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Correlated to:

Colorado CSAP Assessment Frameworks
(Grade 6)

Colorado CSAP Assessment Frameworks	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Standard 1 Students develop number sense* and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.	
Benchmark 1 Demonstrate meanings for integers*, rational numbers*, percents, exponents, square roots* and pi (π) using physical materials and technology in problem-solving situations*.	
Assessment Objectives	
a Locate commonly used positive rational numbers* including terminating decimals through hundredths, fractions (halves, thirds, fourths, eighths, and tenths), mixed numbers, and percents on a number line.	SE/TE: 26-30, 36 (#4),175, 191 (#41-42), 192-195, 201, 362 (Check Skills You'll Need #1-4), 484, 516-519, 520-525, 530-537, 548 Check Skills You'll Need #1-5)
	TE: 521, 525, 531, 535
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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b Using physical materials or pictures to demonstrate the meaning and equivalence of fractions, decimals and/or percents (for example, write the fractions, decimal, and percent value for the shaded portion of a partially shaded circle).	SE/TE: 26-31, 37-38, 175, 176, 178, 181-186, 192, 194 (#), 198-201, 306-309, 313-315, 330, 333, 336-339 (#8-17, 37), 340, 341-344, 352, 356 (#5), 357 (#5), 358-359, 484, 492
	TE: 27, 30

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Benchmark 2 Read and write and order integers*, rational numbers* and common irrational numbers* such as $\sqrt{2}$, $\sqrt{5}$, and π .	
Assessment Objectives	
a Read, write, order and compare common fractions, decimals, and percents in a variety of forms.	SE: 28-31, 36, 192-195, 196-197, 198-201, 202, 204-205, 206, 208-209, 312-315, 326-329, 330, 331-335, 340-344, 345-347, 348-351, 484-486, 492
	TE: 193, 199, 332
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Benchmark 3 Apply number theory concepts (for example, primes, factors, multiples) to represent numbers in various ways.	
Assessment Objectives	
a Identify and use the concepts of factor, multiple, prime*, composite, and square* numbers.	SE: 166-170, 171-174, 175-179, 180, 187, 188-191, 204-205 (#10-17, 20-27),, 206 (#1-18), 207, 588-590, 591-594
	TE: 172, 174, 189, 204
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b Describe numbers by characteristics (divisibility, even, odd, prime*, composite, square*).	SE/TE: 158-161, 166-170, 185 (#37), 188-191, 195 (#41), 204 (#10-13), 206 (#9-11), 588, 618 (#1-6, 11-16)
	TE: 159, 161,

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Benchmark 4 Use the relationships among fractions, decimals, and percents, including the concepts of ratio and proportion, in problem-solving situations*.	
Assessment Objectives	
a Demonstrate equivalence relationships among fractions, decimals and percents in problem-solving situations* (for example, two students out of eight is the same as 25%)	SE: 26-31, 37-38, 175, 176, 178, 181-186, 192, 194 (#), 198-201, 306-309, 313-315, 330 335, 336-339 (#8-17, 37), 340-345, 346-347, 348-350, 352, 356 (#5), 357 (#5), 358-359, 484, 492
	TE: 199, 332
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Benchmark 5 Develop, test, and explain conjectures* about properties of integers* and rational numbers*.	
Assessment Objectives	
a Develop, test, and explain conjectures* about properties of numbers (associative, commutative, identity, distributive multiplicative property of zero on whole and rational numbers*.)	SE: 12-15, 16-19, 52, 124-127, 130-134, 138-141, 144, 148, 282, 317, 516, 582-584
	TE: 13
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<p>Benchmark 6 Use number sense* to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers*, and common irrational numbers* such as $\sqrt{2}$, $\sqrt{5}$, and π.</p>	
<p>Assessment Objectives</p>	
<p>a Use number sense* to estimate, determine, and justify the reasonableness of solutions involving whole numbers, decimals, and common fractions (only sums and differences for fractions and decimals). For example: Is $1/2 + 1/3$ closer to 0, $1/2$ or 1?</p>	<p>SE: 354-355, 356, 28-31, 32-38, 192-195, 196-197, 198-201, 202, 204-205, 206, 208-209, 212-217, 252-257, 312-315, 326-329, 330, 331-335, 340-344, 345-347, 348-351, 355-356, 484-486, 492</p>
	<p>TE: 34, 213, 253, 349</p>
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<p>Standard 2 Students use algebraic methods* to explore, model*, and describe patterns* and functions* involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.</p>	
<p>Benchmark 1 Represent, describe, and analyze patterns* and relationships using tables, graphs, verbal rules, and standard algebraic notation.</p>	
<p>Assessment Objectives</p>	
<p>a Represent, describe, and analyze geometric and numeric patterns* using tables, words, symbols, concrete objects, or pictures.</p>	<p>SE: 42, 108-111, 112, 123, 150-151, 152 (#27), 153 (#14), 161 (#32), 165 (#32), 195 (#35), 197 (#4), 271 (#3), 437, 537 (#30)</p>
	<p>TE: 109</p>

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b Use a variable* to represent an unknown (letter, box, symbol).	SE: 113-117, 118-123, 124-129, 130-133, 134-137, 138-141, 148, 149, 150-151, 152, 563
	TE: 119, 125, 132, 139
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Benchmark 2 Describe patterns* using variables*, expressions, equations, and inequalities in problem-solving situations.	
Assessment Objectives	
a Solve problems by representing and analyzing patterns* using tables, words, concrete objects, or pictures.	SE: 554-557, 558-562, 564-565, 566
	TE: 556, 590
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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Benchmark 3 Analyze functional relationships to explain how a change in one quantity results in a change in another (for example, how the area of a circle changes as the radius increases, or how a person's height changes over time).	
Assessment Objectives	
a Predict and describe how a change in one quantity results in a change in another quantity in a linear relationship (for example, A creature gains 3 oz. a day, how much will it have gained over 10 days?)	SE: 558-562, 632 (#33-34)
	TE: 560
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Benchmark 4 Distinguish between linear* and nonlinear functions* through informal investigations.	
Assessment Objectives	
a Explain whether data presented in a chart or graph is changing at a constant rate.	SE: 558-562, 632 (#33-34)
	TE: 560
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Benchmark 5 Solve simple linear equations in problem-solving situations using a variety of methods (informal, formal, and graphical) and a variety of tools (physical materials, calculators, and computers).	
Assessment Objectives	
a Solve problems using tables, concrete objects, or pictures involving linear relationships with whole numbers.	SE: 124-127, 130-133, 134-137, 138-141, 149, 150-151, 152, 240-243, 244-245, 252-253, 254, 265, 558-562, 632 (#33-34)
	TE: 125, 131, 135

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Standard 3 Students use data collection and analysis, statistics*, and probability* in problem-solving situations and communicate the reasoning used in solving these problems.	
Benchmark 1 Read and construct displays of data using appropriate techniques (for example, line graphs, circle graphs, scatter plots*, box plots*, stem-and-leaf plots*) and appropriate technology.	
Assessment Objectives	
a Organize and construct a line graph, bar graph, and frequency table from a given set of data.	SE: 70-73, 74-77, 78-79, 80-83, 84, 86-90, 93-97, 239, 507
	TE: 75, 81, 87
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b Read, interpret and draw conclusions from a line graph, bar graph, circle graph and frequency table.	SE: 74-77, 78-79, 80-83, 84, 86-90, 93-97, 239, 340, 341-344, 507, 614-615, 624
	TE: 75, 81, 87
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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Benchmark 2 Display and use measures of central tendency*, such as mean, median and mode and measures of variability*, such as range and quartiles.	
Assessment Objectives	
a Find and use measures of central tendency* including mean, median, and mode.	SE: 60-65, 66-69, 70-73, 93-97, 99, 100-101, 102, 103, 202
	TE: 63, 67, 94

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b Find and use the range from a given set of data (for example, find the range from 2 to 12. NoTE: the range is 10).	SE: 71-73, 98
	TE: 71, 73
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Benchmark 3 Evaluate arguments that are based on statistical claims.	
Assessment Objectives	
No objectives assessed at this level.	

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Benchmark 4 Formulate hypotheses, drawing conclusions, and making convincing arguments based on data analysis.	
Assessment Objectives	
a Analyze data and draw conclusions to predict outcomes based on data displays such as line graphs, bar graphs, or frequency tables.	SE: 74-77, 78-79, 80-83, 84, 85-90, 91-98, 100-101, 102, 239, 325, 345, 507
	TE: 81, 93
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Benchmark 5 Determine probabilities* through experiments or simulations.	
Assessment Objectives	
<i>No objectives assessed at this level.</i>	
Benchmark 6 Make predictions and compare results using both experimental and theoretical probability* drawn from real-world problems*.	
Assessment Objectives	
a Using a chance device, such as a number cube or spinner, design a fair game and an unfair game, and explain why they are fair and unfair respectively.	SE: 492, 498, 499, 504, 506
	TE: 492

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b Make predictions based on data obtained from simple probability* experiments.	SE: 492, 498, 499, 504, 506
	TE: 492
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c Describe an event as likely or unlikely and explain the degree of likelihood using words such as certain, very likely, not likely, or impossible.	SE: 482-487, 488-492, 494-499, 500-503, 505-506, 511
	TE: 489, 496
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Benchmark 7 Use counting strategies to determine all the possible outcomes from an experiment (for example, the number of ways students can line up to have their picture taken).	
Assessment Objectives	
a Determine the number of possible outcomes for simple events using a variety of methods such as: organized lists or tree diagrams.	SE: 476-481, 482-487, 508-509, 510
	TE: 477, 485
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Standard 4 Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.	
Benchmark 1 Construct two-and three-dimensional models* using a variety of materials and tools.	
Assessment Objectives	
<i>No objectives assessed at this level.</i>	
Benchmark 2 Describe, analyze and reason informally about the properties (for example, parallelism, perpendicularity, congruence*) of two- and three-dimensional figures.	
Assessment Objectives	
a Identify, compare, and analyze the attributes of two-and three-dimensional shapes and develop vocabulary to describe the attributes (for example, acute, obtuse, right angle, parallel lines, perpendicular lines, intersecting lines, and line segments).	SE: 362-366, 367-372, 374-378, 379, 380-384, 385-390, 398-401, 407, 408-409, 410, 412-413
	TE: 381, 368, 375, 386
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b Make and test conjectures* about geometric relationships and develop logical arguments to justify conclusions.	SE/TE: 429-430 (#17, 19, 25, 26, 27), 431, 434-435 (#13, 18, 20), 437, 441 (#18, 24, 25), 446-447 (#17, 22-24), 448, 455 (#14-17), 457, 460 (#11-15), 461, 464
	TE: 428, 437, 445
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Benchmark 3 Apply the concept of ratio, proportion and similarity* in problem-solving situations	
Assessment Objectives	
<i>No objectives assessed at this level.</i>	
Benchmark 4 Solve problems using coordinate geometry*.	
Assessment Objectives	
a Plot points on a coordinate graph in quadrant 1	SE: 548-551, 553
	TE: 549, 550

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b Draw a graph (in quadrant 1) from a given scenario or table.	SE: 548-553, 564-565, 566
	TE: 550
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Benchmark 5 Solving problems involving perimeter and area in two dimensions, and involving surface area and volume* in three dimensions.	
Assessment Objectives	
a Solve problems involving the perimeter of polygons.	SE: 426-430, 431, 432-436, 437-441, 442-443
	TE: 428, 434, 437
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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b Solve problems involving area of polygons (square, rectangle, parallelogram, rhombus, triangle)	SE: 426-431, 432-437, 438-443, 444-447, 471, 468-469, 470, 512-513
	TE: 428, 429, 441, 445
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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Benchmark 6 Transforming geometric figures using reflections*, translations*, and rotations* to explore congruence*.	
Assessment Objectives	
a Identify congruent* shapes using reflections*, rotations*, and translations*.	SE: 402-406, 408-409, 410, 553
	TE: 404, 405
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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b Show lines of symmetry* on a two-dimensional figure.	SE: 398-401, 408-409, 412-413
	TE: 399

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Standard 5 Students use a variety of tools and techniques to measure, apply the results in problem-solving situations*, and communicate the reasoning used in solving these problems.	
Benchmark 1 Estimate, use and describe measures of distance, perimeter, area, volume*, capacity*, weight, mass, and angle comparison.	
Assessment Objectives	
a Determine the appropriate unit of measure, metric and US customary, when estimating distance, capacity*, and weight.	SE: 104-105, 246-250, 252-253, 254, 288-291, 292-296, 297, 298-299, 300, 302-303, 416-420, 421-424
	TE: 247, 252, 290
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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b Estimate and use standard and/or metric units for length, weight and temperature.	SE: 185 (# 33, 34), 186, 203, 206 (#16), 298, 426-431, 432-437, 438-443, 444-447, 471, 470, 512-513
	TE: 186, 428, 429, 441, 445
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c Estimate the area of a polygon.	SE: 432-435, 468-469, 470
	TE: 434
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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Benchmark 2 Estimate, make, and use direct and indirect measurements to describe and make comparisons.	
Assessment Objectives	
a Estimate, make and use direct and indirect measurements to describe and make comparisons.	SE: 213-214, 220, 246-250, 251, 288-291, 292-295, 296, 297, 326-329, 354-355, 356, 358-359, 430 (#20-22), 591-596, 646
	TE: 289, 291, 327, 328
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Benchmark 3 Read and interpret various scales including those based on number lines, graphs, and maps.	
Assessment Objectives	
a Read and interpret scales on number lines, graphs, and maps.	SE/TE: 26-30, 36 (#4), 175, 191 (#41-42), 192-195, 201, 328-329, 335, 346-347, 351-359, 484, 516-519, 520-525, 530-537

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	TE: 521, 525, 531, 535
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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b Select the appropriate scale for a given problem (for example, using the appropriate scale when setting up a graph or determining the order of numbers on a number line).	SE/TE: 26-30, 36 (#4), 175, 191 (#41-42), 192-195, 201, 335, 346-347, 351-359, 484, 516-519, 520-525, 530-537
	TE: 521, 525, 531, 535
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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Benchmark 4 Develop and use formulas and procedures to solve problems involving measurement.	
Assessment Objectives	
a Use formulas and/or procedures to solve problems involving the perimeter of a polygon.	SE: 426-430, 431, 432-436, 437-441, 442-443
	TE: 428, 434, 437
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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b Use formulas and/or procedures to solve problems involving the area of squares, rectangles, parallelograms, rhombus, and triangles.	SE: 426-430, 431, 432-436, 437-441, 442-443
	TE: 428, 434, 437
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide

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Benchmark 5 Describe how a change in an object's linear dimensions affects its perimeter, area, and volume*.	
Assessment Objectives	
a Demonstrate how changing one of the dimensions of a rectangle or triangle affects its perimeter and area using concrete materials or graph paper.	SE/TE: 430 (#24), 434 (#1-3), 437, 442-443
	TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide
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Benchmark 6 Select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation.	
Assessment Objectives	
<i>No objectives assessed at this level.</i>	

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<p>Standard 6 Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic*, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.</p>	
<p>Benchmark 1 Use models* to explain how ratios, proportions, and percents can be used to solve real-world problems*.</p>	
<p>Assessment Objectives</p>	
<p>a Use concrete materials or pictures to determine commonly used percentages (for example, 25%, 50%) in problem-solving situations.</p>	<p>SE/TE: 330, 333, 336-339 (#8-17, 37), 340, 341-344, 352, 356 (#5), 357 (#5), 358-359, 484, 492</p>
	<p>TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide</p>
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<p>Benchmark 2 Construct, use and explain procedures to compute and estimate with whole numbers, fractions, decimals, and integers.</p>	
<p>Assessment Objectives</p>	
<p>a Demonstrate conceptual meaning of addition and subtraction of fractions and decimals, in problem solving situations* .</p>	<p>SE: 26-30, 32-36, 38-41, 44-47, 56-57, 176-179, 182-185, 192-195, 198-201, 222-227, : 228-231, 232-238, 251-254, 256-257, 302-303, 353</p>
	<p>TE: 33, 39, 45, 177, 225, 226, 230, 252</p>

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b Use and explain strategies to add/subtract decimals and fractions in problem-solving situations* (common fractions with like and unlike denominators, mixed numbers, and decimals to thousandth.)	SE: 26-30, 32-36, 38-41, 44-47, 56-57, 176-179, 182-185, 192-195, 198-201, 222-227, : 228-231, 232-238, 251-254, 256-257, 302-303, 353
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<p>c Find equivalent representations by decomposing and composing whole numbers (for example, $48 \times 12 = (48 \times 10) + (48 \times 2)$).</p>	<p>SE/TE:8-11, 12-15, 16-20, 52 (#1-18), 54 (#1-31), 636-644</p>
	<p>TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide</p>
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<p>d Demonstrate proficiency with the four basic operations using whole numbers.</p>	<p>SE/TE:8-12, 52 (#1-18), 54 (#1-31), 61-64, 66-69, 636-644</p>
	<p>TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide</p>
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<p>Benchmark 3 Develop, apply and explain a variety of different estimation strategies in problem-solving situations, and explain why an estimate may be acceptable in place of an exact answer.</p>	
<p>Assessment Objectives</p>	
<p>a Develop, apply and explain a variety of different estimation strategies in problem-solving situations* and explain why an estimate may be acceptable in place of an exact answer.</p>	<p>SE: 32-38, 53, 212-217, 252-257, 348-351, 354-355, 356</p>
	<p>TE: 34, 213, 253, 349</p>
	<p>TR: Practice, Adapted Practice, Reteaching, Enrichment, Checkpoint Quizzes, Alternative Assessment, Chapter Projects, Chapter Tests, Cumulative Review, Assessment Resources, Guided Problem Solving, Activity Labs, Daily Puzzles, Vocabulary and Study Skills Worksheet, Daily Notetaking Guide</p>
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<p>Benchmark 4 Select and use appropriate algorithms* for computing with commonly used fractions and decimals, percents, and integers* in problem-solving situations* and determining whether the results are reasonable.</p>	
<p>Assessment Objectives</p>	
<p>a Apply appropriate computation methods to solve problems involving whole numbers, common fractions, and decimals (use only addition and subtraction of fractions and decimals).</p>	<p>SE: 22-25, 32-41, 44-50, 55-65, 61-66, 217-220, 228-236, 244-245, 251, 292-296, 316-324, 416-420, 494-504, 505-506, 516-523, 524-533, 534-538, 540-542</p>
	<p>TE: 49, 91, 143, 197, 244, 287, 347, 396</p>

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b In a problem-solving situation*, determine whether the results are reasonable and justify those results with accurate computation.	SE: 32-38, 53, 212-217, 252-257, 348-351, 354-355, 356
	TE: 34, 213, 253, 349
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