SRA Mathematics Laboratory 2b
correlation to
Louisiana *i*LEAP Mathematic Assessment
Grade 5

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-1-M: demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents).
Grade Level Expectation: 1. Differentiate between the terms *factor* and *multiple,* and *prime* and *composite.* (N-1-M)
Patterns & Numbers: Cards 105, 106, 107, 108, 111, 112, 113 **Fraction Concepts:** Card 122 **Add Fractions:** Cards 141, 143

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-1-M: demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents).
Grade Level Expectation: 2. Recognize, explain, and compute equivalent fractions for common fractions. (N-1-M) (N-3-M)
Fraction Concepts: Cards 120, 121, 122, 124, 125 **Add Fractions:** Cards 139, 140, 141, 142, 143, 144, 147, 148, 149, 150 **Subtract Fractions:** Cards 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176 **Multiply & Divide Fractions:** Cards 191, 192, 193, 194, 195

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-2-M: demonstrating number sense and estimation skills to describe, order, and compare rational numbers (e.g., magnitude, integers, fractions, decimals, and percents).
Grade Level Expectation: 3. Add and subtract fractions with common denominators and use mental math to determine whether the answer is reasonable. (N-2-M)
Add Fractions: Cards 141, 142, 143, 144, 145, 146, 147, 148, 149, 150 **Subtract Fractions:** Cards 165, 166, 167, 168, 169, 170,1 71, 172, 173, 174, 175, 176

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-2-M: demonstrating number sense and estimation skills to describe, order, and compare rational numbers (e.g., magnitude, integers, fractions, decimals, and percents).
Grade Level Expectation: 4. Compare positive fractions using number sense, symbols (i.e., <, =, >), and number lines. (N-2-M) See also GLE no. 9
Fraction Concepts: Cards 123, 124, 125, 128

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-3-M: reading, writing, representing, and using rational numbers in a variety of forms (e.g., integers, mixed numbers, and improper fractions).
Grade Level Expectation: 5. Read, explain, and write a numerical representation for positive improper fractions, mixed numbers, and decimals from a pictorial representation and vice verse. (N-3-M) See also GLE no. 2
Fraction Concepts: Cards 118, 119, 126, 127, 128 **Decimal Concepts:** Cards 218, 219, 221, 222, 223, 224, 225, 228

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-4-M: demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply and divide) and their relationships to each other.
Grade Level Expectation: 6. Select and discuss the correct operation for a given problem involving positive fractions using appropriate language such as *sum, difference, numerator,* and *denominator.* (N-4-M) (N-5-M) Also see GLE no. 7
Add Fractions: Cards 141, 142, 143, 144, 145, 146, 147, 148, 149, 150 **Subtract Fractions:** Cards 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176 **Multiply & Divide Fractions:** Cards 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-5-M: applying an understanding of rational numbers and arithmetic operations to real-life situations.
Grade Level Expectation: 7. Select, sequence, and use appropriate operations to solve multistep word problems with whole numbers. (N-5-M) (N-4-M)
Basic Facts: Cards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 **Place Value: Whole Numbers:** Cards 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 **Add & Subtract Whole Numbers:** Cards 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38 **Representing Numbers:** Cards 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49 **Multiply Whole Numbers:** Cards 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76 **Divide Whole Numbers:** Cards 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104 **Patterns & Numbers:** Cards 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117 **Coordinate Graphs:** Cards 262, 263, 264

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Benchmark: N-5-M: applying an understanding of rational numbers and arithmetic operations to real-life situations.

Grade Level Expectation: 8. Use the whole number systems (e.g., computational fluency, place value, etc.) to solve problems in real-life and other content areas. (N-5-M) See also GLEs no. 6 a, no10, and no.11

Basic Facts: Cards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Place Value: Whole Numbers: Cards 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

Add & Subtract Whole Numbers: Cards 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38

Representing Numbers: Cards 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49

Multiply Whole Numbers: Cards 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76

Divide Whole Numbers: Cards 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104

Patterns & Numbers: Cards 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117

Coordinate Graphs: Cards 262, 263, 264

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Benchmark: N-6-M: Constructing, using, and explaining procedures to compute and estimate with rational numbers employing mental math strategies.

Grade Level Expectation: 9. Use mental math and estimation strategies to predict the results of computations (i.e., whole numbers, addition and subtraction of fractions) and to test the reasonableness of solutions. (N-6-M) (N-2-M)

Add & Subtract Whole Numbers: Card 25

Multiply Whole Numbers: Cards 61, 62, 68, 69

Divide Whole Numbers: Cards 88, 89, 96, 97

Add Fractions: Cards 141, 144, 145, 146, 150

Subtract Fractions: Cards 165, 169, 175

Add & Subtract Decimals: Cards 244, 245

Multiply & Divide Decimals: Cards 269, 277

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Benchmark: N-6-M: Constructing, using, and explaining procedures to compute and estimate with rational numbers employing mental math strategies.

Grade Level Expectation: 10. Determine when an estimate is sufficient and when an exact answer is needed in real-life problems using whole numbers. (N-6-M) (N-5-M)

Add & Subtract Whole Numbers: Card 25

Multiply Whole Numbers: Cards 62, 69

Divide Whole Numbers: Card 89

Patterns & Numbers: Card 110

Add & Subtract Decimals: Cards 244, 245

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-7-M: selecting and using appropriate computational methods and tools for given situations involving rational numbers (e.g., estimation, or exact computation using mental arithmetic, calculator, computer, or paper and pencil).
Grade Level Expectation: None at this level.

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-8-M: demonstrating a conceptual understanding and applications of proportional reasoning (e.g., determining equivalent ratios, finding a missing term in a given proportion).
Grade Level Expectation: 11. Explain concepts of ratios and equivalent ratios using models and pictures in real-life problems (e.g., understand that 2/3 means 2 divided by 3). (N-8-M) (N-5-M)
This concept is not covered at this level.

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-1-M: demonstrating a conceptual understanding of variables, expressions, equations, and inequalities (e.g., symbolically represent real-world problems as linear terms, equations, or inequalities).
Grade Level Expectation: See GLE no. 13

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-2-M: modeling and developing methods for solving equations and inequalities (e.g., using charts, graphs, manipulatives, and/or standard algebraic procedures).
Grade Level Expectation: 12. Find unknown quantities in number sentences by using mental math, backward reasoning, inverse operations (i.e., unwrapping), and manipulatives (e.g., tiles, balance scales). (A-2-M) (A-3-M)
Basic Facts: Cards 2, 8, 9, 12, 13, 14 **Add & Subtract Whole Numbers:** Cards 32, 33, 37, 38 **Multiply Whole Numbers:** Cards 65, 66 **Divide Whole Numbers:** Cards 97, 104 **Patterns & Numbers:** Cards 116, 117 **Coordinate Graphs:** Cards 262, 263, 264, 266

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-2-M: modeling and developing methods for solving equations and inequalities (e.g., using charts, graphs, manipulatives, and/or standard algebraic procedures).
Grade Level Expectation: 13. Write a number sentence from a given physical model of an equation (e.g., balance scales). (A-2-M) (A-1-M)
Basic Facts: Cards 5, 6, 12, 14 **Patterns & Numbers:** Card 116

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-2-M: modeling and developing methods for solving equations and inequalities (e.g., using charts, graphs, manipulatives, and/or standard algebraic procedures).
Grade Level Expectation: 14. Find solutions to one-step inequalities and identify positive solution on a number line. (A-2-M) (A-3-M)
Basic Facts: Cards 5, 12 **Representing Numbers:** Cards 46, 47, 49 **Coordinate Graphs:** Cards 262, 263, 264, 266

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: representing situations and number patterns with tables, graphs, and verbal and written statements, while exploring the relationships among these representations (e.g., multiple representations for the same situation).
Grade Level Expectation: See GLEs no. 12 and no.14

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: analyzing tables and graphs to identify relationship exhibited by the data and making generalizations based upon these relationships.
Grade Level Expectation: See GLE no. 28

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: demonstrating the connection of algebra to the other strands and to real-life situations.
Grade Level Expectation: None at this level.

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-1-M: applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences.
Grade Level Expectation: 15. Model, measure, and use the names of all common units in the U.S. and metric systems. (M-1-M)
Linear Measurement: Cards 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 **Weight, Capacity, Temperature & Time:** Cards 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-1-M: applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences.
Grade Level Expectation: 16. Apply the concepts of elapsed time in real-life situations and calculate equivalent times across time zones in real-life problems. (M-1-M)
Weight, Capacity, Temperature & Time: Cards 185, 186, 187, 188

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-2-M: demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures).
Grade Level Expectation: 17. Distinguish among the processes of counting, calculating, and measuring and determine which is the most appropriate strategy for a given situation. (M-2-M)
Linear Measurement: Cards 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 **Weight, Capacity, Temperature & Time:** Cards 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188 **Perimeter, Area & Volume:** Cards 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-2-M: demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures).
Grade Level Expectation: 18. Estimate time, temperature, weight/mass, and length in familiar situations and explain the reasonableness of answers. (M-2-M)
Linear Measurement: Cards 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 **Weight, Capacity, Temperature & Time:** Cards 177, 178, 179, 180, 182, 185, 186, 187, 188

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-2-M: demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures).
Grade Level Expectation: 19. Compare the relative sizes of common units for time, temperature, weight, mass, and length in real-life situations. (M-2-M) (M-4-M)
Linear Measurement: Cards 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 **Weight, Capacity, Temperature & Time:** Cards 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-3-M: selecting appropriate units and tools for tasks by considering the purpose for the measurement and the precision required for the task (e.g., length of a room in feet rather than inches).
Grade Level Expectation: 20. Identify appropriate tools and units with which to measure time, mass, weight, temperature, and length. (M-3-M)
Linear Measurement: Cards 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 **Weight, Capacity, Temperature & Time:** Cards 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-3-M: selecting appropriate units and tools for tasks by considering the purpose for the measurement and the precision required for the task (e.g., length of a room in feet rather than inches).
Grade Level Expectation: 21. Measure angles to the nearest degree. (M-3-M)
Geometric Basics: Cards 80, 81, 82, 85 **Geometric Figures:** Card 132

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-4-M: Using intuition and estimation skills to describe, order, and compare formal and informal measures (e.g., ordering cup, pint, quart, gallon; comparing a meter to a yard).
Grade Level Expectation: 22. Compare and estimate measurements between the U.S. and metric systems in terms of common reference points (e.g., l vs. qt.; m vs. yd.).
Linear Measurement: Cards 50, 51, 52, 53, 55, 56, 57, 60 **Weight, Capacity, Temperature & Time:** Cards 178, 179, 180, 181, 182, 183, 184, 188

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-5-M: converting from one unit of measurement to another within the same system (comparison between systems, customary and metric, should be based on intuitive reference points, not formal computation).
Grade Level Expectation: 23. Convert between units of measurement for length, weight, and time in U.S. and metric, within the same system. (M-5-M)
Linear Measurement: Cards 52, 53, 55, 56, 57, 58, 59, 60 **Weight, Capacity, Temperature & Time:** Cards 179, 180, 182, 183, 184, 185, 186, 187, 188

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-6-M: demonstrating the connection of measurement to the other strands and to real-life situations.
Grade Level Expectation: See GLE no. 16

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-1-M: using estimation skills to describe, order, and compare geometric measures.
Grade Level Expectation: None at this level.

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-2-M: identifying, describing, comparing, constructing, and classifying geometric figures and concepts.
Grade Level Expectation: 24. Use mathematical terms to classify and describe the properties of two-dimensional shapes, including circles, triangles, and polygons. (G-2-M)
Geometric Basics: Cards 83, 84, 85, 86, 87 **Geometric Figures:** Cards 130, 131, 132, 133, 135, 136, 137, 138

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-3-M: making predictions regarding transformations of geometric figures (e.g., make predictions regarding translations, reflections, and rotations of common figures).
Grade Level Expectation: 25. Identify and use appropriate terminology for transformations (e.g., *translation* as *slide, reflection* as *flip,* and *rotation* as *turn*). (G-3-M)
Spatial Sense & Transformations: Cards 233, 234, 237

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-3-M: making predictions regarding transformations of geometric figures (e.g., make predictions regarding translations, reflections, and rotations of common figures).
Grade Level Expectation: 26. Identify shapes that have rotational symmetry. (G-3-M)
Spatial Sense & Transformations: Cards 232, 238, 242

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-4-M: constructing two- and three-dimensional models.
Grade Level Expectation: None at this level.

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-5-M: making and testing conjectures about geometric shapes and their properties.
Grade Level Expectation: None at this level.

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-6-M: demonstrating an understanding of the coordinate system (e.g., locate points, identify coordinates, and graph points in a coordinate plane to represent real-world situations).
Grade Level Expectation: 27. Identify and plot points on a coordinate grid in the first quadrant. (G-6-M)
Data & Graphs: Card 160 **Coordinate Graphs:** Cards 255, 256, 257, 258, 259, 260, 261, 265

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-7-M: demonstrating the connection of geometry to other strands and to real-life situations (e.g., applications of the Pythagorean Theorem).
Grade Level Expectation: None at this level.

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-1-M: systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets.
Grade Level Expectation: 28. Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing. (D-1-M) (D-2-M) (P-3-M) A-4-M)
Data & Graphs: Cards 155, 156, 157, 158, 159, 160, 161, 162, 163, 164 **Probability:** Cards 281, 282, 286

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-1-M: systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets.
Grade Level Expectation: 29. Compare and contrast different scales and labels for bar and line graphs. (D-1-M)
Data & Graphs: Cards 157, 158, 159, 160, 164

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-1-M: systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets.
Grade Level Expectation: 30. Organize and display data using spreadsheets, with technology. (D-1-M)
This concept is not covered at this level.

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-2-M: Analyzing, interpreting, evaluating, drawing inferences, and making estimates, predictions, decisions, and convincing arguments based on organized data (e.g., analyzing data using concepts of mean, median, mode, range, random samples, sample size, bias, and data extremes).
Grade Level Expectation: 31. Compare and contrast survey data from two groups relative to the same question. (D-2-M) See also GLE no. 28
Data & Graphs: Cards 158, 164

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-3-M: describing informal thinking procedures (e.g., solving elementary logic problems using Venn diagrams, tables, charts, and/or elementary logic operatives to solve logic problems in real-life situations; reach valid conclusions in elementary logic problems involving "and, or, not, if/then").
Grade Level Expectation: None at this level.

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-4-M: analyzing various counting and enumeration procedures with and without replacement (e.g., find the total number of possible outcomes or possible choices in a given situation.
Grade Level Expectation: None at this level.

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-5-M: comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using samples spaces, geometric figures, tables, and/or graphs.
Grade Level Expectation: 32. Represent probabilities as common fractions and recognize that probabilities fall between 0 and 1, inclusive. (D-5-M)
Probability: Cards 284, 285, 286, 287, 288, 289

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-6-M: demonstrating the connection of data analysis, probability, and discrete math to other strands and to real-life situations.
Grade Level Expectation: None at this level.

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-1-M: describing, extending, analyzing, and creating a wide variety of numerical, geometrical, and statistical patterns (e.g., skip counting or rational numbers and simple exponential number patterns).
Grade Level Expectation: 33. Fill in missing elements in sequences of design, number patterns, positioned figures, and quantities of objects. (P-1-M)
Patterns & Numbers: Cards 114, 115, 116, 117

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-2-M: describing and representing relationships using tables, rules, simple equations, and graphs.
Grade Level Expectation: None at this level.

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-3-M: analyzing relationships to explain how a change in one quantity results in a change in another (e.g., change in the dimensions of a rectangular solid affects the volume).
Grade Level Expectation: See GLE no. 28

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-4-M: demonstrating the pervasive use of patterns, relations, and function in other strands and in real0life situations.
Grade Level Expectation: None at this level.

SRA Mathematics Laboratory 2c
correlation to
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Grade 6

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-1-M: demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents).
Grade Level Expectation: 1. Factor whole numbers into primes. (N-1-M)
Patterns & Numbers: Cards 92, 93, 94

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-1-M: demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents).
Grade Level Expectation: 2. Determine common factors and common multiples for pairs of whole numbers. (N-1-M)
Patterns & Numbers: Cards 84, 85, 86, 87, 88, 89, 90, 94 **Add & Subtract Fractions:** Cards 122, 125, 126, 128, 129, 130, 133, 134, 136, 137

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-1-M: demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents).
Grade Level Expectation: 3. Find the greatest common factor (GCF) and least common multiple (LCM) for whole numbers in the context of problem-solving. (N-1-M)
Patterns & Numbers: Cards 85, 87, 88, 89 **Add & Subtract Fractions:** Cards 122, 125, 126, 128, 129, 130, 133, 134, 136, 137

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-1-M: demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents).
Grade Level Expectation: 4. Recognize and compute equivalent representations of fractions and decimals (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths). (N-1-M) (N-3-M)
Fraction & Decimal Concepts: Cards 96, 103, 104, 105, 108 **Divide Decimals:** Card 239 **Using Decimals & Percents:** Cards 253, 254, 255, 258

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-1-M: demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents).
Grade Level Expectation: 5. Decide which representation (i.e., fraction or decimal) of a positive rational number is appropriate in a real-life situation. (N-1-M) (N-5-M)
Fraction & Decimal Concepts: Cards 96, 97, 98, 103, 104, 105, 108 **Divide Decimals:** Card 239 **Using Decimals & Percents:** Cards 253, 254, 255, 258

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-2-M: demonstrating number sense and estimation skills to describe, order, and compare rational numbers (e.g., magnitude, integers, fractions, decimals, and percents).
Grade Level Expectation: 6. Compare positive fractions, decimals, and positive and negative integers using symbols (i.e., <, =, >) and number lines. (N-2-M)
Place Value: Whole Numbers: Cards 34, 35, 36, 39, 40, 41 **Representing Numbers:** Cards 64, 65, 66 **Fraction & Decimal Concepts:** Cards 99, 100, 101, 106, 107, 108 **Ratios & Proportions:** Card 276

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-3-M: reading, writing, representing, and using rational numbers in a variety of forms (e.g., integers, mixed numbers, and improper fractions).
Grade Level Expectation: 7. Read and write numerals and words for decimals through ten-thousandths. (N-3-M)
Place Value: Whole Numbers: Cards 37, 38, 39, 40, 41 **Fraction & Decimal Concepts:** Cards 103, 104, 10, 107, 108

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-3-M: reading, writing, representing, and using rational numbers in a variety of forms (e.g., integers, mixed numbers, and improper fractions).
Grade Level Expectation: 8. Demonstrate the meaning of positive and negative numbers and their opposites in real-life situations. (N-3-M))N-5-M) See also GLE no.4
Representing Numbers: Cards 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-4-M: demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply and divide) and their relationships to each other.
Grade Level Expectation: None at this level.

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-5-M: applying an understanding of rational numbers and arithmetic operations to real-life situations.
Grade Level Expectation: 9. Add and subtract fractions and decimals in real-life situations. (N-5-M) See also GLEs no. 5 and no.8
Add & Subtract Fractions: Cards 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137 **Add & Subtract Decimals:** Cards 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-6-M: Constructing, using, and explaining procedures to compute and estimate with rational numbers employing mental math strategies.
Grade Level Expectation: 10. Use and explain estimation strategies to predict computational results with positive fractions and decimals. (N-6-M)
Fraction & Decimal Concepts: Card 102 **Add & Subtract Fractions:** Cards 127, 131 **Add & Subtract Decimals:** Cards 177, 182 **Divide Decimals:** Cards 228, 238

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-6-M: Constructing, using, and explaining procedures to compute and estimate with rational numbers employing mental math strategies.
Grade Level Expectation: 11. Mentally multiply and divide by powers of 10 (e.g., 25/10 = 2.5; 12.56 x 100 = 1,256) (N-6-M)
Multiply & Divide Whole Numbers: Cards 42, 43, 44, 49, 50, 51 **Representing Numbers:** Cards 61, 62 **Multiply Decimals:** Cards 202, 206, 207, 211, 212 **Divide Decimals:** Cards 233, 234

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-7-M: selecting and using appropriate computational methods and tools for given situations involving rational numbers (e.g., estimation, or exact computation using mental arithmetic, calculator, computer, or paper and pencil).
Grade Level Expectation: 12. Divide 4-digit numbers by 2-digit numbers with the quotient written as a mixed number or a decimal. (N-7-M)
Multiply & Divide Whole Numbers: Cards 50, 51, 52, 53, 54, 57, 58, 59 **Divide Decimals:** Cards 235, 236, 237, 238, 240

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.
Benchmark: N-8-M: demonstrating a conceptual understanding and applications of proportional reasoning (e.g., determining equivalent ratios, finding a missing term in a given proportion).
Grade Level Expectation: 13. Use models and pictures to explain concepts or solve problems involving ratio, proportion, and percent with whole numbers. (N-8-M)
Using Decimals & Percents: Cards 254, 255, 256, 257, 258, 259, 260, 261, 262 **Ratios & Proportions:** Cards 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-1-M: demonstrating a conceptual understanding of variables, expressions, equations, and inequalities (e.g., symbolically represent real-world problems as linear terms, equations, or inequalities).
Grade Level Expectation: 14. Model and identify perfect squares up to 144. (A-1-M)
This concept is not covered at this level.

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-1-M: demonstrating a conceptual understanding of variables, expressions, equations, and inequalities (e.g., symbolically represent real-world problems as linear terms, equations, or inequalities).
Grade Level Expectation: 15. Match algebraic equations and expressions with verbal statements and vice versa. (A-1-M) (A-3-M) (A-5-M) (P-2-M)
Basic Facts: Cards 1, 2, 5, 6, 8, 9, 10, 11, 13, 14 **Add & Subtract Whole Numbers:** Card 26 **Multiply & Divide Whole Numbers:** Cards 55, 56, 59 **Coordinate Graphs:** Cards 289, 290, 291 **Algebra Concepts:** Cards 292, 293, 294, 295, 296, 297, 298, 299, 300

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-2-M: modeling and developing methods for solving equations and inequalities (e.g., using charts, graphs, manipulatives, and/or standard algebraic procedures).
Grade Level Expectation: 16. Evaluate simple algebraic expressions using substitution. (A-2-M)
Basic Facts: Cards 1, 2, 5, 6, 8, 9, 10, 11, 13, 14 **Add & Subtract Whole Numbers:** Card 26 **Multiply & Divide Whole Numbers:** Cards 55, 56, 59 **Coordinate Graphs:** Cards 289, 290, 291 **Algebra Concepts:** Cards 292, 293, 294, 295, 296, 297, 298, 299, 300

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-2-M: modeling and developing methods for solving equations and inequalities (e.g., using charts, graphs, manipulatives, and/or standard algebraic procedures).
Grade Level Expectation: 17. Find solutions to 2-step equations with positive integer solutions (e.g., 3x – 5 = 13, 2x + 3x = 20). (A-2-M)
Coordinate Graphs: Cards 289, 290, 291 **Algebra Concepts:** Cards 294, 295, 296, 297, 298, 299, 300

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-3-M: representing situations and number patterns with tables, graphs, and verbal and written statements, while exploring the relationships among these representations (e.g., multiple representations for the same situation).
Grade Level Expectation: See GLEs no. 15 and no.29

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-4-M: analyzing tables and graphs to identify relationship exhibited by the data and making generalizations based upon these relationships.
Grade Level Expectation: See GLE no. 38

Algebra: In problem-solving investigations, students demonstrate an understanding of concepts and processes that allows them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.
Benchmark: A-5-M: demonstrating the connection of algebra to the other strands and to real-life situations.
Grade Level Expectation: See GLEs no. 15 and no. 20

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-1-M: applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences.
Grade Level Expectation: 18. Measure length and read linear measurements to the nearest sixteenth-inch and mm. (M-1-M)
Measurement: Cards 109, 110, 111, 113

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-1-M: applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences.
Grade Level Expectation: 19. Calculate perimeter and area of triangles, parallelograms, and trapezoids. (M-1-M)
Perimeter & Area: Cards 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227 **Surface Area & Volume:** Cards 241, 242, 243, 244, 245

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-1-M: applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences.
Grade Level Expectation: 20. Calculate, interpret, and compare rates such as $/lb., mpg, and mph. (M-1-M) (A-5-M)
Data and Graphs: Card 149 **Ratios & Proportions:** Cards 278, 281, 282, 283

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-2-M: demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures).
Grade Level Expectation: 21. Demonstrate an intuitive sense of relative sizes of common units for length and area of familiar objects in real-life problems (e.g., estimate the area of a desktop in square feet, the average adult is between 1.5 and 2 meters tall). (M-2-M) (G-1-M)
Measurement: Cards 109, 110, 111, 113 **Perimeter & Area:** Cards 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227 **Surface Area & Volume:** Cards 241, 242, 243, 244, 245

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-2-M: demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures).
Grade Level Expectation: 22. Estimate perimeter and area of any 2-dimensional figure (regular and irregular) using standard units. (M-2-M) See also no. 31
Perimeter & Area: Cards 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227 **Surface Area & Volume:** Cards 241, 242, 243, 244, 245

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-3-M: selecting appropriate units and tools for tasks by considering the purpose for the measurement and the precision required for the task (e.g., length of a room in feet rather than inches).
Grade Level Expectation: 23. Identify and select appropriate units to measure area. (M-3-M)
Perimeter & Area: Cards 216, 217, 218, 219, 220, 221, 222, 223, 226, 227 **Surface Area & Volume:** Cards 241, 242, 243, 244, 245

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-4-M: Using intuition and estimation skills to describe, order, and compare formal and informal measures (e.g., ordering cup, pint, quart, gallon; comparing a meter to a yard).
Grade Level Expectation: None at this level.

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-5-M: converting from one unit of measurement to another within the same system (comparison between systems, customary and metric, should be based on intuitive reference points, not formal computation).
Grade Level Expectation: None at this level.

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.
Benchmark: M-6-M: demonstrating the connection of measurement to the other strands and to real-life situations.
Grade Level Expectation: None at this level.

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-1-M: using estimation skills to describe, order, and compare geometric measures.
Grade Level Expectation: See GLEs no. 21 and no. 26

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-2-M: identifying, describing, comparing, constructing, and classifying geometric figures and concepts.
Grade Level Expectation: 24. Use mathematical terms to describe the basic properties of 3-dimensional objects (edges, vertices, faces, base, etc.). (G-2-M)
Measurement: Cards 117, 118, 119, 120, 121 **Geometric Figures:** Cards 166, 167, 168, 169, 170, 171, 174, 175

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-2-M: identifying, describing, comparing, constructing, and classifying geometric figures and concepts.
Grade Level Expectation: 25. Relate polyhedra to their 2-dimensional shapes by drawing or sketching their faces.
Geometric Figures: Cards 174, 175

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-2-M: identifying, describing, comparing, constructing, and classifying geometric figures and concepts.
Grade Level Expectation: 26. Apply concepts, properties, and relationships of points, lines, line segments, rays, diagonals, circles, and right, acute, and obtuse angles and triangles in real-life situations, including sizes of angles. (G-2-M) (G-5-M) (G-1-M)
Measurement: Cards 112, 114, 115, 116, 117, 118, 119, 120, 121 **Geometric Figures:** Cards 165, 166, 167, 168, 169, 170, 171, 172, 173, 175 **Spatial Sense & Transformations:** Cards 263, 264, 265, 266, 267, 268, 269, 270, 271, 272

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-3-M: making predictions regarding transformations of geometric figures (e.g., make predictions regarding translations, reflections, and rotations of common figures).
Grade Level Expectation: 27. Make and test predictions regarding tessellations with geometric shapes. (G-3-M)
This concept is not covered at this level.

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-4-M: constructing two- and three-dimensional models.
Grade Level Expectation: See GLE no. 25

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-5-M: making and testing conjectures about geometric shapes and their properties.
Grade Level Expectation: See GLE no. 26

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-6-M: demonstrating an understanding of the coordinate system (e.g., locate points, identify coordinates, and graph points in a coordinate plane to represent real-world situations).
Grade Level Expectation: 28. Use a rectangular grid and ordered pairs to plot simple shapes and find horizontal and vertical lengths and area. (G-6-M)
Perimeter & Area: Card 216 **Spatial Sense & Transformations:** Cards 268, 269, 270, 272 **Coordinate Graphs:** Cards 284, 285, 286, 287, 288, 289, 290, 291

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and application involving one-, two-, and three-dimensional geometry, and justify their findings.
Benchmark: G-7-M: demonstrating the connection of geometry to other strands and to real-life situations (e.g., applications of the Pythagorean Theorem).
Grade Level Expectation: None at this level.

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-1-M: systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets.
Grade Level Expectation: 29. Collect, organize, label, display, and interpret data in frequency tables, stem-and-leaf plots, and scatter plots and discuss patterns in the data verbally and in writing. (D-1-M) (D-2-M) (A-3-M)
Data and Graphs: Cards 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-2-M: Analyzing, interpreting, evaluating, drawing inferences, and making estimates, predictions, decisions, and convincing arguments based on organized data (e.g., analyzing data using concepts of mean, median, mode, range, random samples, sample size, bias, and data extremes).
Grade Level Expectation: 30. Describe and analyze trends and patterns observed in graphic displays. (D-2-M) See also GLE no. 29
Data and Graphs: Cards 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-2-M: Analyzing, interpreting, evaluating, drawing inferences, and making estimates, predictions, decisions, and convincing arguments based on organized data (e.g., analyzing data using concepts of mean, median, mode, range, random samples, sample size, bias, and data extremes).
Grade Level Expectation: 31. Demonstrate an understanding of precision, accuracy, and error in measurement. (D-2-M) (M-2-M) See also GLE no. 29
Weight, Capacity & Time: Cards 74, 75, 76, 77, 78, 79, 80, 81, 82, 83 **Perimeter & Area:** Cards 216, 225, 226

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-2-M: Analyzing, interpreting, evaluating, drawing inferences, and making estimates, predictions, decisions, and convincing arguments based on organized data (e.g., analyzing data using concepts of mean, median, mode, range, random samples, sample size, bias, and data extremes).
Grade Level Expectation: 32. Calculate and discuss mean, median, mode, and range of a set of discrete data to solve real-life problems. (D-2-M) See also GLE no. 29
Data and Graphs: Cards 138, 139, 140, 141, 145

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-3-M: describing informal thinking procedures (e.g., solving elementary logic problems using Venn diagrams, tables, charts, and/or elementary logic operatives to solve logic problems in real-life situations; reach valid conclusions in elementary logic problems involving "and, or, not, if/then").
Grade Level Expectation: 33. Create and use Venn diagrams with two overlapping categories to solve counting logic problems. (D-3-M)
Data and Graphs: Cards 150, 153

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-4-M: analyzing various counting and enumeration procedures with and without replacement (e.g., find the total number of possible outcomes or possible choices in a given situation.
Grade Level Expectation: 34. Use lists, tree diagrams, and tables to determine the possible combinations from two disjoint sets when choosing one item from each set. (D-4-M)
Probability: Cards 189, 190, 192, 193, 194, 195, 196

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-5-M: comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using samples spaces, geometric figures, tables, and/or graphs.
Grade Level Expectation: 35. Illustrate and apply the concept of complementary events. (D-5-M)
Probability: Cards 192, 193, 194, 195, 196

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-5-M: comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using samples spaces, geometric figures, tables, and/or graphs.
Grade Level Expectation: 36. Apply the meaning of *equally likely* and *equally probable* to real-life situations. (D-5-M) (D-6-M)
Probability: Cards 191, 192, 193, 194, 195, 196, 197, 199, 200, 201

Data Analysis, Probability, and Discrete Math: In problem solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.
Benchmark: D-6-M: demonstrating the connection of data analysis, probability, and discrete math to other strands and to real-life situations.
Grade Level Expectation: See GLE no. 36

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-1-M: describing, extending, analyzing, and creating a wide variety of numerical, geometrical, and statistical patterns (e.g., skip counting or rational numbers and simple exponential number patterns).
Grade Level Expectation: 37. Describe, complete, and apply a pattern of differences found in an input-output table. (P-1-M) ((P-2-M) (P-3-M)
Basic Facts: Cards 11, 14 **Add & Subtract Whole Numbers:** Cards 26, 38 **Multiply & Divide Whole Numbers:** Cards 55, 59 **Patterns & Numbers:** Cards 91, 94

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-2-M: describing and representing relationships using tables, rules, simple equations, and graphs.
Grade Level Expectation: See GLEs no. 15 and no. 37

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-3-M: analyzing relationships to explain how a change in one quantity results in a change in another (e.g., change in the dimensions of a rectangular solid affects the volume).
Grade Level Expectation: 38. Describe patterns in sequences of arithmetic and geometric growth and now-next relationships (i.e., growth patterns where the next term is dependent on the present term) with numbers and figures. (P-3-M) (A-4-M) (See also GLE no. 37
Coordinate Graphs: Cards 289, 290, 291

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.
Benchmark: P-4-M: demonstrating the pervasive use of patterns, relations, and function in other strands and in real0life situations.
Grade Level Expectation: None at this level.