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CORRELATION OF COLORADO MODEL CONTENT STANDARDS TO
MOVING WITH MATH® EXTENSIONS GRADE 2

		Student Book	Skill Builders
1.1	Demonstrate meanings for whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5) and represent equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.	1, 2, 5, 6, 19, 20,2 7-30	1-1, 2-1, 4-1, 5-1, 5-2, 6-1, 7-1, 8-1
1.2	Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.	1-7, 19, 20, 22, 27-30	1-1, 2-1, 3-1, 4-1, 5-1, 5-2, 6-1, 7-1, 8-1, 9-1, 13-1
1.3	Use numbers to count, to measure, to label, and to indicate location.	9, 37-40, 56-60	5-1, 27-1, 28-1, 29-2, 31-1, 46-1, 47-1, 48-1, 48-2
1.4	Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, 1/3, 1/4, 0.5. 0.75).	12	15-1
1.5	Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75).		24-4, 29-3
2.1	Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).	8, 19, 21, 23, 34	5-2, 14-1, 30-1, 30-2
2.2	Describe patterns and other relationships using tables, graphs, and open sentences.	8, 19, 21, 23, 34	5-2, 14-1, 30-1, 30-2
2.3	Recognize when a pattern exists and use that information to solve a problem.	8, 19, 21, 23, 34	5-2, 14-1, 30-1, 30-2
2.4	Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).		18-1, 30-3
3.1	Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.	62	50-2
3.2	Interpret data using the concepts of largest, smallest, most often and middle.		50-2

		Student Book		Skill Builders
3.3	Generate, analyze, and make predictions based on data obtained from surveys and chance devices.			50-3
3.4	Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).			50-3
4.1	Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).	62, 63		32-1, 33-1, 34-1, 35-1, 36-1, 37-1, 37-2, 38-1, 38-2, 39-1, 39-2, 40-1, 40-2, 43-1, 44-1, 45-1
4.2	Identify, describe, draw, compare, classify, and build physical models of geometric figures.	62, 63		32-1, 33-1, 34-1, 35-1, 36-1, 37-1, 37-2, 38-1, 38-2, 39-1, 39-2, 40-1, 40-2, 43-1, 44-1, 45-1
4.3	Relate geometric ideas to measurement and number sense.	61		10-1, 12-1, 50-1
4.4	Solve problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).	62		
4.5	Recognize geometry in their world (for example, in art and in nature).			37-2, 38-2, 39-2, 40-2
5.1	Know, use, describe, and estimate measures of length, perimeter, capacity, weight, time, and temperature.	54, 55, 61		49-1 to 49-4
5.2	Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).	61		10-1, 11-1, 12-1, 29-1
5.3	Demonstrate the process of measuring and explain the concepts related to units of measurement.	61		50-1
5.4	Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.	61		50-1
5.5	Select and use appropriate standard and non-standard units of measurement in problem-solving situations.			50-1

		Student Book	Skill Builders
6.1	Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.	10, 11, 13-18, 25, 26, 31-36, 41-53	16-1 to 16-4, 17-1, 18-1, 18-2, 19-1, 19-2, 20-1, 21-1, 21-2, 22-1 to 22-3, 23-1, 24-1 to 24-3, 25-1 to 25-3, 26-1 to 26-4, 30-3, 31-1, 31-2
6.2	Add and subtract commonly-used fractions and decimals using physical models (for example, 1/3, 3/4, 0.5, 0.75).	64	41-1, 41-2, 42-1, 42-2
6.3	Demonstrate fluency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.	10, 11, 13-18, 25, 26, 31-36, 41-53	16-1 to 16-4, 17-1, 18-1, 18-2, 19-1, 19-2, 20-1, 21-1, 21-2, 22-1 to 22-3, 23-1, 24-1 to 24-3, 25- to 25-3, 26-1 to 126-4, 30-3, 31-1 31-2
6.4	Construct, use, and explain procedures to compute and estimate with whole numbers.	10, 11, 13-18, 25, 26, 31-36, 41-53	16-1 to 16-4, 17-1,18-1, 18-2, 19-1, 19-2, 20-1, 21-1, 21-2, 22-1 to 22-3, 23-1, 24-1 to 24-4, 25-1 to 25-3, 26-1 to 26-4, 29-3, 30-3, 31-1, 31-2
6.5	Select and use appropriate algorithms for computing with whole numbers in problem-solving situations.	10, 11, 13-18, 25, 26, 31-36, 41-53	16-1 to 16-4, 17-1, 18-1, 18-2, 19-1, 19-2, 20-1, 21-1, 21-2, 22-1 to 22-3, 23-1, 24-1 to 24-3, 25-1 to 25-3, 26-1 to 26-4, 30-3, 31-1, 31-2