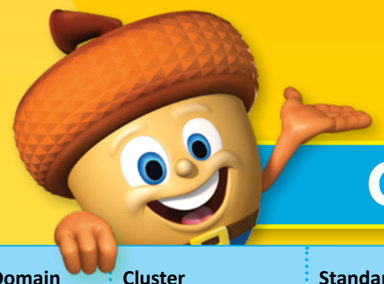
Oregon Mathematics Standards

KINDERGARTEN

				Mathseeds Lesson #			Additional Mathseeds Resources	
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Domain	**Cluster**	**Standard**	**Code**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Driving Tests (DT) Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Algebraic Reasoning: Operations	Understand addition and subtraction	Represent addition as putting together and adding to and subtraction as taking apart and taking from; Add and subtract within 10; Model authentic contexts and solve problems that use addition and subtraction within 10; Fluently add and subtract within 5 with accurate, efficient, and flexible strategies.	K.OA.A.1 K.OA.A.2 K.OA.A.5	21, 24, 25, 30, 31, 32, 34, 36, 40, 47, 49, 50		30, 31, 36, 40, 46, 47	**DT** Kindergarten Operations 1–25 **MM** Addition Sprints **MM** Subtraction Sprints	**Kindergarten Operations** Test 1, 2, 4
		Decompose numbers less than or equal to 10 into pairs in more than one way.	K.OA.A.3	31, 32, 34, 36, 40, 47		19, 34, 36, 40	**DT** Kindergarten Operations 9, 10	**Kindergarten Operations** Test 3
		Find the unknown number that makes 10 when added to a given number.	K.OA.A.4	31, 34, 36, 40		36		
Numeric Reasoning: Counting and Cardinality	Know number names and the count sequence.	Count to 100 by ones and by tens in sequential order; Count forward beginning from a given number within 100 of a known sequence; Identify number names, write numbers, and the count sequence from 0–20. Represent a number of objects with a written number 0–20.	K.NCC.A.1 K.NCC.A.2 K.NCC.A.3	1, 2, 3, 5, 7, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 25, 28, 33, 41, 43, 45, 46, 48, 50		12, 46	**DT** Kindergarten Number 1–25	**Kindergarten Number** Test 1–4, 6
	Count to tell the number of objects.	Understand the relationship between numbers and quantities; Connect counting to cardinality; Count to answer "how many?" questions using up to 20 objects. Given a number from 1–20, count out that many objects.	K.NCC.B.4 K.NCC.B.5	5, 7, 8, 11, 12, 16, 25, 31, 33, 36, 43, 45, 47, 48, 50, 63		12, 19, 30, 31, 46, 47	**DT** Kindergarten Number 1, 6, 7, 14, 18, 19	**Kindergarten Number** Test 2
	Compare numbers.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; Compare two numbers between 1 and 10 presented as written numerals.	K.NCC.C.6 K.NCC.C.7	18, 22, 31, 41, 43, 45, 46		38	**DT** Kindergarten Number 8, 20	**Kindergarten Number** Test 3
Numeric Reasoning: Base Ten Arithmetic	Work with numbers 11–19 to gain foundations for place value.	Compose and decompose from 11 to 19 into groups of ten ones and some further ones.	K.NBT.A.1	41, 43, 45, 46, 48, 50		43	**DT** Kindergarten Number 11, 12	**Kindergarten Number** Test 4
Geometric Reasoning and Measurement	Identify and describe shapes. & Analyze, compare, create, and compose shapes.	Describe objects in the environment using names of shapes and describe the relative positions of these objects in their environment.	K.GM.A.1	57, 78, 94, 164		57, 78, 94	**DT** Kindergarten Geometry 9–11, 13, 14 **DT** Grade 1 Geometry 4, 5, 11, 12, 14–16 **DT** Grade 2 Geometry 1, 2, 8, 9, 11–13	**Kindergarten Geometry** Test 5, 6 **Grade 1 Geometry: Shape** Test 7, 8 **Grade 2 Geometry: Shape and Movement** Test 6–8
		Correctly name common two-dimensional and three-dimensional geometric shapes regardless of their orientations or overall size; Identify shapes as two-dimensional or three-dimensional; Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language; Represent shapes in the world by building shapes from components and drawings shapes.	K.GM.A.2 K.GM.A.3 K.GM.B.4 K.GM.B.5	4, 6, 8, 9, 15, 23, 27, 35, 37, 44		6, 8, 15, 23, 27	**DT** Kindergarten Geometry 1–8, 15–23	**Kindergarten Geometry** Test 1–4
		Compose common shapes to form larger shapes.	K.GM.B.6	69		69	**DT** Kindergarten Geometry 12	**Kindergarten Geometry** Test 4
	Describe and compare measurable attributes.	Describe several measurable attributes of a single object using measurable terms (length); Directly compare two objects with a measurable attributes in common, and describe which object has "more" or "less" of the attribute.	K.GM.C.7 K.GM.C.8	13, 26			**DT** Kindergarten Measurement 2, 3, 5, 6, 9, 10	**Kindergarten Measurement** Test 1–3
		Describe several measurable attributes of a single object using measurable terms (weight); Directly compare two objects with a measurable attributes in common, and describe which object has "more" or "less" of the attribute.		29, 73, 135, 172		135	**DT** Kindergarten Measurement 7, 8, 11, 12 **DT** Grade 2 Measurement 17, 18	**Kindergarten Measurement** Test 4 **Grade 2 Measurement: Informal Units** Test 6–8
		Describe several measurable attributes of a single object using measurable terms; Directly compare two objects with a measurable attributes in common, and describe which object has "more" or "less" of the attribute.		38, 42, 89, 109, 116		38	**DT** Kindergarten Measurement 1, 4, 13–20 **DT** Grade 1 Measurement 11, 17–19 **DT** Grade 2 Measurement 1–5, 14, 16	**Kindergarten Measurement** Test 5–7 **Grade 1 Measurement: Length and Capacity** Test 6, 7 **Grade 2 Measurement: Informal Units** Test 4, 5, 8
Data Reasoning	Pose Investigative questions and collect/ consider data.	Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by sorting and counting.	K.DR.A.1				**DT** Kindergarten Data 1–10	**Kindergarten Data** Test 1, 2
	Analyze, represent, and interpret data.	Analyze data sets by counting the number of objects in each category and interprety results by classifying and sorting objects by count.	K.DR.B.2					



Oregon Mathematics Standards

GRADE 1

				Mathseeds Lesson #			Additional Mathseeds Resources	
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Domain	**Cluster**	**Standard**	**Code**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Driving Tests (DT) Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Algebraic Reasoning: Operations	Represent and solve problems involving addition and subtraction.	Use addition and subtraction within 20 to solve and represent problems in authentic contexts involving various situations, with unknowns in all positions.	1.OA.A.1	64, 68, 85, 88, 100		53, 56, 65, 68, 72, 76, 77, 83, 85, 91, 100	**MM** Addition Sprints **MM** Subtraction Sprints	**Grade 1 Number and Algebra: Operations** Test 2–5
		Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20.	1.OA.A.2	51, 65		51, 83	**DT** Grade 1 Operations 2 **MM** Addition Sprints **MM** Subtraction Sprints	
	Understand and apply properties of operations and the relationship between addition and subtraction	Apply properties of operations as strategies to add and subtract; Understand subtraction as an unknown-addend problem.	1.OA.B.3 1.OA.B.4	93, 100		93, 100	**DT** Grade 1 Operations 16 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 1 Number and Algebra: Operations** Test 5
	Add and subtract within 20.	Relate counting to addition and subtraction.	1.OA.C.5	53, 58, 65, 68, 88, 95		53, 56	**DT** Grade 1 Operations 4, 5	**Grade 1 Number and Algebra: Operations** Test 1–4
		Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	1.OA.C.6	53, 56, 58, 64, 65, 72, 83, 85, 91, 92, 93		53, 56, 65, 68, 72, 76, 77, 83, 85, 91	**DT** Grade 1 Operations 1, 3, 6 **MM** Addition Sprints **MM** Subtraction Sprints	
	Work with addition and subtraction equations.	Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.	1.OA.D.7	76			**DT** Grade 1 Number 18 **DT** Grade 1 Operations 10, 11 **MM** Addition Sprints **MM** Subtraction Sprints	
		Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	1.OA.D.8	51, 53, 56, 58, 65, 68, 72, 85, 91, 93, 95, 96, 98, 100		83	**DT** Grade 1 Operations 8, 12 **MM** Addition Sprints **MM** Subtraction Sprints	
Numeric Reasoning: Base Ten Arithmetic	Extend the counting sequence.	Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.	1.NBT.A.1	56, 60, 67, 75, 77, 79, 81, 86, 90		56, 60, 67, 75, 77, 79, 81, 88	**DT** Grade 1 Number 1–24	**Grade 1 Number and Algebra: Whole Numbers** Test 1–9
	Understand place value.	Understand 10 as a bundle of ten ones and that the two digits of a two-digit number represent amounts of tens and ones.	1.NBT.B.2	60, 67, 75, 81, 86, 88		60, 81, 88	**DT** Grade 1 Number 9, 10, 19, 24	**Grade 1 Number and Algebra: Place Value** Test 1–5
		Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	1.NBT.B.3	56, 60, 67, 75, 79, 81, 86, 90		81, 88	**DT** Grade 1 Number 4, 7, 13, 15, 20	**Grade 1 Number and Algebra: Place Value** Test 6
	Use place value understanding and properties of operations to add and subtract.	Add within 100 using concrete or visual representations and various strategies.	1.NBT.C.4	53, 56, 58, 64, 65, 68, 72, 83, 85, 88, 91, 92, 93, 95, 96, 98, 100		53, 56, 65, 68, 72, 76, 77, 83, 85, 91, 95, 96, 98, 100	**DT** Grade 1 Operations 1–20 **MM** Addition Sprints **MM** Subtraction Sprints	
		Mentally find 10 more or 10 less than a given two-digit number and explain the reasoning used.	1.NBT.C.5	79		79	**DT** Grade 1 Operations 13–15, 17–20 **MM** Addition Sprints **MM** Subtraction Sprints	
		Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90.	1.NBT.C.6	96, 98		96, 98		
Geometric Reasoning and Measurement	Reason with shapes and their attributes.	Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and draw shapes to possess defining attributes.	1.GM.A.1	52, 62, 69, 99		52, 62, 69	**DT** Grade 1 Geometry 1–3, 6–8, 10, 17–19	**Grade 1 Geometry: Shape** Test 1–6
		Compose common two-dimensional shapes or three-dimensional shapes to create a composite shape, and create additional new shapes from composite shapes.	1.GM.A.2	69		69	**DT** Grade 1 Geometry 9, 13	**Grade 1 Geometry: Shape** Test 6
		Partition circles and rectangles into two and four equal shares. Describe the equal shares and understand that partitioning into more equal shares creates smaller shares.	1.GM.A.3	61, 66			**DT** Grade 1 Patterns and Fractions 3, 5, 6, 11–14	**Grade 1 Number and Algebra: Fractions and Money** Test 1–3, 7
	Describe and compare measurable attributes.	Order three objects by length; Compare the lengths of two objects indirectly by using a third object; Express the length of an object as a whole number of non-standard length units, by laying multiple copies of a shorter object end to end.	1.GM.B.4 1.GM.B.5	55, 84			**DT** Grade 1 Measurement 2, 4, 13, 14	**Grade 1 Measurement: Length and Capacity** Test 1–5
	Tell and write time.	Tell and write time in hours and half-hours using analog and digital clocks.	1.GM.C.6	39, 54, 70, 87		87	**DT** Grade 1 Measurement 1, 8–10, 15, 16	**Grade 1 Measurement: Time** Test 1–6
Data Reasoning	Pose investigative questions and collect/ consider data.	Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by representing data visually.	1.DR.A.1	80, 97		80	**DT** Grade 1 Data 1–4, 6, 9, 10, 12–16	**Grade 1 Statistics: Data** Test 1–5
	Analyze, represent, and interpret data.	Analyze data sets with up to three categories by representing data visually, such as with graphs and charts, and interpret information presented to answer investigative questions.	1.DR.B.2					

Oregon Mathematics Standards

GRADE 2

				Mathseeds Lesson #			Additional Mathseeds Resources	
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Domain	**Cluster**	**Standard**	**Code**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Driving Tests (DT) Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Algebraic Reasoning: Operations	Represent and solve problems involving addition and subtraction.	Use addition and subtraction within 100 to solve one- and two-step problems in authentic contexts by drawings and equations with a symbol for the unknown.	2.OA.A.1	103, 110, 118, 120, 124, 125, 129, 131, 133, 137, 139, 150		112, 118, 124, 125, 128, 132, 133, 134, 136, 139, 144, 146, 147, 150	**MM** Addition Sprints **MM** Subtraction Sprints	**Grade 1 Number and Algebra: Operations** Test 6 **Grade 2 Number and Algebra: Addition and Subtraction** Test 1–8
	Add and subtract within 20.	Fluently add and subtract within 20.	2.OA.B.2	140, 142			**DT** Grade 2 Operations 2, 5, 22 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 2 Number and Algebra: Addition and Subtraction** Test 1, 2
	Work with equal groups of objects to gain foundations for multiplication.	Determine whether a group up to 20 objects has an odd or even number by pairing objects or counting them by 2s; Record using drawings and equations including expressing an even number as a sum of two equal addends.	2.OA.C.3	108, 166		108	**DT** Grade 2 Operations 3	
		Use addition to find the total number of objects arranged in rectangular arrays; Write an equation to express the total as a sum of equal addends.	2.OA.C.4	111, 113, 115, 130		113, 130, 136	**DT** Grade 2 Operations 6, 8–12, 19 **MM** Addition Sprints **MM** Multiplication Sprints	**Grade 2 Number and Algebra: Equal Groups** Test 1–5
Numeric Reasoning: Base Ten Arithmetic	Understand place value.	Understand 100 as a bundle of ten tens and that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NBT.A.1 2.NBT.A.3	101, 105, 106, 117, 122, 133, 140		101, 105, 106, 117	**DT** Grade 2 Number 1–24	**Grade 2 Number and Algebra: Numbers to 1000** Test 1–7
		Count within 1000; Skip-count by 5's, 10's, and 100's.	2.NBT.A.2	101, 106, 117, 133, 137		117	**DT** Grade 2 Number 1–7, 9–13, 16–18 **DT** Grade 1 Patterns and Fractions 7–10 **DT** Grade 2 Patterns and Fractions 1–4, 6–10, 13	**Grade 1 Number and Algebra: Patterns** Test 1–7 **Grade 2 Number and Algebra: Number Patterns** Test 1–8
		Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	2.NBT.A.4	101, 106, 122		106	**DT** Grade 2 Number 14, 15	**Grade 2 Number and Algebra: Numbers to 1000** Test 6
	Use place value understanding and properties of operations to add and subtract.	Fluently add & subtract within 100; Add up to four two-digit numbers using strategies.	2.NBT.B.5 2.NBT.B.6	103, 110, 118, 120, 124, 128, 129, 134, 140, 142, 150		118, 124, 133, 139, 144, 146, 150	**DT** Grade 2 Operations 1, 2, 4, 5, 14–17 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 2 Number and Algebra: Addition and Subtraction** Test 1–8
		Add and subtract within 1000 using concrete or visual representations and various strategies.	2.NBT.B.7	128, 134, 140, 144, 146, 150		134, 144, 146	**DT** Grade 2 Operations 18, 24–28 **MM** Addition Sprints **MM** Subtraction Sprints	
		Mentally find 10 more or 10 less and 100 more or 100 less than a given three-digit number.	2.NBT.B.8	148		148	**DT** Grade 2 Operations 7, 13, 21, 24, 27, 28 **MM** Addition Sprints **MM** Subtraction Sprints	
Geometric Reasoning and Measurement	Reason with shapes and their attributes.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	2.GM.A.1	102, 119, 121, 145		102, 119, 121, 140	**DT** Grade 2 Geometry 3–7, 10	**Grade 2 Geometry: Shape and Movement** Test 1–5
		Partition a rectangle into rows and columns of same-size squares and count to find the total number of them; Partition circles and rectangles into two, three, or four equal parts. Recognize that equal parts of identical wholes need nod have the same shape.	2.GM.A.2 2.GM.A.3	132			**DT** Grade 2 Patterns and Fractions 5, 11, 12, 14–17	**Grade 2 Number and Algebra: Fractions and Money** Test 1–4
	Measure and estimate lengths in standard units.	Measure the length of an object by selecting and using appropriate measurement tools; Measure the length of an object using two different length units; Estimate lengths using units of inches, feet, yards, centimeters, and meters; Measure two objects and determine the difference in their lengths in terms of a standard length unit.	2.GM.B.4 2.GM.B.5 2.GM.B.6 2.GM.B.7	104, 126, 140		104, 141	**DT** Grade 2 Measurement 6, 9, 11, 13, 15, 19, 21–24	**Grade 2 Measurement: Informal Units** Test 1, 2, 8
	Relate addition and subtraction to length.	Use addition and subtraction within 100 to solve problems in authentic contexts involving lengths that are given in the same units.	2.GM.C.8	141, 143		104, 141	**MM** Addition Sprints **MM** Subtraction Sprints	
		Represent whole number lengths on a number line diagram; Use number lines to find sums and differences within 100.	2.GM.C.9	101, 103, 110, 117, 129, 139, 144, 146, 150		110, 113, 130, 136, 139	**DT** Grade 2 Operations 1, 4, 14, 15	**Grade 2 Number and Algebra: Numbers to 1000** Test 4
	Work with time and money.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2.GM.D.10	114, 123, 127			**DT** Grade 2 Measurement 7, 10, 20	**Grade 2 Measurement: Time** Test 1–5
		Solve problems in authentic contexts involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and c (cents) symbols appropriately.	2.GM.D.11	64, 83, 92, 125, 147, 159		125, 130, 147	**DT** Grade 1 Measurement 3, 5–7 **DT** Grade 2 Measurement 12	**Kindergarten Number** Test 5 **Grade 1 Number and Algebra: Fractions and Money** Test 4–8 **Grade 2 Number and Algebra: Fractions and Money** Test 5–8
Data Reasoning	Pose investigative questions and collect/ consider data.	Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by using measurements with whole-number units.	2.DR.A.1	143			**DT** Grade 2 Data and Chance 1, 4, 5, 7–14	**Grade 2 Statistics: Data** Test 1–6
	Analyze, represent, and interpret data.	Analyze data with a single-unit scale and interpret information presented to answer investigative questions.	2.DR.B.2					

Oregon Mathematics Standards

GRADE 3

				Mathseeds Lesson #			Additional Mathseeds Resources	
				Knowledge and Skills	Assessment	Higher Order Thinking Skills	Fluency	Assessment
Domain	**Cluster**	**Standard**	**Code**	**Online Lesson, Printable Resources, & Problem Solving Tasks**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Interactives**	**Driving Tests (DT) Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Algebraic Reasoning: Operations	Represent and solve problems involving multiplication and division.	Represent and interpret multiplication of two factors as repeated addition of equal groups.	3.OA.A.1	74, 155		153, 168, 176, 181, 186, 188, 196	**MM** Multiplication Sprints	
		Represent and interpret whole-number quotients as dividing an amount into equal sized groups.	3.OA.A.2	71, 136, 165, 181, 190			**MM** Division Sprints	
		Use multiplication and division within 100 to solve problems in authentic contexts involving equal groups, arrays, and/or measurement quantities.	3.OA.A.3	168, 196		168, 196	**MM** Multiplication Sprints **MM** Division Sprints	
		Determine the unknown number in a multiplication or division equation relating three whole numbers by applying the understanding of the inverse relationship of multiplication and division.	3.OA.A.4	186		186	**MM** Multiplication Sprints **MM** Division Sprints	
	Understand properties of multiplication and the relationship between multiplication and division.	Apply properties of operations as strategies to multiply and divide; Understand division as a unknown-factor in a mulitplication problem.	3.OA.B.5 3.OA.B.6	181, 190		181	**MM** Multiplication Sprints **MM** Division Sprints	
	Multiply and divide within 100.	Fluently multiply and divide within 100 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	3.OA.C.7	155, 158, 165, 168, 171, 176, 196, 199		186, 188, 193, 199	**MM** Multiplication Sprints **MM** Division Sprints	
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Solve two-step problems in authentic contexts that use addition, subtraction, multiplication, and division in equations with a letter standing for the unknown quantity.	3.OA.D.8	183, 188, 193, 195		183, 188, 193, 195	**MM** Addition Sprints **MM** Subtraction Sprints **MM** Multiplication Sprints **MM** Division Sprints	
		Identify and explain arithmetic patterns using properties of operations, including patterns in the addition table or multiplication table.	3.OA.D.9	153		153, 195		
Numeric Reasoning: Base Ten Arithmetic	Use place value understanding and properties of operations to perform multi-digit arithmetic.	Use place value understanding to round whole numbers within 1000 to the nearest 10 or 100.	3.NBT.A.1	129, 194		194		
		Fluently add and subtract within 1000 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	3.NBT.A.2	163, 170, 173, 178		170, 172, 178, 183, 188, 195	**MM** Addition Sprints **MM** Subtraction Sprints	
		Find the product of one-digit whole numbers by multiples of 10 in the range of 10-90.	3.NBT.A.3	155, 165, 171, 176, 188, 190			**MM** Multiplication Sprints **MM** Division Sprints	
Numeric Reasoning: Fractions	Develop understanding of fractions as numbers.	Understand the concept of a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction.	3.NF.A.1	138, 160, 175, 191		191		
		Understand a fraction as a number on the number line; Represent fractions on a number line diagram.	3.NF.A.2	160, 180, 191		180		
		Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	3.NF.A.3	160, 175, 180, 191, 197		180, 197		
Geometric Reasoning and Measurement	Reason with shapes and their attributes.	Understand that shapes in different categories may share attributes and that shared attributes can define a larger category.	3.GM.A.1	169, 184				
	Solve problems involving measurement and estimation.	Tell, write, and measure time to the nearest minute. Solve problems in authentic contexts that involve addition and subtraction of time intervals in minutes.	3.GM.B.3	162, 179, 185, 189		179, 185, 189, 199		
		Measure, estimate and solve problems in authentic contexts that involve liquid volumes and masses of objects using standard units.	3.GM.B.4	116, 135, 154, 172		154		
	Geometric measurement	Understand concepts of area and relate area to multiplication and to addition.	3.GM.C.5 3.GM.C.6 3.GM.C.7	59, 112, 149, 157, 200		59, 149	**DT** Grade 2 Measurement 6	**Grade 2 Measurement: Informal Units** Test 3, 8
		Recognize perimeter.	3.GM.D.8	192				
Data Reasoning	Pose investigative questions and collect/consider data.	Generate questions to investigate situations within the classroom, school or community. Collect or consider measurement data that can naturally answer questions by using information presented in a scaled picture and/or bar graph.	3.DR.A.1	174, 182, 187, 198		187		
	Analyze, represent, and interpret data.	Analyze measurement data with a scaled picture graph or a scaled bar graph to represent a data set with several categories. Interpret information presented to answer investigative questions.	3.DR.B.2					