

**MATH TO LEARN © 2006**

correlated to

**New Mexico Mathematics Content Standards,  
Benchmarks, and Performance Standards  
Grades 1-2**



EDUCATION GROUP



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**YOUR NEW MEXICO GREAT SOURCE REPRESENTATIVE**

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**Publisher: Great Source Education Group**

**Title: Math to Learn**

**ISBN: 978-0-669-53598-3**

**NEW MEXICO MATHEMATICS CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS**  
**Publisher Alignment Analyses for Primary Tool of Instruction**

This correlation table/matrix is a tool to show alignment with New Mexico’s Content Standards, Benchmarks, & Performance Standards and the proposed instructional material considered for adoption. The purpose is to demonstrate how your material can contribute to student achievement as measured against these Content Standards.

**Attach a completed copy of this document to each core basal sample you are submitting for review. You will submit 3 copies of each student & teacher edition for each title & other material deemed necessary to provide appropriate instruction, along with these alignment documents at the 2006 June Summer Institute. DO NOT SEND WITH THE RFP.**

**Mathematics Grade 1**

**Standard 1: NUMBER AND OPERATIONS: Students will understand numerical concepts and mathematical operations.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	1. Demonstrate an understanding of the place-value structure of the base-ten number system: <ul style="list-style-type: none"><li>• read, write, model, and sequence whole numbers up to 100 (including filling in missing numbers in a sequence)</li><li>• count with understanding and recognize “how many” in sets of objects up to 50</li><li>• count orally by 2s to 20 and by 5s and 10s to 100</li><li>• count orally backward from 100</li><li>• compare and order numbers up to 100</li><li>• decompose and recombine numbers using manipulatives (e.g., by breaking numbers apart and recombining) to create and construct equivalent representations for the same number (e.g., <math>10 = 3 + 7</math> or <math>1 + 2 + 7</math> or <math>3 + 2 + 5</math>)</li><li>• group objects by 10s and 1s to explore place value (e.g., 24 equals two tens and four ones)</li><li>• use ordinal numbers (e.g., what position?) and cardinal numbers (e.g., how many?) appropriately</li><li>• connect number words and numbers to the quantities they represent</li></ul>	2-7, 8-25, 26-37, 298-299, 300-301	

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B. Understand the meaning of operations and how they relate to one another.	1. Use a variety of models to demonstrate an understanding of addition and subtraction of whole numbers.	54-71, 72-81, 82-89	
	2. Solve addition and subtraction problems with one-and two-digit numbers (e.g., $5 + 58 = [ ]$ ).	56-71, 74-81, 82-89, 114-114, 120-121, 124-129, 302-303	
	3. Find the sum of three one-digit numbers to the sum of 15.	70-71	

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B. Understand the meaning of operations and how they relate to one another.	4. Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions (e.g., $8 + 6 = 14$ is related to $14 - 6 = 8$ ).	82-89	
	5. Use concrete materials to investigate situations that relate to multiplication and division (e.g., equal groupings of objects, sharing equally).	92-107, 108-111	
	6. Given simple story problems, explain verbally how to select and use appropriate operations.	286-289	

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C. Compute fluently and make reasonable estimates.	1. Use strategies for whole-number computation, with a focus on addition and subtraction (e.g., counting on or counting back, doubles, sums that make 10, direct modeling with pictures or objects, numerical reasoning based on number combinations and relationships).	58-71, 76-79, 82-89, 114-141, 142-157, 292-293	
	2. Demonstrate a variety of methods to compute (e.g., objects, mental computation, paper and pencil, and estimation).	56-71, 74-79, 82-89, 114-141, 142-157, 158-161	
	3. Perform addition and subtraction with whole number combinations.	126-129, 132-139, 144-147, 150-157	
	4. Use and explain estimation strategies to determine the reasonableness of answers involving addition and subtraction.	158-159, 160-161	

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**Mathematics Grade 1**

**Standard 2: ALGEBRA: Students will understand algebraic concepts and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand patterns, relations, and functions.	1. Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers) and translate from one representation to another (e.g., red, red, blue, blue to step, step, clap, clap).	254-255, 276-277	
	2. Skip-count on a hundreds chart (e.g., by 2s up to 20 and 5s and 10s up to 100) to identify, describe, and predict number patterns.	The opportunity to address this objective is available on the following pages: 8, 37, 305	
	3. Identify number patterns on the hundreds chart.	The opportunity to address this objective is available on the following pages: 8, 37	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
B. Represent and analyze mathematical situations and structures using algebraic symbols.	1. Write number sentences that use concrete objects, pictorial, and verbal representations to express mathematical situations using invented and conventional symbols (e.g., +, -, =).	54-71, 72-79, 80-89, 92-107, 108-111, 258-261	
	2. Demonstrate and describe the concept of equal (e.g., using objects, balance scales).	258-259, 260-261	
	3. Solve open number sentences that have variables representing numbers up to 10 (e.g., $10 = [ ] + 2$ ).	84-85, 260-261	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
C. Use mathematical models to represent and understand quantitative relationships.	1. Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions to 20 (e.g., $3 + 5 = 8$ , $2 + 6 = 8$ ).	66-67	
	2. Describe situations that involve addition and subtraction of whole numbers including objects, pictures, and symbols (e.g., Robert has four apples, Maria has five more).	54-71, 72-79, 80-89, 258-261, 271-284, 286-289	
D. Analyze changes in various contexts.	1. Describe qualitative change (e.g., a student growing taller, trees getting bigger, ice melting).	No specific lesson addresses this objective.	

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**Mathematics Grade 1**

**Standard 3: GEOMETRY: Students will understand geometric concepts and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	1. Identify common geometric figures and classify them by common attributes: <ul style="list-style-type: none"><li>• recognize, name, build, and draw both polygonal (up to six sides) and curved shapes</li><li>• sort two-and three-dimensional shapes into categories based on common attributes</li><li>• use the attributes of shapes to analyze and identify examples and non-examples of geometric shapes</li><li>• participate in discussions comparing, identifying, and analyzing attributes to develop the vocabulary needed to describe two-and three-dimensional geometric shapes and their attributes (e.g., sides, corners, edges, faces)</li></ul>	196-197, 204-205	
B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	1. Participate in group and individual activities based on the concepts of space and location: <ul style="list-style-type: none"><li>• describe direction, location, space, and shape (e.g., left, right, over, under, near, far, between)</li><li>• visualize, describe, and record directions for navigating from one location to another to develop the vocabulary needed to describe direction, distance, location, and representation</li><li>• use materials to create representations of the surrounding environment (e.g., three-dimensional models, maps of the classroom)</li><li>• develop estimates and measure distances using nonstandard measurements</li></ul>	The opportunity to address this objective is available on the following pages: 209-213, 264-265, 300-301	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
C. Apply transformations and use symmetry to analyze mathematical situations.	1. Predict the results of changing a shape's position or orientation by using rotation (i.e., turns), reflection (i.e., flips), and translations (i.e., slides).	202-203	
	2. Create simple symmetrical shapes and pictures.	198-199	
	3. Recognize and describe the symmetric characteristics of designs (e.g., geometric designs made with pattern blocks).	The opportunity to address this objective is available on the following pages: 11, 198-199	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
D. Use visualization, spatial reasoning, and geometric modeling to solve problems.	1. Use combinations of shapes to make a new shape to demonstrate relationships between shapes (e.g., a hexagon can be made from six triangles).	205	
	2. Create three-dimensional shapes based on two-dimensional representations.	The opportunity to address this objective is available on the following pages: 204-205	
	3. Participate in activities to develop mental visualization and spatial memory (e.g., “quick image” activities that require students to recall or reproduce a configuration of dots on a card or to determine the number of dots without counting).	No specific lesson addresses this objective.	
	4. Describe how to get from one location to another by visualizing the landmarks along the route.	No specific lesson addresses this objective.	
	5. Identify structures from different views or match views of the same structure portrayed from different perspectives.	200-201	

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**Standard 4: MEASUREMENT: Students will understand measurement systems and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand measurable attributes of objects and the units, systems, and process of measurement.	1. Develop an understanding of measurable properties (e.g., length, volume, weight, area, and time) using appropriate concepts and vocabulary: <ul style="list-style-type: none"><li>length by measuring and estimating (e.g., longer, shorter, meter, centimeter, inch, yard)</li><li>weight by measuring, estimating, and weighing (e.g., heavy [-ier], light [-er])</li><li>volume by measuring, estimating, and weighing (e.g., full, empty)</li><li>area by measuring and estimating (e.g., perimeter, rectangles, squares)</li><li>time by estimating (e.g., minutes, hours, days, weeks)</li></ul>	180-181, 188-191, 208-213, 214-217, 218-221, 222-225	
	2. Use digital and analog (face) clocks to tell time to the half hour.	180-183	

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**Standard 4: MEASUREMENT: Students will understand measurement systems and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
B. Apply appropriate techniques, tools, and formulas to determine measurements.	1. Measure with multiple copies of units the same size (e.g., paper clips).	209-213	
	2. Use repetition of a single unit to measure something larger than the unit (e.g., a yardstick/meterstick to measure a room).	209-213	

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**Standard 5: DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	1. Collect, organize, represent, and compare data by category on graphs and charts to answer simple questions: <ul style="list-style-type: none"><li>• answer questions about “how” data can be gathered</li><li>• gather data by interviewing, surveying, and making observations</li><li>• organize data into appropriate categories by sorting based on shared properties</li><li>• participate in discussions about selecting an appropriate way to display the data</li><li>• represent data using objects, pictures, tables, and simple bar graphs</li></ul>	232-243	
B. Select and use appropriate statistical methods to analyze data.	1. Analyze simple data: <ul style="list-style-type: none"><li>• interpret what the graph or other representation shows</li><li>• determine whether or not the data gathered helps answer the specific question that was posed</li><li>• compare parts of the data (e.g., “How many students have lost none, one, two, or three teeth?”) to make statements about the data as a whole (e.g., “Most students in the class have lost only two teeth”)</li></ul>	232-243	

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**Standard 5: DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
C. Develop and evaluate inferences and predictions that are based on data.	1. Make conclusions based on data (e.g., whether or not other groups would reach similar conclusions based on the same data).	The opportunity to address this objective is available on the following pages: 232-243	
D. Understand and apply basic concepts of probability.	1. Discuss the likelihood of events (based on student experiences or from books) using terminology such as “more likely”, “less likely”, “possible”, or “certain”.	244-249, 250-251	
	2. Observe, explore, and discuss whether some events occur more often than others (e.g., tossing two die and recording the sum after each toss to explore whether or not certain sums occur more frequently than others).	244-249, 250-251	

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**Mathematics Grade 2**

**Standard 1: NUMBER AND OPERATIONS: Students will understand numerical concepts and mathematical operations.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	1. Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000 and develop flexible ways of thinking about numbers: <ul style="list-style-type: none"><li>• use multiple models to explore place value and the base ten-number system</li><li>• represent whole numbers and use them in flexible ways including decomposing, and recombining numbers and see their relationships (e.g., 3 is one less than 4, one more than 2, two less than 5)</li><li>• identify whether a set of objects has an odd or even number of elements</li><li>• compare and order numbers using a variety of terms (e.g., tens, less than, odd numbers)</li><li>• apply strategies for computation utilizing an understanding of place value (e.g., <math>48 + 25</math> would be <math>40 + 20</math> is 60, <math>8 + 5</math> is 13, <math>60 + 13</math> is 73)</li></ul>	2-7, 8-25, 26-37, 114-123, 124-141, 142-157, 300-301	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	2. Apply counting skills and number sense through meaningful activities: <ul style="list-style-type: none"><li>• count and recognize “how many” in sets of objects up to 1,000</li><li>• count forward and backward from given numbers to 1,000</li><li>• connect number words and numerals to the quantities they represent using physical models and other representations (e.g., 23 can be twenty-three 1s, one 10 and thirteen 1s, or two 10s and three 1s)</li><li>• model how many parts make a whole using equal fractional parts (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{6}</math> as equal parts of a whole)</li></ul>	2-7, 8-25, 26-37, 42-49	

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B. Understand the meaning of operations and how they relate to one another.	1. Find the sum of two whole numbers up to three digits long (e.g., $235 + 476 = [ ]$ ; $564 - 273 = [ ]$ ).	54-71, 114-119, 124-140	
	2. Find the difference of two whole numbers up to three digits long.	72-81, 120-123, 142-157	
	3. Understand and use the inverse relationships between addition and subtraction to solve problems and check solutions ( $28 + 31 = 59$ ; therefore, $59 - 31 = 28$ ).	82-89	
	4. Identify and describe situations that require multiplication and division and develop strategies to solve problems for repeated joining of groups and partitioning into equal subgroups or shares (e.g., repeated addition and subtraction, counting by multiples, equal sharing).	92-107, 108-111	

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C. Compute fluently and make reasonable estimates.	1. Use and explain strategies for addition and subtraction of multi-digit whole numbers.	114-123, 124-141, 142-157	
	2. Model and solve problems representing adding and subtracting amounts of money using dollars and coins.	174-175, 176-177, 179	
	3. Use addition combinations (addends through 10) and related subtraction combinations, and develop strategies for computing based on number sense (e.g., $25 + 37$ : Take 3 from the 25 and use it to turn 37 into 40; then add 40 and 22 to get 62).	114-119, 120-123	
	4. Select and use a variety of appropriate strategies methods to compute (e.g., objects, mental computation, estimation, paper and pencil).	54-71, 72-81, 82-89, 114-123, 124-141, 142-157, 158-159	
	5. Skip-count by 2, 5, and 10 to develop multiplicative reasoning and notational representations (e.g., 5, 10, 15, 20, $4 \times 5 = 20$ ; four groups of 5 equals 20).	97	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand patterns, relations, and functions.	1. Recognize, reproduce, describe, extend, and create repeating and growing patterns, and translate from one representation to another.	66-67, 254-255, 276-277	
	2. Skip-count using calculators or a hundreds chart to identify, describe, predict, and make generalizations about number patterns to differentiate rote counting versus the meaning of the numbers.	305	
	3. Construct and solve open sentences that have variables (e.g., $10 = [ ] + 7$ ).	84-85, 259-261	
	4. Relate everyday problem situations to number sentences involving addition and subtraction (e.g., 25 students are going to the store. Five students can ride in a car. How many cars will be needed?).	84-85, 117, 122-123, 128, 132, 134-135, 136, 147, 149, 153, 260-261	

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B. Represent and analyze mathematical situations and structures using algebraic symbols.	1. Use mathematical language to describe a variety of representations and mathematical ideas and situations.	52-89, 90-111, 112-157, 258-261, 340	
	2. Explain the concept of equal (e.g., quantities on both sides of equation are the same) by using objects or giving examples.	258-259	
	3. Construct and solve open number sentences that have variables representing numbers up to 20 (e.g. $20 = [ ] + 6$ ).	84-85, 260-261	
	4. Use objects, words, and symbols to explain the concept of addition.	54-71, 114-119, 124-141, 256-257, 258-261	

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C. Use mathematical models to represent and understand quantitative relationships.	1. Model situations of addition and subtraction of whole numbers using objects, pictures, and symbols.	54-71, 72-81, 114-123, 124-141, 142-157	
	2. Solve problems related to trading (e.g., coin trading, measurement trading).	174-177	
	3. Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	271-284, 285-296	
D. Analyze changes in various contexts.	1. Describe quantitative change (e.g., a student growing two inches in one year, water heating up to boil).	No specific lesson addresses this objective.	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	<ol style="list-style-type: none"><li>1. Identify and describe the attributes of common figures in a plane and common objects in space:<ul style="list-style-type: none"><li>• sort, describe, and analyze plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) based on various attributes (e.g., faces, edges, and corners)</li><li>• put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle)</li><li>• explore lines of symmetry in two-dimensional shapes</li></ul></li></ol>	196-197, 198-199, 204-205	
B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	<ol style="list-style-type: none"><li>1. Find and name locations with simple relationships like “near to” and apply ideas about relative position.</li></ol>	300	
	<ol style="list-style-type: none"><li>2. Describe, name, and interpret direction in navigating space and apply ideas about direction and distance.</li></ol>	214-215	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	3. Use maps to locate points and navigate through mazes or maps.	No specific lesson addresses this objective.	
	4. Visualize, justify, and create paths using landmarks, space, shapes, and descriptive language.	No specific lesson addresses this objective.	
	5. Make and draw rectangular arrays of squares.	The opportunity to address this objective is available on the following pages: 196-197	

**\*Objectives are clearly stated with measurable outcomes at 90% or above.**

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**Mathematics Grade 2**

**Standard 3: GEOMETRY: Students will understand geometric concepts and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
C. Apply transformations and use symmetry to analyze mathematical situations.	1. Use systematic thinking to solve geometric puzzles (e.g., pentominoes).	The opportunity to address this objective is available on the following pages: 196-197	
	2. Use materials to investigate rotational and line symmetry and create shapes that have symmetry.	198-199	
D. Use visualization, spatial reasoning, and geometric modeling to solve problems.	1. Demonstrate relationships of different attributes with concrete materials (e.g., change one characteristic of a shape while preserving others such as increasing number of sides while perimeter stays the same).	The opportunity to address this objective is available on the following pages: 196-197, 204-205	
	2. Select and use visualization skills to create mental images of geometric shapes.	The opportunity to address this objective is available on the following pages: 196-197, 204-205	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
D. Use visualization, spatial reasoning, and geometric modeling to solve problems.	3. Describe geometric shapes and structures from different perspectives.	The opportunity to address this objective is available on the following pages: 196-197, 204-205	
	4. Relate geometric ideas to numbers (e.g., seeing rows in array as a model of repeated addition).	96, 98-99	
	5. Recognize geometric shapes and structures in the environment and specify their location.	The opportunity to address this objective is available on the following pages: 196-197, 204-205	

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**Mathematics Grade 2**

**Standard 4: MEASUREMENT: Students will understand measurement systems and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand measurable attributes of objects and the units, systems, and process of measurement.	1. Identify a unit of measure (e.g., nearest inch) and repeat that unit comparing it to the item being measured.	208-213, 218-221, 222-225	
	2. Use direct comparison to compare and order objects according to length, mass, and area.	208-216-217, 219, 221	
	3. Measure and compare common objects using standard and non-standard units of length.	208-213, 218-221, 222-225	

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**Mathematics Grade 2**

**Standard 4: MEASUREMENT: Students will understand measurement systems and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand measurable attributes of objects and the units, systems, and process of measurement.	4. Find and represent the value of a collection of coins and dollars up to \$5.00, using appropriate notation.	166-173	
	5. Identify and use time intervals (e.g., hours, days, weeks, months).	180-191	
	6. Select and use appropriate measurement tools (e.g., ruler, yardstick, meter stick).	230-231	
	7. Tell time to the nearest quarter hour.	182-185	

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**Mathematics Grade 2**

**Standard 4: MEASUREMENT: Students will understand measurement systems and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
B. Apply appropriate techniques, tools, and formulas to determine measurements.	1. Develop common referents to make comparisons and estimates of length, volume, weight, area, and time.	181, 208-213, 216-217, 218-221, 222-225	
	2. Develop an understanding that different measuring tools will yield different numerical measurements of the same object (e.g., ruler, yardstick, meterstick, paper clip).	The opportunity to address this objective is available on the following pages: 208-213, 216-217, 218-221, 222-225	
	3. Estimate measurements and develop precision in measuring objects.	208-213, 214-215, 216-217, 218-221, 222-225	

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**Mathematics Grade 2**

**Standard 5: DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	1. Collect numerical data systematically.	233-243	
	2. Represent data by using concrete objects, pictures, tables, numbers, tallies, and graphs (e.g., pictographs).	233-243	
	3. Pose questions about students' selves and their surroundings and gather data by interviewing, surveying, and making observations to answer the questions posed.	The opportunity to address this objective is available on the following pages: 233-243	
	4. Identify patterns and explain the relationships of the units in the pattern (e.g., the number of ears on one dog, two dogs, etc., or linear numerical patterns).	254-255	

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**Mathematics Grade 2**

**Standard 5: DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
B. Select and use appropriate statistical methods to analyze data.	1. Describe and interpret data by drawing conclusions and making conjectures based on the data collected.	233-243	
	2. Display data in a variety of formats.	233-243	
C. Develop and evaluate inferences and predictions that are based on data.	1. Discuss events related to students' experiences as "likely" or "unlikely" and "possible" or "certain".	244-249	
	2. Recognize appropriate conclusions generated from the data collected.	The opportunity to address this objective is available on the following pages: 244-249	
	3. Recognize inappropriate descriptions of the data set.	The opportunity to address this objective is available on the following pages: 244-249	

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**Mathematics Grade 2**

**Standard 5: DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
D. Understand and apply basic concepts of probability.	1. Investigate concepts of chance (e.g., outcomes of a simple experiment).	244-251	
	2. Investigate whether outcomes of a simple event are equally likely to occur.	248-249	

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