze, and reason informally about the properties (for example, parallelism, perpendicularity, congruence) of two- and three-dimensional figures.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Identify, compare, and analyze the attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes (for example, acute, obtuse, right angle, parallel lines, perpendicular lines, intersecting lines, and line segments).	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90, 106, 107, 108, 109
b Make and test conjectures about geometric relationships and develop logical arguments to justify conclusions.	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90, 106, 107, 108, 109

B e n c h m a r k 4

Solve problems using coordinate geometry.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Given a coordinate graph, read coordinate pairs in quadrant one.	Teacher's Guide: 118, 122, 123
b Choose the coordinate graph, which represents a given data set.	This objective is covered in Every Day Counts Calendar Math, Grade 6.
c Use maps and grids to locate points, create paths and measure distances within a coordinate system.	This objective is covered in Every Day Counts Calendar Math, Grade 6.

B e n c h m a r k 5

Solve problems involving perimeter and area in two dimensions, and involving surface area and volume in three dimensions.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Solve problems involving the perimeter of polygons.	Teacher's Guide: 55, 91
b Solve problems involving the area of rectangles and squares.	Teacher's Guide: 54, 55, 82, 83, 90, 91

B e n c h m a r k 6

Transform geometric figures using reflections, translations, and rotations to explore congruence.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Predict and describe the results of flipping, sliding, or turning a two-dimensional shape.	Teacher's Guide: 18, 19, 20, 21, 48, 49, 109, 116, 117, 118
b Show lines of symmetry for geometrical shapes.	This objective is covered in Every Day Counts Calendar Math, Grade 6.

Standard 5

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

Benchmark 1

Estimate, use and describe measures of distance, perimeter, area, volume, capacity, weight, mass, and angle comparison.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Determine the appropriate unit of measure (metric and US customary) when estimating distance, capacity, and weight.	Teacher's Guide: 31, 57, 58, 59, 79, 80, 92, 93, 94, 95, 96, 97, 98, 118, 119, 120
b Estimate the length of common objects.	Teacher's Guide: 57, 58, 59, 80, 94
c Estimate the perimeter of polygons.	Teacher's Guide: 55, 91
d Estimate the measures of angles (for example, 90° , less than 90° , more than 90°).	Teacher's Guide: 34, 35, 36, 37, 106, 107, 108, 109, 116, 117, 118
e Describe angles as acute, obtuse and right.	Teacher's Guide: 34, 35, 36, 37, 106, 107, 108, 109, 116, 117, 118

Benchmark 3

Read and interpret various scales including those based on number lines, graphs, and maps.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Read and interpret scales on number lines, graphs, and maps.	Teacher's Guide: 25, 26, 27, 28, 29, 30, 31, 44, 45, 53, 56, 59, 70, 71, 81, 82, 83, 98, 99, 110, 111, 112, 118, 121, 122, 123, 124, 125, 129, 133
b Select the appropriate scale for a given problem (for example, using the appropriate scale when setting up a graph).	Teacher's Guide: 25, 26, 27, 28, 29, 30, 31, 44, 45, 53, 56, 59, 70, 71, 81, 82, 83, 98, 99, 110, 111, 112, 118, 121, 122, 123, 124, 125, 129, 133

B e n c h m a r k 4

Develop and use formulas and procedures to solve problems involving measurement.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Find the perimeter and area of rectangles and squares, using appropriate units.	Teacher's Guide: 54, 55, 82, 83, 90, 91

B e n c h m a r k 5

Describe how a change in an object's linear dimensions affects its perimeter, area, and volume.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Demonstrate how changing one of the dimensions of a rectangle affects its perimeter (using concrete materials or graph paper).	Teacher's Guide: 54, 55, 82, 83, 90, 91
b Demonstrate how changing one of the dimensions of a rectangle affects its area (using concrete materials or graph paper).	Teacher's Guide: 54, 55, 82, 83, 90, 91

B e n c h m a r k 6

Select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Select and use the appropriate unit and tool to measure to the degree of accuracy required in a particular problem.	Teacher's Guide: 31, 57, 58, 59, 79, 80, 92, 93, 94, 95, 96, 97, 98, 118, 119, 120
b Measure the sides of rectangles, squares, and triangles to the nearest 1/4 inch and nearest centimeter.	This objective is covered in Every Day Counts Calendar Math, Grade 4.

Standard 6

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Use models to explain how ratios, proportions, and percents can be used to solve real-world problems.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Use concrete materials or pictures, determine commonly-used percentages (for example, 25%, 50%) in problem-solving situations.	Teacher's Guide: 25, 26, 27, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133

Benchmark 2

Construct, use, and explain procedures to compute and estimate with whole numbers, fractions, decimals, and integers.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Demonstrate the conceptual meaning of the four basic arithmetic operations (addition, subtraction, multiplication, and division).	Teacher's Guide: 21, 22, 23, 24, 25, 35, 36, 37, 38, 41, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 62, 67, 82, 83, 91, 97, 106, 117, 118, 124, 128, 129, 130
b Use and explain strategies to add, subtract, multiply and divide whole numbers in problem-solving situations.	Teacher's Guide: 21, 22, 23, 24, 25, 35, 36, 37, 38, 41, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 62, 67, 82, 83, 91, 97, 106, 117, 118, 124, 128, 129, 130
c Demonstrate proficiency of addition, subtraction, multiplication, and division of whole numbers in problem-solving situations.	Teacher's Guide: 21, 22, 23, 24, 25, 35, 36, 37, 38, 41, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 62, 67, 82, 83, 91, 97, 106, 117, 118, 124, 128, 129, 130
d Use and explain strategies to add and subtract commonly-used fractions with like denominators in problem-solving situations.	Teacher's Guide: 40, 41, 53, 65, 70, 71, 86, 94
e Use and explain strategies to add and subtract commonly-used decimals in problem-solving situations.	Teacher's Guide: 70, 71, 98, 99, 119

B e n c h m a r k 3

Develop, apply and explain a variety of different estimation strategies in problem-solving situations, and explain why an estimate may be acceptable in place of an exact answer.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Determine from real-world problems whether an estimated or exact answer is acceptable.	Teacher's Guide: 37, 38, 122, 123, 124, 125
b Use and explain a variety of estimation techniques to solve problems.	Teacher's Guide: 37, 38, 122, 123, 124, 125

B e n c h m a r k 4

Select and use appropriate methods of computing with commonly-used fractions and decimals, percents, and integers in problem-solving situations from among mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods, and determining whether the results are reasonable.

Assessment Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
a Determine whether information given in a problem-solving situation is sufficient, insufficient, or extraneous.	Teacher's Guide: 21, 22, 23, 24, 25, 37, 38, 39, 50, 51, 111, 122, 123, 124, 125, 132
b Given a real-world problem, use an appropriate method (mental arithmetic, estimation, paper-and-pencil, calculator) to correctly solve the problem.	Teacher's Guide: 21, 22, 23, 24, 25, 37, 38, 39, 50, 51, 111, 122, 123, 124, 125, 132
c Given a math sentence, using any of one of the four operations with whole numbers, create and illustrate a real-world problem.	Teacher's Guide: 86
d In a problem-solving situation, determine whether the results are reasonable and justify those results with correct computations.	Teacher's Guide: 21, 22, 23, 24, 25, 37, 38, 39, 50, 51, 111, 122, 123, 124, 125, 132



Every Day Counts Calendar Math © 1998 Grade 6
correlated to
Colorado's Standards
CSAP Mathematics Assessment Framework
Grade 6

S t a n d a r d 1

Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Demonstrate meanings for integers, rational numbers, percents, exponents, square roots and pi (π) using physical materials and technology in problem-solving situations.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Locate commonly used positive rational numbers including terminating decimals through hundredths, fractions (halves, thirds, fourths, fifths, eighths, and tenths), mixed numbers, and percents on a number line.	Teacher's Guide: 7, 8, 9, 21, 22, 40, 41, 42, 55, 56, 65, 66, 67, 75, 76, 77
b Use physical materials or pictures to demonstrate the meaning and equivalence of fractions, decimals and/or percents (example, write the fraction, decimal, and percent value for the shaded portion of a partially shaded circle).	Teacher's Guide: 7, 8, 9, 21, 22, 55, 56, 75, 76, 77, 95, 116, 117, 118, 119, 136, 137, 138, 139

B e n c h m a r k 2

Read, write and order integers, rational numbers and common irrational numbers such as $\sqrt{2}$, $\sqrt{5}$, and π .

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Read, write, order and compare common fractions, decimals, and percents in a variety of forms.	Teacher's Guide: 7, 8, 9, 21, 22, 40, 41, 42, 55, 56, 75, 76, 77

Benchmark 3

Apply number theory concepts (for example, primes, factors, multiples) to represent numbers in various ways.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Identify and use the concepts of factor, multiple, prime, composite, and square numbers.	Teacher's Guide: 2, 3, 4, 5, 6, 20, 21, 37, 38, 39, 73, 74, 75
b Describe numbers by characteristics (divisibility, even, odd, prime, composite, square).	Teacher's Guide: 2, 3, 4, 5, 6, 20, 21, 37, 38, 39, 73, 74, 75

Benchmark 4

Use the relationships among fractions, decimals, and percents, including the concepts of ratio and proportion, in problem-solving situations.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Demonstrate equivalence relationships among fractions, decimals, and percents in problem-solving situations (for example, two students out of eight is the same as 25%).	Teacher's Guide: 7, 8, 9, 21, 22, 40, 41, 42, 55, 56, 75, 76, 77, 95

Benchmark 5

Develop, test, and explain conjectures about properties of integers and rational numbers.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Develop, test, and explain conjectures about properties of numbers (associative, commutative, identity, distributive multiplicative property of zero on whole and rational numbers).	Teacher's Guide: 6, 37, 111, 112, 113

B e n c h m a r k 6

Use number sense to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers, and common irrational numbers such as $\sqrt{2}$, $\sqrt{5}$, and π .

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Use number sense to estimate, determine, and justify the reasonableness of solutions involving whole numbers, decimals, and common fractions (only sums and differences for fractions and decimals). For example: Is $1/2 + 1/3$ closer to 0, $1/2$, or 1?	Teacher's Guide: 14, 15, 16, 23, 24, 25, 26, 27, 28, 116, 117, 118, 119, 120, 121, 136, 137, 138, 139

S t a n d a r d 2

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Represent, describe, and analyze patterns and relationships using tables, graphs, verbal rules, and standard algebraic notation.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Represent, describe, and analyze geometric and numeric patterns using tables, words, symbols, concrete objects, or pictures.	Teacher's Guide: 11, 12, 13, 26, 29, 30, 31, 46, 47, 48, 61, 62, 63, 81, 82, 83, 98, 99, 101, 102, 103, 134, 135, 136, 153, 154, 155, 156, 157
b Use a variable to represent an unknown (letter, box, symbol).	Teacher's Guide: 11, 12, 13, 26, 29, 30, 31, 47, 48, 61, 62, 63, 81, 82, 83, 98, 111, 112, 113, 114, 134, 135, 136, 151, 152, 153, 154, 155, 156, 157

B e n c h m a r k 2

Describe patterns using variables, expressions, equations, and inequalities in problem-solving situations.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Solve problems by representing and analyzing patterns using tables, words, concrete objects, symbols, or pictures.	Teacher's Guide: 11, 12, 13, 26, 29, 30, 31, 47, 48, 61, 62, 63, 81, 82, 83, 98, 111, 112, 113, 114, 134, 135, 136, 151, 152, 153, 154, 155, 156, 157

Benchmark 3

Analyze functional relationships to explain how a change in one quantity results in a change in another (for example, how the area of a circle changes as the radius increases, or how a person's height changes over time).

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Predict and describe how a change in one quantity results in a change in another quantity in a linear relationship (for example, A creature gains 3 oz. a day, how much will it have gained over 10 days?).	Teacher's Guide: 11, 12, 13, 26, 29, 30, 31, 46, 47, 48, 61, 62, 63, 81, 82, 83, 98, 99, 101, 102, 103, 134, 135, 136, 153, 154, 155, 156, 157

Benchmark 4

Distinguish between linear and nonlinear functions through informal investigations.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Explain whether data presented in a chart or graph is changing at a constant rate.	Teacher's Guide: 13, 30, 31, 62, 63, 82, 83, 134, 135, 136

Benchmark 5

Solve simple linear equations in problem-solving situations using a variety of methods (informal, formal, and graphical) and a variety of tools (physical materials, calculators, and computers).

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Solve problems using tables, concrete objects, or pictures involving linear relationships with whole numbers.	Teacher's Guide: 13, 30, 31, 62, 63

Standard 3

Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Read and construct displays of data using appropriate techniques (for example, line graphs, circle graphs, scatter plots, box plots, stem-and-leaf plots) and appropriate technology.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Organize and construct a line graph, bar graph, and frequency table from a given set of data.	Teacher's Guide: 65, 66, 67, 87, 88, 89, 101, 102, 103, 116, 117, 118, 119, 153, 154, 155, 156, 157
b Read, interpret and draw conclusions from a line graph, bar graph, circle graph and frequency table.	Teacher's Guide: 65, 66, 67, 87, 88, 89, 101, 102, 103, 116, 117, 118, 119, 153, 154, 155, 156, 157

B e n c h m a r k 2

Display and use measures of central tendency, such as mean, median, and mode, and measures of variability, such as range and quartiles.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Find and use measures of central tendency including mean, median, and mode.	Teacher's Guide: 65, 66, 67, 87, 88, 89, 153, 154, 155, 156, 157
b Find and use the range from a given set of data (for example, find the range from 2 to 12. Note: the range is 10).	Teacher's Guide: 27, 65, 66, 67, 87, 88, 89, 153, 154, 155, 156, 157

B e n c h m a r k 4

Formulate hypotheses, drawing conclusions, and making convincing arguments based on data analysis.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Analyze data and draw conclusions to predict outcomes based on data displays such as line graphs, bar graphs, or frequency tables.	Teacher's Guide: 65, 66, 67, 87, 88, 89, 153, 154, 155, 156, 157

B e n c h m a r k 6

Make predictions and compare results using both experimental and theoretical probability drawn from real-world problems.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Using a chance device, such as a number cube or spinner, design a fair game and an unfair game, and explain why they are fair and unfair respectively.	Teacher's Guide: 144, 145, 146
b Make predictions based on data obtained from simple probability experiments.	Teacher's Guide: 128, 129, 130, 131, 144, 145, 146
c Describe an event as likely or unlikely and explain the degree of likelihood using words such as certain, very likely, not likely, or impossible.	Teacher's Guide: 128, 129, 130, 131, 144, 145, 146

Benchmark 7

Use counting strategies to determine all of the possible outcomes from an experiment (for example, the number of ways students can line up to have their picture taken).

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Determine the number of possible outcomes for simple events using a variety of methods such as: organized lists or tree diagrams.	Teacher's Guide: 144, 145, 146

Standard 4

Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 2

Describe, analyze, and reason informally about the properties (for example, parallelism, perpendicularity, congruence) of two- and three-dimensional figures.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Identify, compare, and analyze the attributes of two and three-dimensional shapes and develop vocabulary to describe these attributes (for example, acute, obtuse, right angle, parallel lines, perpendicular lines, intersecting lines, and line segments).	Teacher's Guide: 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 51, 52, 53, 69, 70, 71, 72, 91, 92, 93, 94, 96, 97, 106, 107, 108, 109, 110, 111, 123, 124, 124, 125, 126, 127, 128, 141, 142, 143, 158, 159, 160, 161, 162
b Make and test conjectures about geometric relationships and develop logical arguments to justify conclusions.	Teacher's Guide: 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 51, 52, 53, 69, 70, 71, 72, 91, 92, 93, 94, 96, 97, 106, 107, 108, 109, 110, 111, 123, 124, 124, 125, 126, 127, 128, 141, 142, 143, 158, 159, 160, 161, 162

Benchmark 4

Solve problems using coordinate geometry.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Plot points on a coordinate graph in quadrant 1.	Teacher's Guide: 13, 30, 31, 62, 63, 82, 83, 134, 135, 136
b Draw a graph (in quadrant 1) from a given scenario or table.	Teacher's Guide: 13, 30, 31, 62, 63, 82, 83, 134, 135, 136

B e n c h m a r k 5

Solve problems involving perimeter and area in two dimensions, and involving surface area and volume in three dimensions.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Solve problems involving the perimeter of polygons.	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47
b Solve problems involving areas of polygons (square, rectangle, parallelogram, rhombus, triangle).	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 79, 80, 81, 96, 97, 111, 112, 113, 114

B e n c h m a r k 6

Transform geometric figures using reflections, translations, and rotations to explore congruence.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Identify congruent shapes using reflections, rotations, and translations.	Teacher's Guide: 42, 43, 44, 51, 52, 53, 57, 91, 92, 93, 94, 109
b Show lines of symmetry on a two-dimensional figure.	Teacher's Guide: 69, 70, 71, 72, 91, 92, 93, 94, 109

S t a n d a r d 5

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

B e n c h m a r k 1

Estimate, use and describe measures of distance, perimeter, area, volume, capacity, weight, mass, and angle comparison.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Determine the appropriate unit of measure, metric and US customary, when estimating distance, capacity, and weight.	Teacher's Guide: 23, 24, 25, 26, 27, 28, 104, 119, 120, 121, 136, 137, 138, 139
b Estimate and use standard and/or metric units for length, weight and temperature.	Teacher's Guide: 23, 24, 25, 26, 27, 28, 104, 119, 120, 121
c Estimate the area of a polygon.	This objective is not covered in this text.

Benchmark 2

Estimate, make, and use direct and indirect measurements to describe and make comparisons.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Estimate, make and use direct and indirect measurements to describe and make comparisons.	Teacher's Guide: 23, 24, 25, 26, 27, 28, 104, 119, 120, 121, 136, 137, 138, 139

Benchmark 3

Read and interpret various scales including those based on number lines, graphs, and maps.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Read and interpret scales on number lines, graphs, and maps.	Teacher's Guide: 13, 30, 31, 62, 63, 65, 66, 67, 82, 83, 87, 88, 89, 134, 135, 136, 153, 154, 155, 156, 157
b Select an appropriate scale for a given problem (for example, using the appropriate scale when setting up a graph or determining the order of numbers on a number line).	Teacher's Guide: 13, 30, 31, 62, 63, 65, 66, 67, 82, 83, 87, 88, 89, 134, 135, 136, 153, 154, 155, 156, 157

Benchmark 4

Develop and use formulas and procedures to solve problems involving measurement.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Use formulas and/or procedures to solve problems involving the perimeter of a polygon.	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47
b Use formulas and/or procedures to solve problems involving the area of squares, rectangles, parallelograms, rhombus, and triangles.	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 79, 80, 81, 96, 97, 111, 112, 113, 114

Benchmark 5

Describe how a change in an object's linear dimensions affects its perimeter, area, and volume.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Demonstrate how changing one of the dimensions of a rectangle or triangle affect its perimeter and area using concrete materials or graph paper.	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 79, 80, 81, 96, 97

Standard 6

Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

Benchmark 1

Use models to explain how ratios, proportions, and percents can be used to solve real-world problems.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Use concrete materials or pictures, to determine commonly used percentages (for example, 25%, 50%) in problem solving situations.	Teacher's Guide: 7, 8, 9, 14, 15, 16, 31, 32, 40, 41, 42, 49, 55, 56, 64, 75, 76, 77, 84, 85, 86, 99, 100, 101, 116, 117, 118, 119

Benchmark 2

Construct, use, and explain procedures to compute and estimate with whole numbers, fractions, decimals, and integers.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Demonstrate conceptual meaning of addition and subtraction of fractions and decimals, in problem solving situations.	Teacher's Guide: 104, 136, 137, 138, 139
b Use and explain strategies to add/subtract decimals and fractions in problem-solving situations (common fractions with like and unlike denominators, mixed numbers, and decimals to thousandth).	Teacher's Guide: 104, 136, 137, 138, 139
c Find equivalent representations by decomposing and composing whole numbers (for example, $48 \times 12 = (48 \times 10) + (48 \times 2)$).	Teacher's Guide: 112, 113
d Demonstrate proficiency with the four basic operations using whole numbers.	Teacher's Guide: 77, 78, 79, 84, 85, 86, 98, 99, 100, 101, 104, 112, 113, 114, 119, 120, 121, 136, 137, 138, 139, 149

Benchmark 3

Develop, apply and explain a variety of different estimation strategies in problem-solving situations, and explain why an estimate may be acceptable in place of an exact answer.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Develop, apply and explain a variety of different estimation strategies in problem-solving situations and explain why an estimate may be acceptable in place of an exact answer.	Teacher's Guide: 14, 15, 16, 23, 24, 25, 26, 27, 28, 116, 117, 118, 119, 120, 121, 136, 137, 138, 139

Benchmark 4

Select and use appropriate methods of computing with commonly-used fractions and decimals, percents, and integers in problem-solving situations from among mental arithmetic, estimation, paper-and-pencil, calculator, and computer methods, and determining whether the results are reasonable.

Assessment Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
a Apply appropriate computation methods to solve problems involving whole numbers, common fractions, and decimals (use only addition and subtraction of fractions and decimals.)	Teacher's Guide: 104, 136, 137, 138, 139
b In a problem-solving situation, determine whether the results are reasonable and justify those results with accurate computation.	Teacher's Guide: 14, 15, 16, 23, 24, 25, 26, 27, 28, 116, 117, 118, 119, 120, 121, 136, 137, 138, 139



TOLL FREE: **800-289-4490**

VISIT OUR WEB SITE: **WWW.GREATSOURCE.COM**
