

Northpoint Horizons

Math Elevations™ (Comprehensive Intervention System)
Correlated to the
Arizona Academic Standards for Mathematics

This document provides a sampling of the extensive math directives offered throughout the *Math Elevations* program that meet the Arizona Academic Standards for Mathematics.

<u>Grade 3 Performance Objectives</u>	<u>Process Integration</u>	<u>Math Elevations Teacher’s Guide Level C (Grade 3) Lesson Examples</u>
Concept 1: Number Sense		
<p>PO 1. Express whole numbers through six digits using and connecting multiple representations.</p> <p>Connections: M03-S1C1-02, M03-S1C1-03, M03-S1C2-01, M03-S1C2-03, M03-S2C1-01, M03S3C2-02, M03-S3C3-01</p>		<p>Unit 1 – Lesson 1: <i>Four-Digit Numbers</i> pp. 18-19 Unit 1 – Lesson 8: <i>Reading and Writing Numbers Through 999,999</i> pp. 32-33</p>
<p>PO 2. Compare and order whole numbers through six digits by applying the concept of place value.</p> <p>Connections: M03-S1C1-01, M03-S1C1-04, M03-S1C3-01, M03-S2C1-02, M03-S2C4-02, M03-S3C3-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 1 – Lesson 2: <i>Comparing and Ordering Numbers</i> pp. 20-21</p>
<p>PO 3. Count and represent money using coins and bills to \$100.00.</p> <p>Connections: M03-S1C1-01, M03-S1C2-01, M03-S1C2-02, SS03-S5C2-01, SS03-S5C5-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 4 – Lesson 3: <i>Dollars, Dimes, and Pennies</i> pp. 76-77 Unit 4 – Lesson 4: <i>Nickels and Quarters</i> pp. 78-79 Unit 4 – Lesson 5: <i>Bills and Coins</i> pp. 80-81 Unit 4 – Lesson 6: <i>Making Change</i> pp. 82-83 Unit 4 – Lesson 7: <i>Addition and Subtraction of Money</i> pp. 84-85</p>

<u>Grade 3 Performance Objectives</u>	<u>Process Integration</u>	<u>Math Elevations Teacher's Guide Level C (Grade 3) Lesson Examples</u>
		Unit 4 – Lesson 8: <i>Money Word Problems</i> pp. 86-87
PO 4. Sort whole numbers into sets and justify the sort. Connections: M03-S1C1-02, M02-S1C2-04	M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.	Unit 1 – Lesson 4: <i>Odd and Even Numbers</i> pp. 24-25
PO 5. Express benchmark fractions as fair sharing, parts of a whole, or parts of a set. Connections: M03-S1C1-06, M03-S1C2-03	M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	Unit 1 – Lesson 5: <i>Fractions as Part of a Whole</i> pp. 26-27 Unit 1 – Lesson 6: <i>Fractions as Part of a Set</i> pp. 28-29 Unit 1 – Lesson 7: <i>Comparing Fractions</i> pp. 30-31
PO 6. Compare and order benchmark fractions. Connections: M03-S1C1-05, M03-S1C3-01	M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection	Unit 1 – Lesson 7: <i>Comparing Fractions</i> pp. 30-31
	M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.	Unit 2 – Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51 Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69
Strand 1: Number and Operations Concept 2: Numerical Operations		

<u>Grade 3 Performance Objectives</u>	<u>Process Integration</u>	<u>Math Elevations Teacher’s Guide Level C (Grade 3) Lesson Examples</u>
<p>PO 1. Add and subtract whole numbers to four digits.</p> <p>Connections: M03-S1C1-01, M03-S1C1-03, M03-S1C2-02, M03-S1C3-01, M03-S2C1-02, M03-S2C4-02, M03-S2C4-03, M03-S3C1-01, M03-S3C1-02, M03-S3C2-01, M03-S3C3-01</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p>Unit 2 – Lesson 1: <i>Addition and Subtraction Families</i> pp. 36-37 Unit 2 – Lesson 2: <i>Adding Two-Digit Numbers</i> pp. 38-39 Unit 2 – Lesson 3: <i>Using Estimation in Addition</i> pp. 40-41 Unit 2 – Lesson 4: <i>Adding Three- and Four-Digit Numbers</i> pp. 42-43 Unit 2 – Lesson 5: <i>Regrouping Two-Digit Numbers for Subtraction</i> pp. 44-45 Unit 2 – Lesson 6: <i>Subtraction of Three-and Four-Digit Numbers</i> pp. 46-47 Unit 2 – Lesson 7: <i>Subtraction with Zeros</i> pp. 48-49 Unit 2 – Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51</p>
<p>PO 2. Create and solve word problems based on addition, subtraction, multiplication, and division.</p> <p>Connections: M03-S1C1-03, M03-S1C2-01, M03-S1C2-03, M03-S1C2-04, M03-S1C2-05, M03-S1C2-06, M03-S1C2-07, M03-S1C3-01, M03-S2C1-02, M03-S2C3-01, M03-S2C3-02, M03-S2C4-02, M03-S2C4-03, M03-S3C1-01, M03-S3C2-01, M03-S3C3-02, M03-S3C3-03, M03-S4C4-01, M03-S4C4-03, M03-S4C4-04, M03-S4C4-05</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 2 – Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51 Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69</p>
<p>PO 3. Demonstrate the concept of multiplication and division using multiple models.</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p>Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55 Unit 3 – Lesson 6: <i>Division as Equal Grouping and Sharing Equally</i></p>

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<p>Connections: M03-S1C1-01, M03-S1C1-05, M03-S1C2-02, M03-S1C2-04, M03-S1C2-05, M03-S1C2-06, M03-S2C3-01, M03-S2C3-02, M03-S3C3-03, M03-S4C4-04</p>	<p>M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>pp. 64-65 Unit 3 – Lesson 7: <i>Dividing Using Inverse Operations</i> pp. 66-67 Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69</p>
<p>PO 4. Demonstrate fluency of multiplication and division facts through 10.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-05, M03-S1C2-06, M03-S1C2-07, M03-S2C3-01, M03-S2C3-02, M03-S3C1-01, M03-S3C1-02, M03-S3C2-01, M03-S3C3-03</p>		<p>Unit 3 – Lesson 2: <i>Multiplication Facts of 2, 5, and 10</i> pp. 56-57 Unit 3 – Lesson 3: <i>Multiplication Facts of 3 and 6</i> pp. 58-59 Unit 3 – Lesson 4: <i>Multiplication Facts of 4 and 8</i> pp. 60-61 Unit 3 – Lesson 5: <i>Multiplication Facts of 7 and 9</i> pp. 62-63</p>
<p>PO 5. Apply and interpret the concept of multiplication and division as inverse operations to solve problems.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S1C2-06, M03-S3C3-03</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 3 – Lesson 7: <i>Dividing Using Inverse Operations</i> pp. 66-67</p>
<p>PO 6. Describe the effect of operations (multiplication and division) on the size of whole numbers.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S1C2-05, M03-S1C3-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p>Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55 Unit 3 – Lesson 6: <i>Division as Equal Grouping and Sharing Equally</i> pp. 64-65</p>

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	M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	
Strand 1: Number and Operations		
Concept 3: Estimation		
PO 1. Make estimates appropriate to a given situation or computation with whole numbers.	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	Unit 1 – Lesson 3: <i>Rounding</i> pp. 22-23
Strand 2: Data Analysis, Probability, and Discrete Mathematics		
Concept 1: Data Analysis (Statistics)		
<p>PO 1. Collect, record, organize, and display data using frequency tables, single bar graphs, or single line graphs.</p> <p>Connections: M03-S1C1-01, M03-S2C1-02, SC03-S1C2-04, SC03-S1C2-05, SC03-S1C3-01, SS03-S4C1-05, SS03-S4C6-02</p>	M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	<p>Unit 8 – Lesson 1: <i>Tally Charts</i> pp. 144-145</p> <p>Unit 8 - Lesson 2: <i>Reading Charts and Tables</i> pp. 146-147</p> <p>Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149</p> <p>Unit 8 – Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151</p> <p>Unit 8 – Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153</p>
PO 2. Formulate and answer questions	M03-S5C2-01. Analyze a problem	Unit 8 –

<u>Grade 3 Performance Objectives</u>	<u>Process Integration</u>	<u>Math Elevations Teacher’s Guide Level C (Grade 3) Lesson Examples</u>
<p>by interpreting and analyzing displays of data, including frequency tables, single bar graphs, or single line graphs.</p> <p>Connections: M03-S1C1-02, M03-S1C2-01, M03-S1C2-02, M03-S1C3-01, M03-S2C1-01, SC03-S1C1-02, SC03-S1C3-02, SC03-S1C3-03, SS03-S4C1-02</p>	<p>situation to determine the question(s) to be answered.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p>Lesson 1: <i>Tally Charts</i> pp. 144-145 Unit 8 – Lesson 2: <i>Reading Charts and Tables</i> pp. 146-147 Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Unit 8 – Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151 Unit 8 – Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153</p>
<p>Strand 2: Data Analysis, Probability, and Discrete Mathematics Concept 1: Data Analysis (Statistics)</p>		
<p>PO 1. Represent all possibilities for a variety of counting problems using arrays, charts, and systematic lists; draw conclusions from these representations.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S2C3-02, SC03-S1C2-05</p>	<p>M03-S5C2-05. Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 8 – Lesson 6: <i>Likelihood</i> pp. 154-155 Unit 8 – Lesson 7: <i>Probability</i> pp. 156- 157 Unit 8 – Lesson 8: <i>Fair and Unfair Games</i> pp. 158-159</p>
<p>Strand 3: Patterns, Algebra, and Functions Concept 1: Patterns</p>		
<p>PO 1. Recognize, describe, extend, create, and find missing terms in a numerical sequence.</p> <p>Connections: M03-S1C2-01, M03-S1C2-</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p>Unit 5 – Lesson 3: <i>Skip Counting</i> pp. 94-95 Unit 5 – Lesson 4: <i>Number Patterns</i> pp. 96-97 Unit 5 –</p>

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02, M03-S1C2-04, M03-S3C1-02, M03-S3C2-01, M03-S4C1-01, SC03-S1C1-02		Lesson 7: <i>Pattern Puzzles</i> pp. 102-103
PO 2. Explain the rule for a given numerical sequence and verify that the rule works. Connections: M03-S1C2-01, M03-S1C2-04, M03-S1C3-01, M03-S3C1-01, M03-S3C2-01, M03-S4C1-01	M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.	Unit 5 – Lesson 3: <i>Skip Counting</i> pp. 94-95 Unit 5 – Lesson 4: <i>Number Patterns</i> pp. 96-97 Unit 5 – Lesson 7: <i>Pattern Puzzles</i> pp. 102-103
Strand 3: Patterns, Algebra, and Functions Concept 2: Functions and Relationships		
PO 1. Recognize and describe a relationship between two quantities, given by a chart, table or graph, in which the quantities change proportionally, using words, pictures, or expressions. Connections: M03-S1C1-01, M03-S1C2-01, M03-S1C2-02, M03-S1C2-04, M03-S1C3-01, M03-S3C1-01, M03-S3C1-02, M03-S3C2-02, M03-S4C1-01	M03-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem. M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols. M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.	Unit 5 – Lesson 4: <i>Number Patterns</i> pp. 96-97
PO 2. Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pictorial. Connections: M03-S3C2-01, M03-S3C3-02, M03-S4C1-01, SC03-S1C2-05, SC03-S1C3-02, SS03-S4C1-05	M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols. M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.	Unit 5 – Lesson 2: <i>Missing Factors</i> pp. 92-93 Unit 5 – Lesson 3: <i>Skip Counting</i> pp. 94-95 Unit 5 – Lesson 7: <i>Pattern Puzzles</i> pp. 102-103

Strand 3: Patterns, Algebra, and Functions		
Concept 3: Algebraic Representations		
<p>PO 1. Record equivalent forms of whole numbers to six digits by constructing models and using numbers.</p> <p>Connections: M03-S1C1-01, M03-S1C1-02, M03-S1C2-01</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 1 – Lesson 1: <i>Four-Digit Numbers</i> pp. 18-19 Lesson 8: <i>Reading and Writing Numbers Through 999,999</i> pp. 32-33</p>
<p>PO 2. Use a symbol to represent an unknown quantity in a given context.</p> <p>Connections: M03-S1C2-02, M03-S3C2-02, M03-S3C3-03</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 5 – Lesson 1: <i>Missing Addends and Subtrahends</i> pp. 90-91</p>
<p>PO 3. Create and solve simple one-step equations that can be solved using addition and multiplication facts.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C2-04, M03-S1C2-05, M03-S3C3-02</p>	<p>M03-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 5 – Lesson 1: <i>Missing Addends and Subtrahends</i> pp. 90-91</p>
Strand 3: Patterns, Algebra, and Functions		
Concept 4: Analysis of Change		
<p>PO 1. Describe sequences of 2-dimensional figures created by increasing the number of sides, changing size, or changing orientation.</p> <p>Connections: M03-S3C1-01, M03-S3C1-02, M03-S3C2-01, M03-S3C2-02, M03-S4C1-02, M03-S4C2-01, M03-S4C4-04, M03-S4C4-05</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p>Unit 5 – Lesson 7: <i>Pattern Puzzles</i> pp. 102-103</p>
<p>PO 2. Recognize similar figures.</p> <p>Connections: M03-S4C1-01</p>	<p>M04-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify</p>	<p>Unit 6 – Lesson 4: <i>Congruent Figures</i> pp. 114-115</p>

	<p>possible strategies for solving the problem.</p> <p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	
<p>PO 3. Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms.</p> <p>Connections: M03-S4C1-04</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p>Unit 6 – Lesson 6: <i>Solid Figures</i> pp. 118-119 Unit 6 – Lesson 7: <i>Solid Figures and Their Nets</i> pp. 120-121</p>
<p>PO 4. Describe and compare attributes of two- and three-dimensional figures.</p> <p>Connections: M03-S4C1-03</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p>	<p>Unit 6 – Lesson 3: <i>Plane Figures</i> pp. 112-113 Unit 6 – Lesson 6: <i>Solid Figures</i> pp. 118-119</p>
<p>Strand 4: Geometry and Measurement Concept 2: Transformation of Shapes</p>		
<p>PO 2. Identify, with justification, all lines of symmetry in a 2-dimensional figure.</p> <p>Connections: M03-S4C2-01</p>	<p>M03-S5C2-06. Summarize mathematical information, explain reasoning, and draw conclusions.</p> <p>M03-S5C2-08. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>	<p>Unit 6 – Lesson 5: <i>Lines of Symmetry</i> pp. 116-117</p>
<p>Strand 4: Geometry and Measurement Concept 4: Measurement</p>		
<p>PO 1. Determine elapsed time across months using a calendar by hours and half hours using a clock.</p> <p>Connections: M03-S1C2-02, M03-S1C3-01</p>	<p>M03-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.</p> <p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p>	<p>Unit 7 – Lesson 1: <i>Time</i> pp. 126-127</p>

	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	
<p>PO 2. Apply measurement skills to measure length, weight, and capacity using US Customary units.</p> <p>Connections: M03-S1C3-01, M03-S4C4-03, M03-S4C4-05, SC03-S1C2-04</p>	<p>M03-S5C2-03. Select and use one or more strategies to efficiently solve the problem and justify the selection.</p> <p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>M03-S5C2-08. Make and test conjectures based on data (or information) collected from explorations and experiments</p>	<p>Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129 Unit 7 – Lesson 3: <i>Length (Metric)</i> pp. 130-131 Unit 7 – Lesson 6: <i>Weight</i> pp. 136-137 Unit 7 – Lesson 7: <i>Capacity</i> pp. 138-139</p>
<p>PO 3. Convert units of length, weight, and capacity inches or feet to yards, ounces to pounds, and cups to pints, pints to quarts, quarts to gallons.</p> <p>Connections: M03-S1C2-02, M03-S1C3-01, M03-S4C4-02</p>	<p>M03-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.</p> <p>M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>	<p>Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129 Unit 7 – Lesson 3: <i>Length (Metric)</i> pp. 130-131 Unit 7 – Lesson 6: <i>Weight</i> pp. 136-137 Unit 7 – Lesson 7: <i>Capacity</i> pp. 138-139</p>
<p>PO 4. Determine the area of a rectangular figure using an array model.</p> <p>Connections: M03-S1C2-02, M03-S1C2-03, M03-S1C3-01, M03-S4C1-01, M03-</p>	<p>M03-S5C2-05. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.</p>	<p>Unit 7 – Lesson 5: <i>Area</i> pp. 134-135</p>

S4C4-05	M03-S5C2-07. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	
PO 5. Measure and calculate perimeter of 2-dimensional figures. Connections: M03-S1C2-02, M03-S1C3-01, M03-S4C1-01, M03-S4C4-02, M03-S4C4-04	M03-S5C2-04. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	Unit 7 – Lesson 4: <i>Perimeter</i> pp. 132-133
Strand 5: Structure and Logic Concept 2: Logic, Reasoning, Problem Solving, and Proof		
PO 1. Analyze a problem situation to determine the question(s) to be answered.		Unit 5 – Lesson 1: <i>Missing Addends and Subtrahends</i> pp. 90-91
PO 2. Identify relevant, missing, and extraneous information related to the solution to a problem.		Unit 5 – Lesson 1: <i>Missing Addends and Subtrahends</i> pp. 90-91
PO 3. Select and use one or more strategies to efficiently solve the problem and justify the selection.		Unit 3 – Lesson 6: <i>Division as Equal Grouping and Sharing Equally</i> pp. 64-65
PO 4. Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.		Unit 4 – Lesson 8: <i>Money Word Problems</i> pp. 86-87
PO 5. Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.		Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Unit 8 – Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151 Unit 8 – Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153
PO 6. Summarize mathematical information, explain reasoning, and draw conclusions.		Unit 8 – Lesson 1: <i>Tally Charts</i> pp. 144-145

<p>PO 7. Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p>		<p>Unit 1 – Lesson 3: <i>Rounding</i> pp. 22-23</p>
<p>PO 8. Make and test conjectures based on data (or information) collected from explorations and experiments.</p>		<p>Unit 8 – Lesson 6: <i>Likelihood</i> pp. 154-155 Unit 8 – Lesson 7: <i>Probability</i> pp. 156-157</p>