Every Day Counts Calendar Math © 2005

correlated to

Nevada Mathematics Standards Grades K-6

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correlated to
Nevada Mathematics Standards
Kindergarten

Numbers, Number Sense, and Computation

Content Standard 1.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
By the end of **Kindergarten**, students should know and be able to: **1.K.1** **Facts** Use concrete objects to model simple sums and differences.	**Teacher's Guide:** 23, 26, 39, 40, 41, 48, 49, 53, 63, 64, 65, 66, 67, 76, 77, 78, 80, 91, 93, 105, 106, 121, 131, 132
1.K.5 **Computation** Count to 20.	**Teacher's Guide:** 24, 25, 26, 35, 36
1.K.6 **Comparison and Ordering** Recognize, read, and write numbers from 0-10.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 32, 33, 34, 37, 38, 50, 51, 64, 65, 66, 77, 78, 79, 89, 90, 91, 95, 96, 105, 106, 118, 119, 120, 121
1.K.7 **Estimation and Rounding** **Estimate** the number of objects in a set to 10 and **verify** by counting; use ordinal positions first to third.	**Teacher's Guide:** 22, 37, 38, 50, 77, 116, 120
1.K.8 **Place Value** Match the number of objects to the correct numeral, 0-10.	**Teacher's Guide:** 18, 20, 25, 26, 32, 33, 37, 38, 50, 51, 52, 64, 65, 77, 78, 79, 89, 90, 91, 103, 120, 121, 131, 132

Patterns, Functions, and Algebra

Content Standard 2.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
By the end of **Kindergarten**, students should know and be able to: **2.K.1** **Patterns** Sort and describe objects by similar **attributes**; recognize and replicate a pattern.	**Teacher's Guide:** 18, 19, 20, 21, 32, 33, 34, 40, 46, 47, 52, 53, 60, 61, 74, 75, 87, 88, 102, 103, 116, 117, 128, 129, 132
2.K.4 **Number Sentences and Equations** Identify and create sets of objects with unequal amounts, describing them as more or less.	**Teacher's Guide:** 21, 23, 53, 60, 61, 64, 65, 66, 67, 68, 69, 81, 82, 83, 110, 111, 116, 125

Measurement

Content Standard 3.0

To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
By the end of **Kindergarten**, students should know and be able to: **3.K.1** **Comparison and Ordering** Compare and order objects by size communicating their similarities and differences.	**Teacher's Guide:** 29, 36, 56, 57, 68, 71, 83, 98, 99, 102, 103
3.K.4 **Money** Identify and sort pennies, nickels, and dimes.	**Teacher's Guide:** 94, 95, 96, 97, 108, 109, 110, 111, 118, 119, 130, 131
3.K.6 **Time** Recite, in order, the days of the week.	**Teacher's Guide:** 19, 20, 46, 87

Spatial Relationships and Geometry

Content Standard 4.0

To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
By the end of **Kindergarten**, students should know and be able to: **4.K.1** **Two-dimensional Shapes** Identify **two-dimensional** shapes (circles, triangles, rectangles including squares) regardless of position.	**Teacher's Guide:** 18, 19, 20, 46, 47, 60, 61
4.K.2 **Congruence, Similarity, and Transformations** Use position words (e.g., middle, before, down) to place objects.	**Teacher's Guide:** 20, 61, 66
4.K.3 **Coordinate Geometry and Line of Symmetry** Identify two-dimensional figures (e.g., windows are shaped like rectangles) as they appear in the environment.	**Teacher's Guide:** 47

Data Analysis

Content Standard 5.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
By the end of **Kindergarten**, students should know and be able to: **5.K.1** **Data Collection and Organization** Collect and describe data.	**Teacher's Guide:** 27, 28, 54, 55, 56, 57, 67, 68, 69, 81, 82, 83, 95, 96, 97, 110, 111, 122, 123, 133, 134

Problem Solving

Process Standard 6.0

Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
6.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.	**Teacher's Guide:** 23, 28, 65, 77, 83, 91
6.2 Apply previous experience and knowledge to new problem-solving situations.	**Teacher's Guide:** 51, 80, 81, 91, 128, 131, 132
6.3 Formulate (own) problems; use various approaches to investigate and solve problems.	**Teacher's Guide:** 23, 37, 65, 79, 91, 120
6.4 Explain and verify results with respect to the original problem.	**Teacher's Guide:** 28, 65, 68, 69, 70, 71, 81, 88, 95, 96, 97, 108, 109, 110, 111, 122, 123, 124
6.6 Try more than one strategy when the first strategy proves to be unproductive.	**Teacher's Guide:** 91
6.8 Apply solutions and strategies from earlier problems to new problem situations.	**Teacher's Guide:** 81, 128, 129

Mathematical Communication

Process Standard 7.0

Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
7.1 Discuss and exchange ideas about mathematics as a part of learning.	**Teacher's Guide:** 19, 20, 22, 23, 25, 26, 28, 29, 33, 35, 36, 38, 39, 40, 42, 43, 46, 47, 49, 51, 53, 54, 55, 56, 57, 60, 61, 63, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 87, 88, 89, 90, 91, 92, 93, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 134, 135
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.4 Use pictorial representations to identify mathematical operations and concepts.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 32, 33, 34, 37, 38, 42, 43, 46, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 68, 69, 74, 75, 78, 79, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 116, 117, 120, 121, 122, 123, 128, 129, 131, 134, 135
7.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.12 Explain and justify thinking about mathematical ideas and solutions.	**Teacher's Guide:** 19, 20, 22, 23, 25, 26, 27, 28, 29, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 51, 53, 54, 55, 56, 57, 60, 61, 62, 63, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 125, 128, 129, 130, 131, 132, 133, 134, 135

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.	**Teacher's Guide:** 19, 20, 22, 23, 25, 26, 28, 29, 33, 35, 36, 38, 39, 40, 42, 43, 46, 47, 49, 51, 53, 54, 55, 56, 57, 60, 61, 63, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 87, 88, 89, 90, 91, 92, 93, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 134, 135
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.17 Use mathematical notation to communicate and explain mathematical situations.	**Teacher's Guide:** 105, 120, 121

Mathematical Reasoning

Process Standard 8.0

Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
8.1 Justify and explain the solutions to problems using manipulative and physical models.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.	**Teacher's Guide:** 20, 21, 22, 23, 32, 33, 34, 40, 46, 47, 52, 60, 61, 66, 67, 74, 75, 80, 87, 88, 102, 103, 116, 117, 128, 129, 132
8.8 Ask questions to reflect on, clarify, and extend thinking.	**Teacher's Guide:** 83, 113

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	**Teacher's Guide:** 41, 42, 51, 53, 80, 83, 91, 95, 96, 97, 110, 131, 132
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	**Teacher's Guide:** 41, 42, 67

Mathematical Connections

Process Standard 9.0

Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

Benchmark Standards, Kindergarten	Every Day Counts Calendar Math, Kindergarten
9.1 Link new concepts to prior knowledge.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
9.8 Identify, explain, and use mathematics in everyday life.	**Teacher's Guide:** 40, 86, 88, 95, 108, 109, 119

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Nevada Mathematics Standards
Grade 1

Numbers, Number Sense, and Computation

Content Standard 1.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
By the end of **Grade 1**, students should know and be able to do everything required at the previous grade and: **1.1.1** **Facts** Identify and model basic addition facts (sums through 10) and the corresponding subtraction facts.	**Teacher's Guide:** 21, 22, 23, 25, 36, 37, 38, 50, 51, 65, 75, 76, 77, 89, 90, 104, 105, 118, 119, 130, 131
1.1.3 **Word Problems and Number Theory** Write, model, and describe one-step addition and subtraction problems.	**Teacher's Guide:** 21, 22, 23, 26, 36, 37, 42, 51, 65, 67, 89, 90, 104, 108, 119, 130
1.1.5 **Computation** Use the inherent patterns in numbers to **skip count** by 1's, 2's, 5's, and 10's to 100.	**Teacher's Guide:** 24, 25, 26, 27, 28, 29, 40, 41, 42, 43, 55, 56, 57, 58, 59, 68, 69, 79, 80, 81, 82, 92, 93, 94, 96, 97, 107, 108, 109, 110, 132, 133
1.1.6 **Comparison and Ordering** Read, write, order, and compare numbers from 0-100.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 36, 37, 38, 40, 41, 42, 43, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64, 65, 66, 67, 68, 69, 70, 75, 76, 77, 78, 79, 80, 81, 82, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 107, 108, 109, 110, 112, 117, 118, 119, 121, 122, 123, 130, 131, 132, 133
1.1.7 **Estimation and Rounding** Estimate the number of objects in a set to 10; read and write number words to 10 and use ordinal positions first to tenth.	**Teacher's Guide:** 20, 38, 39, 40, 49, 54, 55, 86, 105, 106, 119, 120

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
1.1.8 **Place Value** Use, model, and identify **place value** positions of 1's and 10's.	**Teacher's Guide:** 25, 26, 27, 40, 41, 42, 52, 53, 55, 66, 67, 68, 69, 91, 92, 93, 94, 107, 108, 121, 122, 131, 132
1.1.9 **Fractions** Identify and model a whole; identify and model 1/2.	**Teacher's Guide:** 43, 56

Patterns, Functions, and Algebra

Content Standard 2.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
By the end of **Grade 1**, students should know and be able to do everything required at the previous grade and: **2.1.1** **Patterns** Recognize, describe, **extend**, and create simple repeating patterns using symbols, objects, and **manipulatives**.	**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
2.1.4 **Number Sentences and Equations** Create, compare, and describe sets of objects as more, less, or equal (amounts).	**Teacher's Guide:** 24, 25, 27, 41, 64, 68, 79, 92, 121

Measurement

Content Standard 3.0

To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
By the end of **Grade 1**, students should know and be able to do everything required at the previous grade and: **3.1.1** **Comparison and Ordering** Compare and order objects by length and weight, communicating their similarities and differences.	**Teacher's Guide:** 38, 39, 40, 54, 55, 119, 120, 121
3.1.2 **Measurement** Compare and measure length and weight, using non-standard measurement.	**Teacher's Guide:** 38, 39, 40, 54, 55, 119, 120, 121
3.1.4 **Money** Determine the value of any set of pennies, nickels, and dimes.	**Teacher's Guide:** 57, 58, 69, 70, 80, 81, 95, 96, 108, 109, 133
3.1.6 **Time** Recite the months of the year in order; use a calendar to identify days, weeks, months, and year; read time to the nearest hour; distinguish between day and night.	**Teacher's Guide:** 18, 19, 20, 28, 29, 30, 34, 35, 43, 48, 49, 59, 62, 63, 70, 71, 74, 75, 81, 82, 87, 88, 97, 98, 102, 103, 110, 116, 117, 128, 129

Spatial Relationships and Geometry

Content Standard 4.0

To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
By the end of **Grade 1**, students should know and be able to do everything required at the previous grade and: **4.1.1** **Two-Dimensional Shapes** Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.	**Teacher's Guide:** 18, 19, 20, 34, 35, 36, 48, 49, 116, 117

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
4.1.2 **Congruence, Similarity, and Transformations** Use position words (e.g., between, left, near) to describe location of objects.	**Teacher's Guide:** 74, 75, 128, 129
4.1.3 **Coordinate Geometry and Line of Symmetry** Identify and replicate two-dimensional designs that contain a **line of symmetry**.	**Teacher's Guide:** 89

Data Analysis

Content Standard 5.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
By the end of **Grade 1**, students should know and be able to do everything required at the previous grade and: **5.1.1** **Data Collection and Organization** Collect, organize, and describe data.	**Teacher's Guide:** 30, 31, 35, 36, 44, 45, 62, 63, 81, 82, 83, 95, 96, 98, 99, 111, 112, 123, 124, 125

Problem Solving

Process Standard 6.0

Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
6.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.	**Teacher's Guide:** 27, 35, 42, 49, 67, 133
6.2 Apply previous experience and knowledge to new problem-solving situations.	**Teacher's Guide:** 35, 37, 42, 49, 51, 56, 83, 103, 108, 109, 124, 125

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
6.3 Formulate (own) problems; use various approaches to investigate and solve problems.	**Teacher's Guide:** 21, 23, 36, 37, 65, 76, 89, 90, 104, 109, 123
6.4 Explain and verify results with respect to the original problem.	**Teacher's Guide:** 31, 35, 36, 44, 45, 62, 63, 81, 82, 83, 95, 96, 98, 99, 111, 112, 123, 124, 125
6.6 Try more than one strategy when the first strategy proves to be unproductive.	**Teacher's Guide:** 27, 35, 42, 49, 67, 133
6.8 Apply solutions and strategies from earlier problems to new problem situations.	**Teacher's Guide:** 35, 37, 42, 49, 51, 56, 83, 103, 108, 109, 124, 125
6.12 Use technology, including calculators, to understand quantitative relationships, e.g., for skip counting and pattern exploration.	**Teacher's Guide:** 57, 81, 119, 123, 133

Mathematical Communication

Process Standard 7.0

Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
7.1 Discuss and exchange ideas about mathematics as a part of learning.	**Teacher's Guide:** 18, 19, 22, 23, 26, 27, 29, 31, 35, 37, 39, 40, 41, 42, 43, 44, 45, 49, 51, 53, 54, 55, 56, 58, 59, 62, 63, 65, 66, 67, 68, 69, 70, 71, 74, 76, 78, 79, 80, 81, 82, 83, 86, 87, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 112, 113, 116, 118, 119, 120, 121, 124, 128, 129, 131, 132, 134, 135
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
7.4 Use pictorial representations to identify mathematical operations and concepts.	**Teacher's Guide:** 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 31, 34, 35, 36, 37, 38, 41, 42, 43, 44, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 97, 99, 102, 103, 104, 107, 110, 111, 112, 116, 117, 118, 119, 121, 123, 124, 125, 128, 129, 130, 131, 132, 133
7.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.12 Explain and justify thinking about mathematical ideas and solutions.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.	**Teacher's Guide:** 18, 19, 22, 23, 26, 27, 29, 31, 35, 37, 39, 40, 41, 42, 43, 44, 45, 49, 51, 53, 54, 55, 56, 58, 59, 62, 63, 65, 66, 67, 68, 69, 70, 71, 74, 76, 78, 79, 80, 81, 82, 83, 86, 87, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 112, 113, 116, 118, 119, 120, 121, 124, 128, 129, 131, 132, 134, 135
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.17 Use mathematical notation to communicate and explain mathematical situations.	**Teacher's Guide:** 21, 22, 37, 42, 51, 65, 67, 75, 76, 90, 104, 105, 117, 118, 119, 130, 131

Mathematical Reasoning

Process Standard 8.0

Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
8.1 Justify and explain the solutions to problems using manipulative and physical models.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 99, 102, 103, 104, 105, 106, 107, 109, 110, 111, 116, 117, 118, 119, 120, 121, 122, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.	**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
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	**Teacher's Guide:** 35, 36, 87, 88, 112
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	**Teacher's Guide:** 30, 31, 44, 45, 83, 98, 99, 111, 112, 123, 124, 125, 134, 135

Mathematical Connections

Process Standard 9.0

Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

Benchmark Standards, Grade 1	Every Day Counts Calendar Math, Grade 1
9.1 Link new concepts to prior knowledge.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	**Teacher's Guide:** 29, 43
9.8 Identify, explain, and use mathematics in everyday life.	**Teacher's Guide:** 20, 42, 103, 109, 123, 133, 135

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Nevada Mathematics Standards
Grade 2

Numbers, Number Sense, and Computation

Content Standard 1.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
By the end of **Grade 2**, students should know and be able to do everything required at the previous grade and: **1.2.1** **Facts** Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts; immediately recall basic addition facts (sums through 10) and the corresponding subtraction facts.	**Teacher's Guide:** 20, 21, 22, 34, 35, 36, 48, 49, 50, 62, 63, 74, 75, 88, 89
1.2.2 **Application** Add and subtract multi-**digit** numbers without **regrouping**.	**Teacher's Guide:** 35, 36, 53, 54, 66, 67, 77, 81, 109
1.2.3 **Word Problems and Number Theory** Generate and **solve** one-step addition and subtraction problems based on practical situations.	**Teacher's Guide:** 21, 22, 23, 24, 34, 35, 36, 48, 66, 67, 74, 76, 77, 81, 82, 109, 110, 111, 121, 122, 123, 129
1.2.4 **Decimals and Money** Use decimals to show money amounts.	**Teacher's Guide:** 25, 26, 38, 55, 68, 82, 97, 111, 123
1.2.5 **Computation** Use the patterns in numbers to skip count.	**Teacher's Guide:** 20, 23, 34, 39, 47, 51, 55, 73, 83, 91, 96, 105, 106, 127, 128

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
1.2.7 **Estimation and Rounding** Estimate the number of objects in a set to 20; read and write number words to 20 and use ordinal positions first to twentieth.	**Teacher's Guide:** 46, 47, 65, 77
1.2.8 **Place Value** Use, model, and identify place value positions of 1's, 10's, and 100's.	**Teacher's Guide:** 23, 24, 25, 36, 37, 53, 54, 55, 65, 66, 75, 76, 77, 80, 86, 89, 90, 95, 96, 109, 110
1.2.9 **Fractions** Identify, model, and label 1/2 and 1/4 as parts of a whole.	**Teacher's Guide:** 105, 106, 107, 108

Patterns, Functions, and Algebra

Content Standard 2.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
By the end of **Grade 2**, students should know and be able to do everything required at the previous grade and: **2.2.1** **Patterns** Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives; use patterns and their extensions to solve problems.	**Teacher's Guide:** 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 67, 72, 73, 87, 95, 102, 103, 109, 116, 126, 127
2.2.2 **Relationships** Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.	**Teacher's Guide:** 21, 22, 35, 36, 48, 49, 53, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 109, 117, 118, 119, 122
2.2.3 **Variables (Unknowns)** Use **variables** and open sentences to express relationships.	**Teacher's Guide:** 34

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
2.2.4 **Number Sentences and Equations** Generate and solve problems based on various numerical sentences; represent mathematical situations using numbers, symbols, and words.	**Teacher's Guide:** 21, 22, 35, 36, 48, 49, 53, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 109, 117, 118, 119, 122
2.2.7 **Equation Solutions** Model, explain and solve a number sentence involving addition and subtraction.	**Teacher's Guide:** 21, 22, 35, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 89, 90, 95, 96, 121, 122, 127, 128

Measurement

Content Standard 3.0

To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
By the end of **Grade 2**, students should know and be able to do everything required at the previous grade and: **3.2.1** **Comparison and Ordering** Compare and order objects by various measurable **attributes** (e.g., time, temperature, length, weight, **capacity** and **area**) communicating their similarities and differences.	**Teacher's Guide:** 37, 38, 39, 40, 41, 50, 51, 52, 55, 56, 57, 58, 59, 68, 69, 78, 79, 80, 81, 82, 86, 91, 92, 93, 94, 96, 97, 103, 104, 105, 106, 107, 108, 109, 110, 111, 119, 120, 122, 123, 130, 131
3.2.2 **Measurement** Compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit (e.g., inch, yard, centimeter, meter).	**Teacher's Guide:** 50, 51, 52, 58, 59, 92, 93, 94, 107, 108, 119, 120
3.2.4 **Money** Determine the value of any given set of coins.	**Teacher's Guide:** 25, 26, 27, 37, 38, 55, 56, 68, 81, 82, 96, 97, 110, 111, 122, 123, 128, 129
3.2.6 **Time** Read time to the nearest quarter hour; distinguish between A.M. and P.M.	**Teacher's Guide:** 39, 40, 41, 57, 69, 83, 91, 92, 105, 106

Spatial Relationships and Geometry

Content Standard 4.0

To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
By the end of **Grade 2**, students should know and be able to do everything required at the previous grade and: **4.2.1** **Two-Dimensional Shapes** Describe, and compare two-dimensional shapes (circles, triangles, rectangles including squares) regardless of position.	**Teacher's Guide:** 18, 19, 20, 32, 33, 34, 62, 63, 72, 73, 87, 116
4.2.2 **Congruence, Similarity, and Transformations** Compare the size (larger and smaller) of similar two-dimensional figures (e.g., circles, triangles); identify **congruent** shapes.	**Teacher's Guide:** 18, 19, 20, 32, 33, 34, 62, 63, 72, 73, 87, 116
4.2.3 **Coordinate Geometry and Line of Symmetry** Identify figures with symmetry as they appear in the environment; create two-dimensional designs that contain a line of symmetry.	**Teacher's Guide:** 72, 73, 87, 116
4.2.4 **Two- and Three-Dimensional Figures** Identify, name, sort, describe, two- and three-dimensional geometric figures and objects (e.g., circle/sphere, square/cube).	**Teacher's Guide:** 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 130, 131

Data Analysis

Content Standard 5.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
By the end of **Grade 2**, students should know and be able to do everything required at the previous grade and: **5.2.1** **Data Collection and Organization** Collect, organize, record, and explain classification of data using concrete materials.	**Teacher's Guide:** 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 98, 99, 111, 112, 113

Problem Solving

Process Standard 6.0

Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
6.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.	**Teacher's Guide:** 20, 21, 22, 24, 25, 26, 35, 36, 55, 56, 64, 65, 66, 68, 75, 81, 88, 89, 90, 91, 97, 110, 111, 117, 122, 123, 128, 129
6.2 Apply previous experience and knowledge to new problem-solving situations.	**Teacher's Guide:** 35, 36, 49, 62, 63, 69, 117, 129
6.3 Formulate (own) problems; use various approaches to investigate and solve problems	**Teacher's Guide:** 20, 21, 26, 35, 48, 64, 65, 88, 103, 104, 105, 117
6.4 Explain and verify results with respect to the original problem.	**Teacher's Guide:** 28, 29, 41, 42, 43, 58, 59, 78, 79, 98, 99, 111, 112, 113
6.6 Try more than one strategy when the first strategy proves to be unproductive.	**Teacher's Guide:** 63, 64, 65, 66, 89, 90, 91

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
6.8 Apply solutions and strategies from earlier problems to new problem situations.	**Teacher's Guide:** 35, 36, 49, 62, 63, 69, 117, 129
6.12 Use technology, including calculators, to understand quantitative relationships, e.g., for skip counting and pattern exploration.	**Teacher's Guide:** 56, 73, 111

Mathematical Communication

Process Standard 7.0

Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
7.1 Discuss and exchange ideas about mathematics as a part of learning.	**Teacher's Guide:** 19, 21, 22, 24, 25, 26, 28, 29, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 43, 46, 47, 49, 51, 52, 53, 54, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 69, 72, 73, 74, 75, 76, 77, 79, 80, 82, 83, 87, 88, 89, 90, 92, 93, 94, 95, 96, 97, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
7.4 Use pictorial representations to identify mathematical operations and concepts.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 62, 63, 64, 65, 66, 67, 69, 72, 73, 74, 75, 78, 79, 80, 82, 83, 87, 88, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 105, 106, 107, 108, 109, 111, 112, 113, 116, 121, 122, 123, 126, 127, 128, 129, 130

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
7.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
7.12 Explain and justify thinking about mathematical ideas and solutions.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.	**Teacher's Guide:** 19, 21, 22, 24, 25, 26, 28, 29, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 43, 46, 47, 49, 51, 52, 53, 54, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 69, 72, 73, 74, 75, 76, 77, 79, 80, 82, 83, 87, 88, 89, 90, 92, 93, 94, 95, 96, 97, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135
7.17 Use mathematical notation to communicate and explain mathematical situations.	**Teacher's Guide:** 21, 22, 35, 36, 48, 49, 53, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 109, 117, 118, 119, 122

Mathematical Reasoning

Process Standard 8.0

Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
8.1 Justify and explain the solutions to problems using manipulative and physical models.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.	**Teacher's Guide:** 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 67, 72, 73, 87, 95, 102, 103, 109, 116, 126, 127
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	**Teacher's Guide:** 98, 99, 111, 112, 113
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	**Teacher's Guide:** 28, 29, 42, 43, 79, 98, 99, 112, 113

Mathematical Connections

Process Standard 9.0

Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

Benchmark Standards, Grade 2	Every Day Counts Calendar Math, Grade 2
9.1 Link new concepts to prior knowledge.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	**Teacher's Guide:** 38, 39, 51, 52, 54, 83, 93, 94, 106
9.5 Identify practical applications of mathematical principles that can be applied to other disciplines.	**Teacher's Guide:** 50, 119
9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).	**Teacher's Guide:** 50, 119
9.8 Identify, explain, and use mathematics in everyday life.	**Teacher's Guide:** 26, 55, 56, 57, 73, 81, 82, 110, 111, 122, 123, 128, 129

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Grade 3

Numbers, Number Sense, and Computation

Content Standard 1.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
By the end of **Grade 3**, students should know and be able to do everything required at the previous grade and: **1.3.1** **Facts** Immediately recall and use addition, subtraction, and multiplication facts to 81.	**Teacher's Guide:** 20, 21, 22, 23, 33, 34, 35, 49, 50, 51, 67, 70, 77, 78, 82, 83, 90, 91, 118, 119, 122, 123, 130, 131
1.3.2 **Application** Add and subtract multi-digit numbers with regrouping.	**Teacher's Guide:** 26, 41, 57, 58, 64, 70, 82, 96, 99, 109, 110, 133
1.3.3 **Word Problems and Number Theory** Generate and solve 2-step addition and subtraction and 1-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation.	**Teacher's Guide:** 67, 70, 77, 78, 82, 83, 90, 91, 118, 119, 122, 123, 130, 131
1.3.4 **Decimals and Money** Add and subtract decimals using money as a model.	**Teacher's Guide:** 59, 71, 110, 111, 125, 134
1.3.5 **Computation** Model and explain multiplication, including as repeated addition.	**Teacher's Guide:** 66, 67, 76, 77, 90, 91, 93, 94, 95, 109, 118, 119, 122, 123

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
1.3.6 **Comparison and Ordering** Read, write, order, and compare numbers from 0-999; read and write number words.	**Teacher's Guide:** 26, 27, 41, 42, 55, 56, 57, 58, 69, 70, 80, 81, 82, 95, 96, 133
1.3.7 **Estimation and Rounding** Round to nearest tens and hundreds to determine reasonableness of the answer; read and write number words.	**Teacher's Guide:** 55, 56, 57, 95, 109, 122
1.3.8 **Place Value** Use, model, and identify place value positions up to 10,000.	**Teacher's Guide:** 26, 27, 41, 42, 57, 58, 70, 82, 95, 96, 97, 118, 119, 123, 124
1.3.9 **Fractions** Model, sketch, and label fractions with **denominators** to 10; write fractions with numbers and words.	**Teacher's Guide:** 53, 88, 89, 93, 117

Patterns, Functions, and Algebra

Content Standard 2.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
By the end of **Grade 3**, students should know and be able to do everything required at the previous grade and: **2.3.1** **Patterns** Recognize, describe, and create patterns using numbers; use number patterns and their extensions to solve problems.	**Teacher's Guide:** 18, 19, 20, 23, 24, 25, 32, 33, 48, 49, 55, 56, 64, 65, 74, 75, 76, 88, 89, 102, 108, 109, 116, 117, 122, 128, 129
2.3.3 **Variables (Unknowns)** Identify missing terms and missing numbers in open number sentences involving number facts in addition and subtraction.	**Teacher's Guide:** 103

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
2.3.4 **Number Sentences and Equations** Complete number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, –, <, >, =).	**Teacher's Guide:** 20, 21, 22, 23, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 64, 69, 81, 82, 83, 99, 123

Measurement

Content Standard 3.0

To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
By the end of **Grade 3**, students should know and be able to do everything required at the previous grade and: **3.3.2** **Measurement** Select and use appropriate units of measurement; measure to a required degree of **accuracy**, and record results.	**Teacher's Guide:** 26, 27, 35, 36, 37, 38, 39, 41, 42, 43, 44, 51, 52, 53, 54, 55, 57, 58, 59, 60, 68, 70, 71, 91, 92, 93, 95, 96, 97, 98, 105, 106, 107, 108, 109, 110, 111, 120, 121, 123, 124, 125, 133, 134
3.3.3 **Estimation and Formulas** Estimate and use measuring devices with **standard** and **non-standard units** to measure length, surface area, liquid **volume**, capacity, temperature, and weight, communicating the concepts of more, less, and equivalent.	**Teacher's Guide:** 35, 36, 37, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 120, 121
3.3.4 **Money** Read, write, and use money notation determining possible combinations of coins and bills to equal given amounts.	**Teacher's Guide:** 26, 27, 41, 42, 43, 44, 58, 59, 60, 70, 71, 109, 110, 111, 123, 124, 125, 133, 134
3.3.6 **Time** Tell time to the nearest minute, using analog and digital clocks, and identify elapsed time.	**Teacher's Guide:** 37, 38, 39, 53, 54, 68, 107, 108

Spatial Relationships and Geometry

Content Standard 4.0

To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
By the end of **Grade 3**, students should know and be able to do everything required at the previous grade and: **4.3.1** **Two-Dimensional Shapes** Describe, sketch, compare, and contrast plane geometric figures.	**Teacher's Guide:** 18, 19, 20, 32, 33, 48, 49, 64, 65
4.3.2 **Congruence, Similarity, and Transformations** Demonstrate and describe the motion (transformation) of geometric figures as a slide, **rotation**, or a flip.	**Teacher's Guide:** 48, 49, 65, 74, 75, 76, 79
4.3.4 **Two- and Three-Dimensional Figures** Compare, contrast, sketch, model, and build two- and **three-dimensional** geometric figures and objects.	**Teacher's Guide:** 18, 19, 20, 32, 33, 48, 49, 64, 65, 74, 75, 76, 128, 129

Data Analysis

Content Standard 5.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
By the end of **Grade 3**, students should know and be able to do everything required at the previous grade and: **5.3.1** **Data Collection and Organization** Collect, organize, display, and describe simple data using number lines, **pictographs, bar graphs,** and **frequency tables.**	**Teacher's Guide:** 28, 29, 37, 38, 39, 44, 45, 58, 59, 84, 85, 91, 92, 93, 98, 99, 112, 113, 135
5.3.2 **Probability** Use concepts of **probability** (e.g., impossible, likely, certain) to make predictions about future events.	**Teacher's Guide:** 28, 29, 48, 49, 98, 99

Problem Solving

Process Standard 6.0

Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
6.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.	**Teacher's Guide:** 20, 21, 22, 39, 41, 49, 50, 51, 55, 56, 58, 64, 69, 70, 83, 91, 108, 124
6.2 Apply previous experience and knowledge to new problem-solving situations.	**Teacher's Guide:** 39, 48, 49, 51, 53, 55, 57, 59, 60, 66, 68, 70, 76, 80, 82, 88, 90, 97, 109, 118, 130, 135
6.4 Explain and verify results with respect to the original problem.	**Teacher's Guide:** 28, 29, 37, 38, 39, 44, 45, 58, 59, 84, 85, 91, 92, 93, 98, 99, 112, 113, 135
6.6 Try more than one strategy when the first strategy proves to be unproductive.	**Teacher's Guide:** 20, 21, 22, 39, 49, 50, 51, 55, 56, 58, 64, 69, 70, 124
6.8 Apply solutions and strategies from earlier problems to new problem situations.	**Teacher's Guide:** 39, 48, 49, 51, 53, 55, 57, 59, 60, 66, 68, 70, 76, 80, 82, 88, 90, 97, 109, 118, 130, 135
6.12 Use technology, including calculators, to understand quantitative relationships, e.g., for skip counting and pattern exploration.	**Teacher's Guide:** 27

Mathematical Communication

Process Standard 7.0

Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
7.1 Discuss and exchange ideas about mathematics as a part of learning.	**Teacher's Guide:** 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.5 Identify and translate key words and phrases that imply mathematical operations.	**Teacher's Guide:** 66, 67, 77, 78, 90, 91, 103, 104, 105, 118, 119, 128, 130, 131
7.7 Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.12 Explain and justify thinking about mathematical ideas and solutions.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.	**Teacher's Guide:** 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
7.17 Use mathematical notation to communicate and explain mathematical situations.	**Teacher's Guide:** 20, 21, 22, 23, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 76, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131

Mathematical Reasoning

Process Standard 8.0

Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
8.1 Justify and explain the solutions to problems using manipulative and physical models.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.	**Teacher's Guide:** 18, 19, 20, 23, 24, 25, 32, 33, 48, 49, 55, 56, 64, 65, 74, 75, 76, 88, 89, 102, 108, 109, 116, 117, 122, 128, 129
8.8 Ask questions to reflect on, clarify, and extend thinking.	**Teacher's Guide:** 129

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	**Teacher's Guide:** 28, 29, 44, 45, 84, 85, 91, 92, 93, 98, 99, 112, 113, 135
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	**Teacher's Guide:** 28, 29, 44, 45, 58, 59, 84, 85, 98, 99, 112, 113, 135

Mathematical Connections

Process Standard 9.0

Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

Benchmark Standards, Grade 3	Every Day Counts Calendar Math, Grade 3
9.1 Link new concepts to prior knowledge.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	**Teacher's Guide:** 20, 83
9.8 Identify, explain, and use mathematics in everyday life.	**Teacher's Guide:** 25, 40, 59, 71, 84, 97, 119

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correlated to
Nevada Mathematics Standards
Grade 4

Numbers, Number Sense, and Computation

Content Standard 1.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of **Grade 4**, students should know and be able to do everything required at the previous grade and: **1.4.1** **Facts** Immediately recall and use multiplication and corresponding division facts through 12s.	**Teacher's Guide:** 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138
1.4.3 **Word Problems and Number Theory** Generate and solve 2-step multiplication and division problems based on practical situations using pencil and paper, mental computation, and estimation.	**Teacher's Guide:** 57, 62, 137, 138
1.4.4 **Decimals and Money** Multiply and divide money amounts by a one-digit whole number producing a solution with no remainder.	**Teacher's Guide:** 35, 51, 52, 63, 64, 65, 80, 95, 100, 123, 137
1.4.5 **Computation** Multiply and divide multi-digit numbers by a one-digit number with regrouping, model and explain division including as repeated subtraction.	**Teacher's Guide:** 50, 51, 63, 85, 86, 97, 98, 111, 112
1.4.6 **Comparison and Ordering** Read, write, order, and compare **whole numbers**.	**Teacher's Guide:** 21, 22, 23, 34, 35, 50, 51, 52, 64, 65, 66, 79, 80, 94, 95, 108, 109, 123, 136, 137

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
1.4.7 **Estimation and Rounding** Use estimation to determine the reasonableness of an answer.	**Teacher's Guide:** 21, 22, 34, 35, 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
1.4.8 **Place Value** Use and identify place value positions of whole numbers.	**Teacher's Guide:** 21, 22, 23, 34, 35, 50, 51, 52, 64, 65, 66, 79, 80, 94, 95, 108, 109, 113, 123, 129, 136, 137
1.4.9 **Fractions** Identify and compare fractions with like denominators using numbers, models, and drawings.	**Teacher's Guide:** 38, 39, 40, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 102, 103, 110, 126, 127, 128

Patterns, Functions, and Algebra

Content Standard 2.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of **Grade 4**, students should know and be able to do everything required at the previous grade and: **2.4.1** **Patterns** Identify, describe, and represent numeric and geometric patterns and relationships.	**Teacher's Guide:** 18, 19, 20, 23, 32, 33, 34, 48, 49, 62, 63, 70, 71, 76, 77, 78, 92, 93, 106, 107, 108, 111, 112, 120, 121, 122, 134, 135, 136
2.4.3 **Variables (Unknowns)** Find solutions to given equalities from a given **replacement set**, (e.g. find the solution to 3 x 7 =_____, given the replacement set {19, 20, 21}).	**Teacher's Guide:** 41

Measurement

Content Standard 3.0

To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of **Grade 4**, students should know and be able to do everything required at the previous grade and: **3.4.2** **Measurement** Measure and compare length in inches, feet, yards, and miles (to the nearest 1/2, 1/4); measure and compare lengths in metric units (millimeter, centimeter, meter, kilometer); **convert** within each system.	**Teacher's Guide:** 36, 37, 66, 67, 115, 116, 117
3.4.3 **Estimation and Formulas** Communicate the difference between **perimeter** and **area**; describe and determine the perimeter of **polygons** and the area of rectangles (including squares).	**Teacher's Guide:** 95, 96, 97, 125, 126
3.4.4 **Money** Determine totals for monetary amounts in problem-solving situations.	**Teacher's Guide:** 21, 22, 23, 26, 27, 28, 34, 35, 36, 42, 50, 51, 52, 57, 58, 59, 63, 64, 65, 66, 72, 79, 80, 87, 88, 94, 95, 99, 100, 108, 109, 113, 136, 137
3.4.5 **Proportion and Ratio** Describe and determine the perimeter of polygons and the area of rectangles (including squares).	**Teacher's Guide:** 95, 96, 97, 125, 126

Spatial Relationships and Geometry

Content Standard 4.0

To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of **Grade 4**, students should know and be able to do everything required at the previous grade and: **4.4.1** **Two-Dimensional Shapes** Identify, draw, and classify angles according to their measurement, including **right**, **obtuse**, and acute.	**Teacher's Guide:** 92, 93, 94, 107
4.4.2 **Congruence, Similarity, and Transformations** Represent concepts of similarity, congruence, and **symmetry** using transformational motion.	**Teacher's Guide:** 19, 32, 33, 49, 106, 107, 135
4.4.4 **Two- and Three-Dimensional Figures** Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of **vertices** (corners), **edges**, and shapes of **faces**, using models.	**Teacher's Guide:** 19, 32, 33, 34, 48, 49, 76, 77, 78, 106, 107, 108, 120, 121, 134, 135
4.4.6 **Lines, Angles, and Geometric Figures** Identify, describe, and draw geometric figures including points, **intersecting lines**, **parallel lines**, **line segments**, **rays**, and angles.	**Teacher's Guide:** 48, 49, 62, 63

Data Analysis

Content Standard 5.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of **Grade 4**, students should know and be able to do everything required at the previous grade and: **5.4.1** **Data Collection and Organization** Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.	**Teacher's Guide:** 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
5.4.2 **Probability** Conduct simple probability experiments using concrete materials and represent the results using fractions.	**Teacher's Guide:** 101, 102, 103

Problem Solving

Process Standard 6.0

Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
6.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.	**Teacher's Guide:** 18, 21, 35, 58, 59, 80, 85, 87, 112, 122, 123, 124, 131
6.2 Apply previous experience and knowledge to new problem-solving situations.	**Teacher's Guide:** 34, 48, 50, 54, 56, 57, 62, 63, 65, 66, 68, 70, 92, 94, 99, 108, 113, 114, 120, 137
6.5 Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient strategy for the given situation.	**Teacher's Guide:** 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
6.6 Try more than one strategy when the first strategy proves to be unproductive.	**Teacher's Guide:** 18, 21, 35, 58, 59, 80, 85, 87, 112, 122, 123, 124, 131
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	**Teacher's Guide:** 34, 48, 50, 54, 56, 57, 62, 63, 65, 66, 68, 70, 92, 94, 99, 108, 113, 114, 120, 137
6.10 Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable.	**Teacher's Guide:** 18, 21, 35, 41, 56, 58, 59, 80, 85, 87, 112, 122, 123, 124, 141
6.12 Use technology, including calculators, to understand quantitative relationships, e.g., for skip counting and pattern exploration.	**Teacher's Guide:** 21, 22, 80

Mathematical Communication

Process Standard 7.0

Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
7.1 Discuss and exchange ideas about mathematics as a part of learning.	**Teacher's Guide:** 19, 20, 22, 24, 25, 27, 29, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 114, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
7.5 Identify and translate key words and phrases that imply mathematical operations.	**Teacher's Guide:** 19, 20, 32, 34, 39, 40, 48, 57, 72, 76, 93, 94, 96, 98, 106, 117, 138
7.8 Use physical material, **diagrams**, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
7.11 Make **conjectures** and present arguments in discussions of mathematical ideas.	**Teacher's Guide:** 21, 22, 34, 35, 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
7.12 Explain and justify thinking about mathematical ideas and solutions.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.	**Teacher's Guide:** 19, 20, 22, 24, 25, 27, 29, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 114, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
7.17 Use mathematical notation to communicate and explain mathematical situations.	**Teacher's Guide:** 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129

Mathematical Reasoning

Process Standard 8.0

Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
8.1 Justify and explain the solutions to problems using manipulative and physical models.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.	**Teacher's Guide:** 18, 19, 20, 23, 32, 33, 34, 48, 49, 62, 63, 70, 71, 76, 77, 78, 92, 93, 106, 107, 108, 111, 112, 120, 121, 122, 134, 135, 136
8.5 Follow a logical argument and judge its validity.	**Teacher's Guide:** 21, 35, 58, 59, 80, 85, 87, 112, 122, 123, 124, 131
8.6 Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning.	**Teacher's Guide:** 20, 41, 45, 49, 50, 63, 78, 87, 100, 115, 116, 117, 134, 135, 136
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	**Teacher's Guide:** 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 132
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	**Teacher's Guide:** 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 132

Mathematical Connections

Process Standard 9.0

Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

Benchmark Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
9.1 Link new concepts to prior knowledge.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	**Teacher's Guide:** 112
9.3 Use models to explain the relationship of concepts to procedures.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
9.8 Identify, explain, and use mathematics in everyday life.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139

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correlated to
Nevada Mathematics Standards
Grade 5

Numbers, Number Sense, and Computation

Content Standard 1.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
By the end of **Grade 5**, students should know and be able to do everything required at the previous grade and: **1.5.1** **Facts** Use and apply multiplication and corresponding division facts through 12's.	**Teacher's Guide:** 21, 37, 41, 42, 43, 44, 49, 54, 55, 66, 67, 68, 76, 77, 78, 90, 91, 104, 105, 130, 131
1.5.2 **Application** Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.	**Teacher's Guide:** 21, 22, 23, 24, 25, 36, 37, 38, 49, 50, 51, 52, 62, 67, 82, 83, 91, 97, 106, 117, 118, 124
1.5.3 **Word Problems and Number Theory** Use **order of operations** to solve problems.	**Teacher's Guide:** 62
1.5.4 **Decimals** Add and subtract decimals; multiply and divide decimals by whole numbers in problems representing practical situations.	**Teacher's Guide:** 70, 71, 81, 119, 124
1.5.5 **Computation** Multiply and divide multi-digit numbers by 2-digit numbers, including strategies for powers of 10.	**Teacher's Guide:** 48, 49, 54, 55, 62, 67, 78, 90, 91, 104, 105, 106, 117, 130, 131

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
1.5.6 **Comparison and Ordering** Compare and order negative numbers within the context of everyday happenings (e.g., temperature) and plot those numbers on a number line.	**Teacher's Guide:** 124
1.5.7 **Estimation and Rounding** When **rounding**, identify which place value will be most helpful in estimating an answer and determine the reasonableness of the answer.	**Teacher's Guide:** 37, 38, 124
1.5.8 **Place Value** Use and identify place value.	**Teacher's Guide:** 22, 23, 24, 25, 26, 27, 28, 37, 38, 44, 45, 50, 51
1.5.9 **Fractions** Use models and drawings to identify, compare, add, and subtract fractions with like denominator**s** and to add and subtract decimals; use both to solve problems.	**Teacher's Guide:** 40, 41, 53, 65, 70, 71, 86, 94, 119, 124

Patterns, Functions, and Algebra

Content Standard 2.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
By the end of **Grade 5**, students should know and be able to do everything required at the previous grade and: **2.5.1** **Patterns** Identify, describe, and explain patterns and relationships in the number system (e.g., formed by **triangular numbers**, perfect squares, arithmetic and **geometric sequences**) using concrete materials, paper and pencil, and calculators.	**Teacher's Guide:** 18, 19, 20, 21, 34, 35, 36, 48, 49, 63, 74, 75, 76, 82, 87, 88, 89, 91, 102, 103, 116, 117, 128, 129, 130
2.5.3 **Variables (Unknowns)** Using whole numbers as a replacement set, find possible solutions to such inequalities as $8 + 4 > n$.	**Teacher's Guide:** 20, 48, 49, 83, 91, 117, 118

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
2.5.4 **Number Sentences and Equations** Use variables in open sentences and to describe simple functions and relationships.	**Teacher's Guide:** 20, 48, 49, 83, 91, 117, 118
2.5.5 **Algebraic Basics** Generate number sequences given the first term and any basic computation rule (e.g., given a 4 and the rule of add 6, 10, 16, 22, 28,…).	**Teacher's Guide:** 41, 42, 43, 44, 54, 55, 66, 67, 68, 76, 77, 78, 90, 91, 104, 105, 106, 130, 131, 132
2.5.7 **Equation Solutions** Solve simple equations using a variety of methods (e.g., **inverse operations**, mental math, and estimate and verify).	**Teacher's Guide:** 58, 62, 65, 82, 83, 91, 104, 105, 106, 117, 118, 128

Measurement

Content Standard 3.0

To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
By the end of **Grade 5**, students should know and be able to do everything required at the previous grade and: **3.5.3** **Estimation and Formulas** Estimate measures of length, volume, capacity, quantity, and weight, communicating degree of accuracy needed and when a more precise measure is required.	**Teacher's Guide:** 57, 58, 59, 79, 92, 93, 94, 95, 96, 97, 98, 118, 119, 120
3.5.4 **Money** Determine totals and change due for monetary amounts in problem-solving situations.	**Teacher's Guide:** 21, 22, 23, 24, 37, 38, 50, 51, 62, 70, 81, 111, 112, 122, 123, 124, 125, 132
3.5.5 **Proportion and Ratio** Communicate the difference between perimeter and area.	**Teacher's Guide:** 55, 82, 83, 91

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
3.5.6 **Time** Identify equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years (e.g, 60 sec = 1 min).	**Teacher's Guide:** 69, 70, 86

Spatial Relationships and Geometry

Content Standard 4.0

To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
By the end of **Grade 5**, students should know and be able to do everything required at the previous grade and: **4.5.1** **Two-Dimensional Shapes** Draw and classify triangles, according to their properties (e.g., right, scalene, obtuse, equilateral); identify and draw circles and parts of circles, describing the relationships between the various parts (e.g., central angle, **arc**, diameter)	**Teacher's Guide:** 34, 35, 36, 37
4.5.2 **Congruence, Similarity, and Transformations** Identify shapes that have congruence, similarity, and/or symmetry of figures using a variety of methods including transformational motions (e.g., **translation**/slide, rotation/turn, **reflection**/flip, enlargement/reduction) and models, drawings, and measurement tools.	**Teacher's Guide:** 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 116, 117, 118
4.5.3 **Coordinate Geometry and Line of Symmetry** Using a grid, identify coordinates for a given point or locate points of given coordinates in the first **quadrant**.	**Teacher's Guide:** 122
4.5.4 **Two- and Three-Dimensional Figures** Identify, describe, compare, and classify two- and three-dimensional figures by relevant properties including number of vertices (corners), **edges**, and shapes of faces; identify and predict the effects of combining, dividing, and changing shapes into other shapes.	**Teacher's Guide:** 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90, 108

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
4.5.6 **Lines, Angles, and Geometric Figures** Identify, describe, define, and draw geometric figures including points, intersecting, perpendicular and parallel lines, line segment**s**, rays, angles, and planes.	**Teacher's Guide:** 18, 19, 21, 31, 35, 36, 74, 75, 76, 102, 103, 104, 106, 107, 108, 109, 116, 117, 118

Data Analysis

Content Standard 5.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
By the end of **Grade 5**, students should know and be able to do everything required at the previous grade and: **5.5.1** **Data Collection and Organization** Collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, **stem and leaf plots**, scatter plots, **histograms**; use data to draw and explain conclusions and predictions.	**Teacher's Guide:** 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 122, 123, 124, 125
5.5.4 **Central Tendency** Model and then compute **measures of central tendency** including **mean**, **median**, and **mode**.	**Teacher's Guide:** 57, 58, 59
5.5.6 **Design** Describe the limitations of various graph formats; select an appropriate type of graph to **accurately** represent the data and justify the selection.	**Teacher's Guide:** 31, 125

Problem Solving

Process Standard 6.0

Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
6.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.	**Teacher's Guide:** 24, 70, 89, 97, 132, 133
6.2 Apply previous experience and knowledge to new problem-solving situations.	**Teacher's Guide:** 34, 37, 45, 48, 49, 54, 66, 82, 90, 118, 119, 130
6.5 Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient **strategy** for the given situation.	**Teacher's Guide:** 24, 70, 89, 97, 132, 133
6.6 Try more than one strategy when the first strategy proves to be unproductive.	**Teacher's Guide:** 24, 70, 89, 97, 132, 133
6.7 Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.	**Teacher's Guide:** 24, 70, 89, 97, 132, 133
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	**Teacher's Guide:** 34, 37, 45, 48, 49, 54, 66, 82, 90, 118, 119, 130
6.10 Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable.	**Teacher's Guide:** 24, 28, 29, 30, 31, 57, 58, 59, 70, 89, 97, 120, 132, 133
6.13 Use technology, including calculators, to solve problems and verify solutions.	**Teacher's Guide:** 24, 57, 86, 122

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
6.14 Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.	**Teacher's Guide:** 24, 57, 86, 122

Mathematical Communication

Process Standard 7.0

Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
7.1 Discuss and exchange ideas about mathematics as a part of learning.	**Teacher's Guide:** 19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 116, 117, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
7.5 Identify and translate key words and phrases that imply mathematical operations.	**Teacher's Guide:** 19, 20, 35, 36, 41, 42, 43, 58, 87, 88, 89, 102, 103, 108, 109, 131
7.8 Use physical material, **diagrams**, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
7.11 Make conjectures and present arguments in discussions of mathematical ideas.	**Teacher's Guide:** 24, 37, 38, 57, 58, 59, 97, 112, 113, 132, 133
7.12 Explain and justify thinking about mathematical ideas and solutions.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.	**Teacher's Guide:** 19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 113, 116, 117, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
7.17 Use mathematical notation to communicate and explain mathematical situations.	**Teacher's Guide:** 24, 25, 48, 49, 55, 62, 65, 82, 83, 91, 104, 105, 106, 117, 118, 128

Mathematical Reasoning

Process Standard 8.0

Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
8.2 Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.	**Teacher's Guide:** 24, 28, 29, 30, 31, 37, 38, 57, 58, 59, 97, 112, 113, 119, 120, 132, 133
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.	**Teacher's Guide:** 18, 19, 20, 21, 34, 35, 36, 48, 49, 63, 74, 75, 76, 82, 87, 88, 89, 91, 102, 103, 116, 117, 128, 129, 130
8.5 Follow a logical argument and judge its validity.	**Teacher's Guide:** 24, 28, 29, 30, 37, 38, 57, 58, 59, 97, 112, 113, 132, 133
8.6 Apply deductive and inductive reasoning in mathematical situations to extend logical reasoning.	**Teacher's Guide:** 24, 28, 29, 30, 37, 38, 57, 58, 59, 97, 112, 113, 132, 133
8.8 Ask questions to reflect on, clarify, and extend thinking.	**Teacher's Guide:** 28, 49
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	**Teacher's Guide:** 22, 28, 29, 30, 112, 113, 119, 120
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	**Teacher's Guide:** 28, 29, 30, 31, 57, 58, 59, 120, 122, 123, 124

Mathematical Connections

Process Standard 9.0

Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

Benchmark Standards, Grade 5	Every Day Counts Calendar Math, Grade 5
9.1 Link new concepts to prior knowledge.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	**Teacher's Guide:** 31, 53, 82, 83
9.3 Use models to explain the relationship of concepts to procedures.	**Teacher's Guide:** 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
9.5 Identify practical applications of mathematical principles that can be applied to other disciplines.	**Teacher's Guide:** 59
9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).	**Teacher's Guide:** 59
9.8 Identify, explain, and use mathematics in everyday life.	**Teacher's Guide:** 37, 38, 59, 62, 111, 112, 113

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Nevada Mathematics Standards
Grade 6

Numbers, Number Sense, and Computation

Content Standard 1.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
By the end of **Grade 6**, students should know and be able to do everything required at the previous grade and: **1.6.1** **Facts** Read, write, add, subtract, multiply, and divide using decimals, fractions, and percents.	**Teacher's Guide:** 7, 8, 9, 14, 15, 16, 21, 22, 31, 32, 40, 41, 42, 49, 55, 56, 64, 75, 76, 77, 78, 79, 84, 85, 86, 95, 118, 138, 139
1.6.2 **Application** Apply decimals, fractions, and percents to solve mathematical and practical problems.	**Teacher's Guide:** 7, 8, 9, 14, 15, 16, 21, 22, 31, 32, 40, 41, 42, 49, 55, 56, 64, 75, 76, 77, 78, 79, 84, 85, 86, 95, 118, 138, 139
1.6.3 **Word Problems and Number Theory** Use the concepts of **number theory,** including **prime** and **composite numbers**, factors, **multiples,** and the rules of divisibility.	**Teacher's Guide:** 2, 3, 4, 5, 6, 18, 19, 20, 21, 37, 38, 39, 54, 73, 74, 75
1.6.6 **Comparison and Ordering** Compare and order groups of fractions and groups of decimals (e.g., on a number line).	**Teacher's Guide:** 7, 8, 9, 14, 15, 16, 21, 22, 40, 41, 42, 55, 56, 75, 76, 77, 78, 79, 84, 95, 138, 139
1.6.7 **Estimation and Rounding** Round to a given decimal place value; estimate using decimals, fractions, and percents.	**Teacher's Guide:** 14, 15, 16, 49, 139

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
1.6.9 **Fractions** Use models and drawings to identify, compare, add, and subtract fractions with unlike denominators; use models to translate among fractions, decimals, and percents.	**Teacher's Guide:** 7, 8, 9, 14, 15, 16, 21, 22, 31, 32, 40, 41, 42, 49, 55, 56, 75, 76, 77, 78, 79, 95, 118, 138, 139

Patterns, Functions, and Algebra

Content Standard 2.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
By the end of **Grade 6**, students should know and be able to do everything required at the previous grade and: **2.6.1** **Patterns** Use and create tables and charts to extend a **pattern** in order to describe a rule**.**	**Teacher's Guide:** 2, 3, 4, 18, 19, 34, 44, 45, 51, 58, 69, 72, 82, 106, 107, 111, 123, 127, 128, 131, 141
2.6.2 **Relationships** Identify, model, describe, and evaluate relationships using charts and tables, with and without technology.	**Teacher's Guide:** 11, 12, 16, 25, 26, 28, 29, 30, 32, 38, 46, 48, 49, 53, 62, 78, 82, 85, 96, 98, 100, 110, 116, 127, 131, 132, 133, 134, 139, 147, 150, 160, 161
2.6.7 **Equation Solutions** Use a rule to create a table and represent the ordered pairs on a **coordinate grid**.	**Teacher's Guide:** 30, 31, 62, 63, 82, 83, 100, 101, 102, 103, 134, 135, 136, 153, 154, 155, 156, 157

Measurement

Content Standard 3.0

To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
By the end of **Grade 6**, students should know and be able to do everything required at the previous grade and: **3.6.1** **Comparison and Ordering** Estimate and convert, units of measure for length, weight, and **capacity**, within the same measurement system (customary or metric).	**Teacher's Guide:** 104, 120, 121, 136, 137, 138, 139
3.6.2 **Measurement** Explain how the size of the unit used affects the **precision**; given two measurements of the same object, select the one that is more precise.	**Teacher's Guide:** 24, 27
3.6.3 **Estimation and Formulas** Estimate, measure to the required degree of accuracy, derive, and apply formulas to find the perimeter, circumference, and **area** of **plane figures**.	**Teacher's Guide:** 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 96, 97, 110, 111, 112, 113, 114, 158, 159, 160, 161, 162
3.6.5 **Proportion and Ratios** Use ratios to describe and compare relationships between various objects.	**Teacher's Guide:** 146, 147, 148, 149, 150, 151

Spatial Relationships and Geometry

Content Standard 4.0

To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
By the end of **Grade 6**, students should know and be able to do everything required at the previous grade and: **4.6.1** **Two-Dimensional Shapes** Measure angles; identify, describe by properties, classify, compare, and draw regular and irregular quadrilaterals; find the sum of the interior angles of triangles and quadrilaterals.	**Teacher's Guide:** 34, 35, 36, 91, 92, 93, 94
4.6.3 **Coordinate Geometry and Line of Symmetry** Using a coordinate grid, identify coordinates for a given point and locate points of given coordinates; plot geometric shapes in all four quadrants.	**Teacher's Guide:** 30, 31, 63, 83, 101, 102, 103, 134, 135, 136, 153, 154, 155, 156, 157
4.6.4 **Two- and Three-Dimensional Figures** Make a model of a three dimensional **prism** from a **two-dimensional** drawing and make a two-dimensional drawing of a three-dimensional prism.	**Teacher's Guide:** 124, 128, 158
4.6.5 **Lines, Slopes, and Linear Equations** Model **slope** (pitch, **angle of inclination**) using concrete objects and practical examples.	**Teacher's Guide:** 30, 31, 63, 83, 134, 135, 136, 153, 154, 155, 156, 157
4.6.8 **Draw and Construct** Construct circles, angles, and triangles based on given measurements using a variety of methods (e.g., protractor, paper folding).	**Teacher's Guide:** 23, 24, 25, 26, 27, 28, 42, 43, 44, 57, 70

Data Analysis

Content Standard 5.0

To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
By the end of **Grade 6**, students should know and be able to do everything required at the previous grade and: **5.6.1** **Data Collection and Organization** Interpret data using various formats including circle graphs.	**Teacher's Guide:** 10, 11, 23, 24, 25, 26, 27, 28, 30, 31, 63, 65, 66, 67, 83, 87, 88, 89, 101, 102, 103, 116, 117, 118, 129, 130, 131, 134, 135, 136, 144, 145, 146, 153, 154, 155, 156, 157
5.6.2 **Probability** Conduct simple probability experiments using concrete materials and represent the results using decimals, percents, and ratios	**Teacher's Guide:** 128, 129, 130, 131, 144, 145, 146
5.6.3 **Probability Analysis** Solve probability problems using a variety of methods including constructing sample spaces and tree diagrams.	**Teacher's Guide:** 128, 129, 130, 131, 144, 145, 146
5.6.5 **Data Analysis** Analyze the effect a change of format will have on interpretation of statistical charts and graphs.	**Teacher's Guide:** 63, 103, 119, 145, 146
5.6.6 **Design** Analyze data in a variety of formats to draw conclusions and make predictions	**Teacher's Guide:** 3, 4, 11, 13, 25, 36, 37, 45, 80, 96, 129, 131, 144, 145, 146, 153, 154, 155, 156, 157

Problem Solving

Process Standard 6.0

Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
6.1 Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.	**Teacher's Guide:** 3, 12, 14, 20, 39, 78, 96, 111, 133, 149, 162
6.2 Apply previous experience and knowledge to new problem-solving situations.	**Teacher's Guide:** 12, 13, 18, 20, 48, 55, 64, 69, 87, 134, 135, 136
6.5 Verify, interpret, and evaluate results with respect to the original problem situation, determining an efficient **strategy** for the given situation.	**Teacher's Guide:** 3, 12, 14, 20, 39, 78, 96, 111, 133, 149, 162
6.6 Try more than one strategy when the first strategy proves to be unproductive.	**Teacher's Guide:** 3, 12, 14, 20, 39, 78, 96, 111, 133, 149, 162
6.7 Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists.	**Teacher's Guide:** 86, 156
6.9 Generalize solutions and strategies from earlier problems to new problem situations.	**Teacher's Guide:** 3, 12, 14, 20, 39, 78, 96, 111, 133, 149, 162
6.10 Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, selecting and justifying efficient methods and/or strategies, and ensuring the answer is reasonable.	**Teacher's Guide:** 3, 4, 12, 14, 20, 21, 37, 39, 66, 78, 96, 111, 133, 149, 162

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
6.13 Use technology, including calculators, to solve problems and verify solutions.	**Teacher's Guide:** 16, 25, 26, 86, 110, 111, 132, 133, 134, 147, 151
6.14 Use technology, including calculators, to investigate, define, and describe quantitative relationships such as patterns and functions.	**Teacher's Guide:** 16, 25, 26, 86, 110, 111, 132, 133, 134, 147, 151

Mathematical Communication

Process Standard 7.0

Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
7.1 Discuss and exchange ideas about mathematics as a part of learning.	**Teacher's Guide:** 3, 4, 5, 6, 8, 10, 11, 13, 15, 16, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 52,k 53, 54, 55, 56, 59, 60, 62, 64, 66, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119, 120, 121, 124, 125, 126, 127, 128, 129, 130, 131, 133, 135, 138, 139, 142, 143, 144, 145, 146, 148, 149, 154, 155, 156, 159, 160, 161
7.2 Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.	**Teacher's Guide:** 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162
7.3 Read expository text to learn about mathematics.	**Teacher's Guide:** 28, 115, 119, 151

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
7.6 Interpret and solve word problems without the necessity of key words or phrases.	**Teacher's Guide:** 16, 21, 27, 31, 32, 49, 61, 64, 84, 85
7.8 Use physical material, **diagrams**, and tables to represent and then communicate mathematical ideas through oral, verbal, and written formats.	**Teacher's Guide:** 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162
7.11 Make conjectures and present arguments in discussions of mathematical ideas.	**Teacher's Guide:** 3, 4, 11, 13, 25, 36, 37, 45, 80, 96, 129, 131, 144, 145, 146, 153, 154, 155, 156, 157
7.13 Explain and evaluate thinking about mathematical ideas and solutions.	**Teacher's Guide:** 3, 4, 5, 6, 8, 10, 11, 13, 15, 16, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 52, 53, 54, 55, 56, 59, 60, 62, 64, 66, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119, 120, 121, 124, 125, 126, 127, 128, 129, 130, 131, 133, 135, 138, 139, 142, 143, 144, 145, 146, 148, 149, 154, 155, 156, 159, 160, 161
7.15 Use everyday language to explain thinking about strategies and solutions to mathematical problems.	**Teacher's Guide:** 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
7.16 Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	**Teacher's Guide:** 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162
7.17 Use mathematical notation to communicate and explain mathematical situations.	**Teacher's Guide:** 11, 12, 13, 30, 31, 32, 37, 38, 39, 44, 45, 46, 47, 48, 49, 54, 60, 61, 82, 83, 97, 98, 99, 100, 112, 113, 114, 134, 135

Mathematical Reasoning

Process Standard 8.0

Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
8.2 Justify answers and the steps taken to solve problems, with and without manipulatives and physical models.	**Teacher's Guide:** 3, 4, 5, 6, 8, 10, 11, 13, 15, 16, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 52,k 53, 54, 55, 56, 59, 60, 62, 64, 66, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119, 120, 121, 124, 125, 126, 127, 128, 129, 130, 131, 133, 135, 138, 139, 142, 143, 144, 145, 146, 148, 149, 154, 155, 156, 159, 160, 161
8.4 Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.	**Teacher's Guide:** 2, 3, 4, 18, 19, 34, 44, 45, 51, 58, 69, 72, 82, 106, 107, 111, 123, 127, 128, 131, 141
8.5 Follow a logical argument and judge its validity.	**Teacher's Guide:** 3, 37, 129, 147

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
8.7 Recognize and apply deductive and inductive reasoning in both concrete and abstract contexts.	**Teacher's Guide:** 3, 12, 14, 20, 39, 78, 96, 111, 133, 149, 162
8.8 Ask questions to reflect on, clarify, and extend thinking.	**Teacher's Guide:** 13, 19, 25
8.9 Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.	**Teacher's Guide:** 3, 4, 11, 13, 25, 36, 37, 45, 80, 96, 129, 131, 144, 145, 146, 153, 154, 155, 156, 157
8.11 Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	**Teacher's Guide:** 3, 4, 5, 6, 8, 10, 11, 13, 15, 16, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 35, 36, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 52,k 53, 54, 55, 56, 59, 60, 62, 64, 66, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 107, 108, 109, 110, 111, 112, 113, 114, 115, 117, 118, 119, 120, 121, 124, 125, 126, 127, 128, 129, 130, 131, 133, 135, 138, 139, 142, 143, 144, 145, 146, 148, 149, 154, 155, 156, 159, 160, 161

Mathematical Connections

Process Standard 9.0

Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
9.1 Link new concepts to prior knowledge.	**Teacher's Guide:** 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162

Benchmark Standards, Grade 6	Every Day Counts Calendar Math, Grade 6
9.2 Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.	**Teacher's Guide:** 8, 12, 13, 20, 22, 37, 39, 41, 42, 43, 44, 54, 55, 57, 74, 77, 78, 95, 117
9.3 Use models to explain the relationship of concepts to procedures.	**Teacher's Guide:** 5, 6, 7, 8, 9, 14, 20, 21, 22, 28, 31, 37, 39, 40, 41, 42, 43, 44, 45, 46,47, 49, 54, 55, 56, 57, 58, 59, 60, 61, 64, 73, 74, 75, 76, 77, 78, 79, 80, 81, 84, 86, 91, 92, 93, 94, 95, 96, 97, 98, 99, 109, 111, 112, 113, 117, 118, 128, 129, 143, 144, 145, 146, 149, 157, 158, 159, 160, 162
9.4 Use the connections among mathematical topics to develop multiple approaches to problems.	**Teacher's Guide:** 73, 134
9.5 Identify practical applications of mathematical principles that can be applied to other disciplines.	**Teacher's Guide:** 9, 24, 57, 65, 84, 92, 101, 115, 129, 134, 146, 147, 149, 153, 161, 162
9.7 Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).	**Teacher's Guide:** 24, 129, 153, 162
9.8 Identify, explain, and use mathematics in everyday life.	**Teacher's Guide:** 16, 21, 101, 115, 119, 128, 151, 161

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