

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

Mathematics

to the

New Mexico
Mathematics Content Standards,
Benchmarks, & Performance Standards
Grade Two



C/M-96_G2

Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the objectives of the New Mexico Mathematics Content Standard, Benchmarks, & Performance Standards. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition contain facsimile Student Edition pages.

Scott Foresman – Addison Wesley Mathematics was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

● **Reaching All Learners**

Scott Foresman – Addison Wesley Mathematics addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students’ abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

● **Test Prep**

Scott Foresman - Addison Wesley Mathematics builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

● **Priority on problem solving:**

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

● **Instructional Support**

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

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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 2

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

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
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">• use multiple models to explore place value and the base ten-number system• 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)• identify whether a set of objects has an odd or even number of elements	81A–81B, 81–82, 83A–83B, 83–84, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–396, 409A–409B, 409–410 389I, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–396, 397A–397B, 397–398 101A–101B, 101–102	

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Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
	<ul style="list-style-type: none">compare and order numbers using a variety of terms (e.g., tens, less than, odd numbers)apply strategies for computation utilizing an understanding of place value (e.g., $48 + 25$ would be $40 + 20$ is 60, $8 + 5$ is 13, $60 + 13$ is 73)	91A–91B, 91–92, 97A–97B, 97–98, 103A–103B, 103–104, 389J, 399A–399B, 399–400, 407A–407B, 407–408, 409A–409B, 409–410, 419 173I–173J, 179A–179B, 179–180, 181A–181B, 181–182, 209I–209J, 215A–215B, 215–216, 217A–217B, 217–218	
	2. Apply counting skills and number sense through meaningful activities: <ul style="list-style-type: none">count and recognize “how many” in sets of objects up to 1,000count forward and backward from given numbers to 1,000connect 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)model how many parts make a whole using equal fractional parts (e.g., $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{6}$ as equal parts of a whole)	81A–81B, 81–82, 83A–83B, 83–84, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–396, 409A–409B, 409–410 81A–81B, 81–82, 83A–83B, 83–84, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–396, 409A–409B, 409–410 3–5, 11, 15–16, 23, 25, 29, 30, 43, 45, 47, 51, 53, 63, 64, 73, 75, 81 269A–269B, 269–270, 271A–271B, 271–272	

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Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
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., $235 + 476 = []$; $564 - 273 = []$).	173I–173J, 175–176, 177–178, 179A–179B, 179–180, 181A–181B, 181–182, 185A–185B, 185–186, 187A–187B, 187–188, 193A–193B, 193–196	
	2. Find the difference of two whole numbers up to three digits long.	209I–209J, 211A–211B, 211–212, 213A–213B, 213–214, 215A–215B, 215–216, 217A–217B, 217–218, 225A–225B, 225–226, 227A–227B, 227–228, 231A–231B, 231–232	
	3. Understand and use the inverse relationships between addition and subtraction to solve problems and check solutions ($28 + 31 = 59$; therefore, $59 - 31 = 28$).	27A–27B, 27–28, 36, 65A–65B, 65–66, 227A–227B, 227–228	
	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).	467A–467B, 467–468, 469A–469B, 469–470, 471A–471B, 471–472, 483A–483B, 483–484, 485A–485B, 485–486	
C. Compute fluently and make reasonable estimates.	1. Use and explain strategies for addition and subtraction of multi-digit whole numbers.	193A–193B, 193–196, 231A–231B, 231–232	
	2. Model and solve problems representing adding and subtracting amounts of money using dollars and coins.	185A–185B, 185–186, 225A–225B, 225–226	
	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).	45A–45B, 45–46, 47A–47B, 47–48, 51A–51B, 51–52, 53A–53B, 53–54, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 67–68, 69–70, 145A–145B, 145–148, 150, 163, 173, 175A–175B, 175–176, 211A–211B, 211–214	

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Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
	4. Select and use a variety of appropriate strategies methods to compute (e.g., objects, mental computation, estimation, paper and pencil).	26, 36, 66, 74, 128, 146, 168, 194, 204, 216, 240, 284, 334, 378, 384, 396, 420, 460, 494	
	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).	99A–99B, 99–100, 467–468	

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Mathematics Grade 2

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

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Understand patterns, relations, and functions.	1. Recognize, reproduce, describe, extend, and create repeating and growing patterns, and translate from one representation to another.	99A–99B, 99–100, 157A–157B, 157–158, 167, 413A–413B, 413–414, 420	
	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.	99A–99B, 99–100, 467–468	
	3. Construct and solve open sentences that have variables (e.g., $10 = [] + 7$).	29A–29B, 29–30, 443A–443B, 443–444, 474	
	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?).	9A–9B, 9–10, 57A–57B, 57–58, 221A–221B, 221–222	
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.	5–6, 9A–9B, 9–10, 19–20, 23A–23B, 23–24, 25–26, 27–28, 29A–29B, 29A–29B, 29–30, 48–50, 57A–57B, 57–58, 63–68, 91–92, 155–158, 197–198, 221A–221B, 221–222, 265–266, 399–400, 413–414, 443A–443B, 443–444	
	2. Explain the concept of equal (e.g., quantities on both sides of equation are the same) by using objects or giving examples.	117A–117B, 117–118, 300A–399B, 399–400, 483A–483B, 483–484	
	3. Construct and solve open number sentences that have variables representing numbers up to 20 (e.g. $20 = [] + 6$).	9A–9B, 9–10, 57A–57B, 57–58, 221A–221B, 221–222	

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Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
	4. Use objects, words, and symbols to explain the concept of addition.	3A–3B, 3–4, 5–8, 9A–9B, 9–10, 23–24, 25–27, 43, 45, 47, 51, 52, 135A–135B, 135–136, 137A–137B, 137–138, 139A–139B, 139–140, 174	
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.	3A–3B, 3–4, 5–8, 9A–9B, 9–10, 23–24, 25–27, 43, 45, 47, 51, 52, 63, 65, 135A–135B, 135–136, 137A–137B, 137–138, 139A–139B, 139–140, 145A–145B, 145–146, 147A–147B, 147–148, 157–158, 174	
	2. Solve problems related to trading (e.g., coin trading, measurement trading).	79J, 109B, 109, 111B, 117A–117B, 117–118, 121A–121B, 121, 305A–305B, 305–306, 355A–355B, 355–356	
	3. Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	3A–3B, 3–5, 9A–9B, 9–10, 23, 25, 29A–29B, 29–30, 43, 45, 47, 51, 53, 57A–57B, 57–58, 61A–61B, 61–62, 67A–67B, 67–68, 142, 189A–189B, 189–190, 197–198, 221A–221B, 221–222, 330, 377–378, 432, 440	
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).	Related content: 167	

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Mathematics Grade 2

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

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	1. Identify and describe the attributes of common figures in a plane and common objects in space: <ul style="list-style-type: none">• 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)• put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle)• explore lines of symmetry in two-dimensional shapes	247A–247B, 247–248, 249A–249B, 249–250, 255A–255B, 255–256, 265A–265B, 265–266 255A–255B, 255–256 261A–261B, 261–262	
	1. Find and name locations with simple relationships like “near to” and apply ideas about relative position.	325A–325B, 325–326	
	2. Describe, name, and interpret direction in navigating space and apply ideas about direction and distance.	325A–325B, 325–326	
C. 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.	Related content: 325A–325B, 325–326	
	4. Visualize, justify, and create paths using landmarks, space, shapes, and descriptive language.	325A–325B, 325–326	
	5. Make and draw rectangular arrays of squares.	471A–471B, 471–472	

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

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
D. Apply transformations and use symmetry to analyze mathematical situations.	1. Use systematic thinking to solve geometric puzzles (e.g., pentominoes).	246, 255A–255B, 255–256, 259A–259B, 259–260	
	2. Use materials to investigate rotational and line symmetry and create shapes that have symmetry.	261A–261B, 261–262	
E. 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).	255A–255B, 255–256	
	2. Select and use visualization skills to create mental images of geometric shapes.	162, 247A–247B, 247–248, 251A–251B, 251–252, 255A–255B, 255–256, 257A–257B, 257–258	

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

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
F. Use visualization, spatial reasoning, and geometric modeling to solve problems.	3. Describe geometric shapes and structures from different perspectives.	249A–249B, 249–250, 251A–251B, 251–252	
	4. Relate geometric ideas to numbers (e.g., seeing rows in array as a model of repeated addition).	471A–471B, 471–472	
	5. Recognize geometric shapes and structures in the environment and specify their location.	249A–249B, 251B, 253	

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

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
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.	353A–353B, 353–354, 364A–364B, 363–364, 369	
	2. Use direct comparison to compare and order objects according to length, mass, and area.	353A–353B, 353–354, 364A–364B, 363–364, 369	
	3. Measure and compare common objects using standard and non–standard units of length.	343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348	
B. 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.	79J, 109A–109B, 109–110, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117A–117B, 117–118, 119A–119B, 119–120, 121A–121B, 121–122, 123A–123B, 123–124, 127	
	5. Identify and use time intervals (e.g., hours, days, weeks, months).	301A–301B, 301–302, 303A–303B, 303–304	
	6. Select and use appropriate measurement tools (e.g., ruler, yardstick, meter stick).	343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348, 351A–351B, 351–352, 383	
	7. Tell time to the nearest quarter hour.	291A–291B, 291–292, 293A–293B, 293–294, 295A–295B, 295–296	

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Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
C. 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.	341A–341B, 341–342, 343A–343B, 343–344, 353A–353B, 353–354, 357A–357B, 357–358, 363A–363B, 363–364, 365A–365B, 365–366, 367A–367B, 367–368	
	2. Develop an understanding that different measuring tools will yield different numerical measurements of the same object (e.g., ruler, yardstick, meterstick, paper clip).	291A–291B, 291–292, 293A–293B, 293–294, 295A–295B, 295–296	
	3. Estimate measurements and develop precision in measuring objects.	297A–297B, 297–298, 341A–341B, 341–342, 343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348, 353A–353B, 353–354, 363A–363B, 363–364	

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

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	1. Collect numerical data systematically.	313A–313B, 313–314, 316, 319	
	2. Represent data by using concrete objects, pictures, tables, numbers, tallies, and graphs (e.g., pictographs).	289J, 311A–311B, 311–312, 313A–313B, 313–314, 315A–315B, 315–316, 319A–319B, 319–320, 321A–321B, 321–322, 323A–323B, 323–324, 327A–327B, 327–328, 333	
	3. Pose questions about students’ selves and their surroundings and gather data by interviewing, surveying, and making observations to answer the questions posed.	313A–313B, 313–314, 316, 319	
	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).	97A–97B, 97–98, 103A–103B, 103–104, 105A–105B, 105–106, 157A–157B, 157–158, 407A–407B, 407–408, 409A–409B, 409–410, 413A–413B, 413–414	
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.	289J, 311A–311B, 311–312, 313A–313B, 313–314, 315A–315B, 315–316, 319A–319B, 319–320, 321A–321B, 321–322, 323A–323B, 323–324, 327A–327B, 327–328	
	2. Display data in a variety of formats.	289J, 311A–311B, 311–312, 313A–313B, 313–314, 315A–315B, 315–316, 319A–319B, 319–320, 321A–321B, 321–322, 323A–323B, 323–324, 327A–327B, 327–328, 333	

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Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
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”.	375A–375B, 375–376	
	2. Recognize appropriate conclusions generated from the data collected.	289J, 311A–311B, 311–312, 313A–313B, 313–314, 315A–315B, 315–316, 319A–319B, 319–320, 321A–321B, 321–322, 323A–323B, 323–324, 327A–327B, 327–328, 333	
	3. Recognize inappropriate descriptions of the data set.	See Grade 5.	
D. Understand and apply basic concepts of probability.	1. Investigate concepts of chance (e.g., outcomes of a simple experiment).	375A–375B, 375–376	
	2. Investigate whether outcomes of a simple event are equally likely to occur.	373A–373B, 373–374	

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