

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

**Mathematics**

to the

**Florida**  
**Sunshine State Standards**  
**& Grade Level Expectations**  
**Grade Two**



T/M-132A

## Scott Foresman – Addison Wesley Mathematics— 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 Florida Sunshine State Standards and Grade Level Expectations. Correlation page references are to the Teacher Edition, which contains facsimile Pupil 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.



**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT: MATHEMATICS**

**SUBMISSION TITLE: SCOTT FORESMAN – ADDISON WESLEY MATHEMATICS**

**PUBLISHER: SCOTT FORESMAN**

**GRADE: TWO**

**STRAND A: NUMBER SENSE, CONCEPTS, AND OPERATIONS**

**STANDARD 1: THE STUDENT UNDERSTANDS THE DIFFERENT WAYS NUMBERS ARE REPRESENTED AND USED IN THE REAL WORLD.**

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.</b>	<b>1. reads and writes numerals to 1000 or more.</b>	81A, 81-82, 83A, 83-84, 85A, 85-86, 393A, 393-394, 395A, 395-396	I
	<b>2. reads and writes number words to “twenty ” or higher.</b>	85A, 85-86, 395-396	I
	<b>3. understands and uses ordinal numbers 1st -100th or higher.</b>	103A, 103-104	I

\*Indepth/Mentioned

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.</b>	<b>1. compares and orders whole numbers to 1000 or more using concrete materials, drawings, number lines, and symbols (&lt;, =, &gt;).</b>	91A, 91-92, 97A, 97-98, 115-116, 389J, 399A, 399-400, 407A, 407-408, 409A, 409-410, 419	I
	<b>2. compares two or more numbers, to 1000 or more, and identifies which number is more than, equal to, or less than the other number.</b>	91-92, 399A, 399-400	I
<b>Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.</b>	<b>1. represents real-world applications of whole numbers, to 1000 or more, using concrete materials, drawings, and symbols.</b>	3A, 3-4, 5-6, 9-10, 17-18, 109A, 109-110, 111A, 111-112, 113A, 113-114, 115-116, 119A, 119-120, 127, 392, 400, 405-406, 416, 425I, 425J	I
	<b>2. represents, compares, and explains halves, thirds, quarters, and eighths as part of a whole and part of a set, using concrete materials and drawings.</b>	245J, 269A, 269-270, 271A, 271-272, 273A, 273-274, 277A, 277-278	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>3. uses concrete materials to compare fractions in real-life situations.</b>	283	M
	<b>4. knows that the total of equivalent fractional parts makes a whole (for example, eight eighths equal one whole).</b>	269-270	I
<b>Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.</b>	<b>1. represents equivalent forms of the same number through the use of concrete materials (including coins), diagrams, and number expressions.</b>	25A, 25-26, 35, 54, 89-90, 117A, 117-188, 121A, 121-122, 128, 130, 159A, 159-160, 401-402	I



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**GRADE:** TWO

**STRAND A:** NUMBER SENSE, CONCEPTS, AND OPERATIONS

**STANDARD 2:** THE STUDENT UNDERSTANDS NUMBER SYSTEMS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.</b>	<b>1. counts to 1000 or more by 2s, 3s, 5s, 10s, 25s, 50s, and 100s using a variety of ways, such as mental mathematics, paper and pencil, hundred chart, calculator, and coins in various increments.</b>	99-100, 391-392, 401A, 401-402	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. demonstrates the place value groupings of numbers to 1000 or more using concrete materials, pictures, and symbols.</b>	83-84, 389I, 391A, 391-392, 393A, 393-394, 395A, 395-396, 397A, 397-398	I
	<b>3. counts by tens from any given number less than 1000.</b>	100, 401-402	I
	<b>4. counts forward or backward by one beginning with any number less than 1000.</b>	97A, 97-98, 407A, 407-408	I
	<b>5. counts coins using “mixed ” counting (using coin values of 50, 25, 10, 5, and 1).</b>	79J, 109A, 109-110, 111A, 111-112, 113A, 113-114, 117A, 117-118, 119A, 119-120, 122, 128, 130	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.</b>	<b>1. counts and groups objects into hundreds, tens, and ones, and relates the groupings to the corresponding written numeral (for example, 4 groups of 100, 2 groups of ten, and 6 ones is 426).</b>	79I, 81A, 81-82, 83A, 83-84, 89A, 89-90, 391-392, 393A, 393-394, 395A, 395-396	I
	<b>2. knows place value patterns using zero as a place holder (for example, trading 10 tens for 100).</b>	175-176, 431-432	I
	<b>3. knows the place value of a designated digit in whole numbers to 1000.</b>	83-84, 393-394	I





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**STRAND A: NUMBER SENSE, CONCEPTS, AND OPERATIONS**

**STANDARD 3: THE STUDENT UNDERSTANDS THE EFFECTS OF OPERATIONS ON NUMBERS AND THE RELATIONSHIPS AMONG THESE OPERATIONS, SELECTS APPROPRIATE OPERATIONS, AND COMPUTES FOR PROBLEM SOLVING.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
<b>Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.</b>	<b>1. recalls (from memory) the addition facts and corresponding subtraction facts.</b>	23-24, 25-26, 27-28, 41I, 43-44, 45-46, 47-48, 51-52, 53-54, 61-62, 63-64, 65-66	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. knows the related facts that represent the inverse relationships between addition and subtraction.</b>	27A, 27-28, 36, 63A, 63-64, 65A, 65-66, 67A, 67-68	I
	<b>3. predicts the relative size of solutions in addition and subtraction (for example, adding two whole numbers results in a number that is larger than either of the two original numbers).</b>	155-156, 161A, 161-162, 239	I
	<b>4. adds and subtracts two-digit numbers with or without regrouping using models, concrete materials, and algorithms.</b>	133J, 135A, 135-136, 137A, 137-138, 139A, 139-140, 145A, 145-146, 147A, 147-148, 155A, 155-156, 173I, 173J, 175A, 175-176, 177A, 177-178, 179A, 179-180, 181A, 181-182, 185A, 185-186, 187A, 187-188, 189-190, 191A, 193-194, 197A, 197-198, 199-200, 204, 206, 209I, 211A, 211-212, 213A, 213-214, 215A, 215-216, 217A, 217-218, 221-222, 225A, 225-226, 227A, 227-228, 229A, 231-232, 233A, 233-234, 235-236, 239, 242	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>5. demonstrates knowledge of multiplication (for the repeated addition and array models) using manipulatives, drawings, and story problems.</b>	465I, 467A, 467-468, 469A, 469-470, 471A, 471-472, 473-474, 475A, 475-476, 479A, 479-480	I
	<b>6. demonstrates knowledge of division (for the repeated subtraction and partitive models) using manipulatives, drawings, and story problems.</b>	483A, 483-484, 485A, 485-486	I
<b>Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.</b>	<b>1. solves problems involving addition and subtraction using a variety of strategies (such as drawings, role playing, and working backward) and explains the solution strategy.</b>	5-6, 9-10, 19-20, 23A, 24, 31-32, 46, 52, 57-58, 62, 64, 66, 69-70, 76, 136, 142, 146, 148, 163-164, 168, 186, 189-190, 193, 199-200, 206, 218, 221-222, 225, 233-234, 377A, 377-378	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. writes and solves number problems with one operation involving addition or subtraction.</b>	5-6, 16, 17-18, 19A, 24, 31-32, 46, 52, 62, 146, 189-190, 221A, 233-234, 236, 392, 398, 416, 456	I
	<b>3. writes number sentences associated with addition and subtraction situations.</b>	1I, 5A, 5-6, 9A, 9-10, 17A, 17-18, 19A, 19-20, 23A, 23-24, 26, 27A, 27-28, 36, 38, 45-46, 47, 57-58, 64, 76, 135, 139-140, 145-146, 147, 221A, 221-222, 377A	I
	<b>4. creates and acts out (using objects) number stories representing multiplication and division situations.</b>	467A, 471A, 483A, 483-484, 490	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.</b>	<b>1. knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil, calculator) to solve real-world problems involving addition and subtraction.</b>	29-30, 31-32, 46, 48, 52, 76, 86, 92, 114, 120, 136, 140, 146, 185A, 186, 193-194, 198, 206, 225A, 226, 233A, 233-234, 377-378	I
	<b>2. chooses and explains the computing method that is more appropriate (that is faster, more accurate, easier) for varied real-world tasks (for example, recall of basic facts is faster than using a calculator whereas recording data from survey results may be easier with a calculator).</b>	193-194, 204, 427A	I



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**STRAND A:** NUMBER SENSE, CONCEPTS, AND OPERATIONS

**STANDARD 4:** THE STUDENT USES ESTIMATION IN PROBLEM SOLVING AND COMPUTATION.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.</b>	<b>1. makes predictions of quantities of objects (to 50 or more) and explains the reasoning supporting that prediction (for example, the number of pieces of candy in a large jar may be estimated by finding the number of pieces in a small jar and estimating how many small jars would fill the larger one).</b>	163A, 170, 415A	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. estimates reasonable solutions for addition and subtraction problems (sums to 100) and explains the procedure used (for example, the sum of 34 and 57 is more than 80 since <math>30 + 50</math> is 80).</b>	133I, 141A, 141-142, 149A, 149-150, 170, 191A, 191-192, 229A, 229-230	I
	<b>3. knows reasonable and unreasonable estimates.</b>	96, 150, 275A, 275-276, 324, 343-344, 345A, 346, 348, 358, 406	I



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**STRAND A:** NUMBER SENSE, CONCEPTS, AND OPERATIONS

**STANDARD 5:** THE STUDENT UNDERSTANDS AND APPLIES THEORIES RELATED TO NUMBERS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.</b>	<b>1. demonstrates and explains the difference between odd and even numbers using concrete objects or drawings.</b>	101A, 101-102	I
	<b>2. identifies and explains odd and even numbers.</b>	101A, 101-102, 105-106	I





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**STRAND B:** MEASUREMENT

**STANDARD 1:** THE STUDENT MEASURES QUANTITIES IN THE REAL WORLD AND USES THE MEASURES TO SOLVE PROBLEMS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.</b>	<b>1. knows how to communicate measurement concepts.</b>	242, 291A, 291-292, 293A, 293-294, 295A, 295-296, 299-300, 301A, 301-302, 305A, 305-306, 336, 341-342, 343-344, 345A, 345-346, 347-348, 351-352, 353-354, 355-356, 357-358, 359A, 359-360, 363A, 363, 365-366, 367-368, 369-370, 383	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. demonstrates an understanding of customary and metric measurement of length and distance, selecting appropriate units of measurement (for example, inches, feet, yards, centimeters, meters).</b>	344, 345A, 345-346, 347A	I
	<b>3. demonstrates an understanding of customary and metric measurement of weight by selecting appropriate units of measurement (for example, ounces, pounds, grams, kilograms).</b>	365A, 365-366, 367A, 367-368	I
	<b>4. demonstrates an understanding of time using digital and analog clocks (for example, quarter-hour, five-minute intervals).</b>	291A, 291-292, 293A, 293-294, 295A, 295-296, 299A, 299-300, 334	I
	<b>5. demonstrates an understanding of temperatures by using Fahrenheit and Celsius thermometers.</b>	366, 369A, 369-370	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	6. demonstrates an understanding of capacity by using appropriate units of measurement (for example, ounces, cups, pints, quarts, gallons, liters, milliliters).	355A, 355-356, 357A, 357-358	I
Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.	1. measures length, weight, and capacity of objects using standard and nonstandard units.	242, 339I, 341A, 341-342, 343A, 343-344, 345A, 345-346, 347A, 347-348, 357A, 363A, 363, 386	I



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**STRAND B:** MEASUREMENT

**STANDARD 2:** THE STUDENT COMPARES, CONTRASTS, AND CONVERTS WITHIN SYSTEMS OF MEASUREMENT (BOTH STANDARD/NONSTANDARD AND METRIC/CUSTOMARY).

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).</b>	<b>1. uses nonstandard methods to compare and order objects according to their lengths, weights, or capacities.</b>	339I, 342, 353A, 353-354, 364	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. uses nonstandard, indirect methods to compare and order objects according to their lengths.</b>	341A, 342	I
	<b>3. uses customary and metric units to measure, compare, and order objects according to their lengths, weights, or capacities.</b>	355A, 355-356, 357A, 357-358, 365A, 365-366, 367A, 367-368	I
<b>Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.</b>	<b>1. knows that a standard unit of measure is used in real-world situations to describe the measure of an object (for example, length, weight time, capacity).</b>	242, 299-300, 301A, 301-302, 305A, 305-306, 334, 343-344, 345A, 345-346, 347-348, 355-356, 357-358, 365-366, 367-368, 386	I



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**STRAND B:** MEASUREMENT

**STANDARD 3:** THE STUDENT ESTIMATES MEASUREMENTS IN REAL-WORLD PROBLEM SITUATIONS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.</b>	<b>1. estimates, measures, and compares distances.</b>	343-344, 345A, 345-346, 347-348, 384, 386	I
	<b>2. estimates, measures, and compares the passage of time using minutes, half-hours, and hours.</b>	297A, 297-298, 299A, 299-300, 334	I
	<b>3. knows and compares amounts of money in coins, to one dollar or more.</b>	115A, 115-116, 117-118, 121A, 121-122	I



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**STRAND B:** MEASUREMENT

**STANDARD 4:** THE STUDENT SELECTS AND USES APPROPRIATE UNITS AND INSTRUMENTS FOR MEASUREMENT TO ACHIEVE THE DEGREE OF PRECISION AND ACCURACY REQUIRED IN REAL-WORLD SITUATIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.	1. selects and uses an appropriate nonstandard unit to measure length, distance, weight, time, and capacity.	339I, 341A, 341-342, 353A, 353, 363A, 363	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.</b>	<b>1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.</b>	336, 343-344, 345A, 345-346, 347-348, 369A, 369-370, 383	I
	<b>2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months, and years).</b>	303A, 303-304	I





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**STRAND C:** GEOMETRY AND SPATIAL SENSE

**STANDARD 1:** THE STUDENT DESCRIBES, DRAWS, IDENTIFIES, AND ANALYZES TWO-AND THREE- DIMENSIONAL SHAPES.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.</b>	<b>1. describes attributes of two-dimensional shapes using mathematical language (for example, curves, edges, vertices, angles).</b>	249A, 249-250, 251A, 255A, 255-256, 265A, 265-266	I
	<b>2. describes attributes of three-dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles).</b>	247-248, 249-250, 251-252, 284	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>3. sorts two- and three-dimensional figures according to their attributes.</b>	247A, 247-248, 249-250, 257A, 257, 265A, 265-266	I
	<b>4. knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment.</b>	247A, 247-248, 249-250, 280	I



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**STRAND C:** GEOMETRY AND SPATIAL SENSE

**STANDARD 2:** THE STUDENT VISUALIZES AND ILLUSTRATES WAYS IN WHICH SHAPES CAN BE COMBINED, SUBDIVIDED, AND CHANGED.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.</b>	<b>1. describes symmetry in two-dimensional shapes.</b>	261A, 261-262, 280, 286	I
	<b>2. determines lines of symmetry of two-dimensional shapes by using concrete materials.</b>	261A, 261-262, 286	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>3. knows congruent shapes.</b>	257A, 257-258, 266	I
	<b>4. identifies shapes that can be combined or separated (for example, a rectangle can be separated into two triangles).</b>	255A, 255-256, 284	I
	<b>5. predicts the reflection of a given two-dimensional shape.</b>	259A, 259-260	I
<b>Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.</b>	<b>1. identifies and demonstrates slides, flips, and turns of simple figures using concrete materials.</b>	259A, 259-260	I



**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

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**GRADE:** TWO

**STRAND C:** GEOMETRY AND SPATIAL SENSE

**STANDARD 3:** THE STUDENT USES COORDINATE GEOMETRY TO LOCATE OBJECTS IN BOTH TWO- AND THREE- DIMENSIONS AND TO DESCRIBE OBJECTS ALGEBRAICALLY.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids,</b>	<b>1. compares and contrasts two- and three-dimensional real-life objects (for example, circle and sphere, square and cube, triangle and pyramid, rectangle and rectangular solid).</b>	245I, 247-248, 249A, 249-250	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.			
	<b>2. knows how two shapes or two solids are alike and different.</b>	257A, 257-258	I
	<b>3. describes and classifies two-dimensional shapes and three-dimensional geometric objects according to the number of bases, faces, edges, and vertices.</b>	245I, 247A, 247-248, 251A, 251-252, 255A, 255-256	I
<b>Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.</b>	<b>1. locates and explains known and unknown numbers to 1000 or more on a number line.</b>	401B, 419	I
	<b>2. locates and identifies the coordinate points of objects on a coordinate grid (first quadrant).</b>	325A, 325-326	I



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SUNSHINE STATE STANDARDS  
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**STRAND D:** ALGEBRAIC THINKING

**STANDARD 1:** THE STUDENT DESCRIBES, ANALYZES, AND GENERALIZES A WIDE VARIETY OF PATTERNS, RELATIONS, AND FUNCTIONS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.</b>	<b>1. recognizes that patterning results from repeating an operation, using a transformation, or making some other change to an attribute.</b>	11, 167, 260, 413A, 413-414	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. describes a given pattern and explains the pattern rule.</b>	73, 74, 157A, 157-158, 167, 182, 413-414, 420	I
	<b>3. identifies number patterns on a hundred chart.</b>	99A, 99-100, 157A, 157-158	I
<b>Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.</b>	<b>1. predicts, extends, and creates patterns that are concrete, pictorial or numerical.</b>	99A, 99-100, 157-158, 408, 413A, 413-414, 420, 476	I
	<b>2. combines two attributes in creating a pattern (for example, size and color).</b>	413B	M
	<b>3. transfers patterns from one medium to another (for example, pictorial to symbolic).</b>	413A	M
	<b>4. uses a calculator to explore and solve number patterns.</b>	74, 420	I
	<b>5. identifies patterns in the real-world (for example, repeating, rotational, tessellating, and patchwork).</b>	157B	M



BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*						
	<p><b>6. identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of tricycles to number of wheels).</b></p> <table border="1" data-bbox="548 488 989 659"> <thead> <tr> <th data-bbox="548 488 772 561">Number of Tricycles</th> <th data-bbox="772 488 989 561">Number of Wheels</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 561 772 602">1</td> <td data-bbox="772 561 989 602">3</td> </tr> <tr> <td data-bbox="548 602 772 659">2</td> <td data-bbox="772 602 989 659">6</td> </tr> </tbody> </table>	Number of Tricycles	Number of Wheels	1	3	2	6	44, 167	M
Number of Tricycles	Number of Wheels								
1	3								
2	6								
	<b>7. explains generalizations of patterns and relationships.</b>	23, 27, 63B, 65-66, 89-90, 101-102, 227-228, 412, 413-414	I						



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**STRAND D: ALGEBRAIC THINKING**

**STANDARD 2: THE STUDENT USES EXPRESSIONS, EQUATIONS, INEQUALITIES, GRAPHS, AND FORMULAS TO REPRESENT AND INTERPRET SITUATIONS.**

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.D.2.1.1: The student understands that geometric symbols (<math>\bigcirc, \square</math>) can be used to represent unknown quantities in expressions, equations, and inequalities.</b>	<b>1. solves a variety of number sentences where the missing number is represented by a geometric shape (for example, <math>10 - \square = 6</math>).</b>	26, 30, 35, 50, 53-54, 63-64, 65, 73, 140, 182	I
	<b>2. solves a variety of number sentences with equalities and inequalities (using the symbols <math>&gt;, =, &lt;</math>).</b>	203, 399A, 399-400	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.</b>	<b>1. uses concrete objects, paper and pencil, or mental mathematics to solve real-world equations with one unknown (such as, There are 28 students in the room, and 16 brought their lunches. How many are buying lunch?).</b>	29-30, 52, 212, 443-444	I



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**STRAND E:** DATA ANALYSIS AND PROBABILITY

**STANDARD 1:** THE STUDENT UNDERSTANDS AND USES THE TOOLS OF DATA ANALYSIS FOR MANAGING INFORMATION.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.</b>	<b>1. poses questions and collects data to answer questions with two, three, or more categories or choices (for example, favorite ice cream, left handed/right handed).</b>	289J, 313A, 313, 319A, 319, 322	I
	<b>2. records data using pictures, concrete materials, or tally marks.</b>	38, 117-118, 289J, 311A, 312, 313A, 313, 319A, 319, 322, 386	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>3. organizes survey information into a simple pictograph, concrete graph, or chart.</b>	312, 313, 319, 322, 333, 438, 440	I
	<b>4. uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.</b>	105A, 105-106, 189A, 189-190, 312, 313-314, 319-320, 321A, 321-322, 323A, 323-324, 327A, 327-328, 333, 405A, 405-406, 439-440	I
<b>Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.</b>	<b>1. uses concrete materials, pictures, or graphs to display data and identify range, mode, and median.</b>	333	M
<b>Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.</b>	<b>1. predicts the outcome for a larger population by analyzing data from a smaller group.</b>	373B	M

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. uses a calculator to compare data.</b>	204, 240	I
	<b>3. constructs a graph using computer software.</b>	334	M



**CORRELATION  
SUNSHINE STATE STANDARDS  
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**STRAND E:** DATA ANALYSIS AND PROBABILITY

**STANDARD 2:** THE STUDENT IDENTIFIES PATTERNS AND MAKES PREDICTIONS FROM AN ORDERLY DISPLAY OF DATA USING CONCEPTS OF PROBABILITY AND STATISTICS.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
<b>Benchmark: MA.E.2.1.1: The student understands basic concepts of chance and probability.</b>	<b>1. knows the likelihood of a given situation (for example, coin toss, spinners, baseball game).</b>	339J, 373-374, 375-376	I
	<b>2. knows if an event is certain, probable, or impossible.</b>	375A, 375-376	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>3. records results of activities involving chance and makes predictions based upon data (for example, coin flips, number cube rolls, bean toss on area divided into unequal portions).</b>	339J, 373A, 373-374, 375A, 375-376	I
<b>Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.</b>	<b>1. knows if a given event is equally likely, most likely, or least likely to occur (for example, spinners, coin toss, election results).</b>	339J, 373A, 373-374	I





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**STRAND E:** DATA ANALYSIS AND PROBABILITY

**STANDARD 3:** THE STUDENT USES STATISTICAL METHODS TO MAKE INFERENCES AND VALID ARGUMENTS ABOUT REAL-WORLD SITUATIONS.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.E.3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.	1. constructs appropriate questions for a class survey.	313A, 313	I

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M*</b>
	<b>2. collects data for two or more categories and creates a line graph, pictograph, or chart to display results.</b>	289J, 319, 322, 336	I
	<b>3. analyzes and explains orally or in writing the results from a survey.</b>	313A, 313-314, 315A, 315-316, 321A, 321-322, 323A, 323-324, 333	I
<b>Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.</b>	<b>1. determines questions for a survey with two, three, or more categories so that the collected information will be relevant to the questions.</b>	313A, 314-315	I
	<b>2. knows appropriate methods to display and interpret information.</b>	117-118, 316, 321-322, 323-324, 327A, 333	I