Correlation to Current Math Standards

Standard	Activity No.
Grade 2	
Measurement and Data (2.MD)	
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.A.1)	2-5, 2-6
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen (2.MD.A.2)	2-7, 2-8
Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.A.3)	2-1, 2-2
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.A.4)	2-3, 2-4
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2.MD.B.5)	2-9, 2-10
Represent whole numbers as lengths from 0 on a number line diagram . . . and represent whole-number sums and differences within 100 on a number line diagram. (2.MD.B.6)	2-11, 2-12
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (2.MD.C.7)	2-13, 2-14
Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (2.MD.D.9)	2-15, 2-16
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.D.10)	2-17, 2-18
Grade 3	
Measurement and Data (3.MD)	
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.A.1)	3-1, 3-2, 3-3

Correlation to Current Math Standards (cont.)

Grade 3	
Measurement and Data (3.MD)	
Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3.MD.A.2)	3-4
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.(3.MD.B.3)	3-5
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3.MD.B.4)	3-6
Recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.C.5)	3-7
A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. (3.MD.C.5.A)	3-8, 3-9
A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. (3.MD.C.5.B)	3-10, 3-11
Measure areas by counting unit squares (square cm, square m, square in., square ft, and improvised units). (3.MD.C.6)	3-7, 3-8, 3-9, 3-10, 3-11
Relate area to the operations of multiplication and addition. (3.MD.C.7)	3-13, 3-14
Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3.MD.C.7.A)	3-15
Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (3.MD.C.7.B)	3-16
Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (3.MD.C.7.C)	3-17, 3-18
Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. (3.MD.C.7.D)	3-12, 3-19, 3-20
Solve real-world and mathematical problems involving perimeters of polygons, including . . . rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.C.8)	3-21