

Colorado
Curricular Standards
Mathematics - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

| Benchmark Number | Benchmark • Instructional Targets | Gourmet Resource | Taught | Tested |
|-------------------------|--|---|---------------|---------------|
| | Standard 1: Students develop number sense and use number and number relationships in problem-solving situations and communicate the reasoning used in solving these problems. | | | |
| 1.1 | <i>Demonstrating meanings for whole numbers, commonly-used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.</i> | | | |
| | <ul style="list-style-type: none"> using objects and pictures, represent whole numbers including odds and evens from 0 to 1,000 | Appetizers 1 B & C; 2 E; Main Dish Objectives 1 (Number Concepts) Lessons 2 & 3; 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> apply equalities and inequalities with whole numbers from 0 to 1,000 using the symbols =, •, <, > | Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> using concrete materials, demonstrate the meanings of fractions, including halves, thirds, fourths, eighths, and tenths of sets and wholes | Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> demonstrate equivalencies of coins (for example, 5 nickels = 1 quarter) | Appetizers 2 F & G; 6 C; Main Dish Objectives 2 (Mathematical Relations) Lessons 6 & 7; 6 (Addition) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| | <ul style="list-style-type: none"> combine coins up to \$1.00 (for example, 20¢ = 2 dimes = 1 dime + 2 nickels = 4 nickels) | Appetizers 2 F & G; 6 C; Main Dish Objectives 2 (Mathematical Relations) Lessons 6 & 7; 6 (Addition) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 1.2 | <i>Reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping.</i> | | | |
| | <ul style="list-style-type: none"> read and write numerals from 0 to 1,000 in meaningful contexts | Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> read and write the number words for zero to one hundred | | | |
| | <ul style="list-style-type: none"> group objects by ones, tens, and hundreds | Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> order according to place value (for example, given 9 ones, 5 tens, and 4 hundreds, the student can write the number 459; given the number 459, the student can show 4 hundreds, 5 tens, and 9 ones) | Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> write three-digit numbers in expanded form (for example, $459 = 400 + 50 + 9$) | | | |

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| 1.3 | <i>Using numbers to count, to measure, to label, and to indicate location.</i> | | | |
| | <ul style="list-style-type: none"> <i>count by 1's, 2's, 5's, and 10's</i> | Appetizers 1 C; 2 E; Main Dish Objectives 1 (Number Concepts) Lesson 3; 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>count from 1 to 1,000 by 100's</i> | Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>starting with any whole number less than 1,000, count forward to 1,000</i> | Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>use ordinal positions for first through thirty-first</i> | | | |
| | <ul style="list-style-type: none"> <i>sequence selected whole numbers from 0 to 1,000</i> | Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>locate and label the halfway point between whole numbers on the number line</i> | Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>locate and label a point in the first quadrant of the coordinate plane (for example, locates the point (4,1))</i> | | | |

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| 1.4 | <i>Developing, testing and explaining conjectures about properties of whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75).</i> | | | |
| | <ul style="list-style-type: none"> <i>verify the commutative and associative properties of addition of whole numbers</i> | Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>verify that subtraction of whole numbers is not commutative</i> | Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 1.5 | <i>Using 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).</i> | | | |
| | <ul style="list-style-type: none"> <i>estimate sums and differences first by rounding to the nearest ten prior to performing the operation, and then using the estimate to determine the reasonableness of the solution</i> | Appetizers 10 C; 13 A; Main Dish Objectives 10 (Estimation) Lesson 3; 13 (Reasonableness) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| Standard 2: Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. | | | | |
| 2.1 | <i>Reproducing, extending, creating, and describing patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).</i> | | | |
| | <ul style="list-style-type: none"> <i>verbally describe patterns</i> | Appetizers 2 A, B, C, & E; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, 3, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| | <ul style="list-style-type: none"> create and extend patterns using symbols, such as words and numbers | Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> find missing elements of a repeating pattern (for example, 1, 3, __, 7) | Appetizers 2 E; Main Dish Objective 2 (Mathematical Relations) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 2.2 | Describing patterns and other relationships using tables, graphs, and open sentences. | | | |
| | <ul style="list-style-type: none"> match tables and graphs of points on a coordinate plane | | | |
| 2.3 | Recognizing when a pattern exists and using that information to solve a problem. | | | |
| | <ul style="list-style-type: none"> verbally describe the relationship between a graph and a table | Appetizers 5 A & B; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 2.4 | Observing and explaining 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). | | | |
| | <ul style="list-style-type: none"> using concrete or pictorial patterns, determine how the change in one variable affects the change in another (for example, how changing the number of hands changes the number of fingers) | Appetizers 2 F & G; Main Dish Objective 2 (Mathematical Relations) Lessons 6 & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| | Standard 3: Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems. | | | |
| 3.1 | <i>Constructing, reading, and interpreting displays of data including tables, charts, pictographs, and bar graphs.</i> | | | |
| | • <i>design a survey and collect data</i> | Appetizers 5 A & B; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | • <i>display data using tallies, bar graphs, pictographs, or tables</i> | Appetizers 5 A & B; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | • <i>transfer the same set of data to different displays (for example, from a table to a bar graph)</i> | Appetizers 5 A & B; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 3.2 | <i>Interpreting data using the concepts of largest, smallest, most often, and middle.</i> | | | |
| | • <i>interpret and compare data from displays, using the terms “least often,” “most often,” and “how much more” or “how much less”</i> | Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| 3.3 | Generating, analyzing, and making predictions based on data obtained from surveys and chance devices. | | | |
| | <ul style="list-style-type: none"> use survey data to make predictions about a larger similar population (for example, from a class survey make a prediction about all second graders in the school) | Appetizers 5 A & B; 12 C; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 2; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> roll a number cube to generate and record results | Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> analyze the results (including likely, more likely, less likely, and unlikely outcomes) of spinning a spinner | Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> recognize different spinners are fair or unfair | Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| 3.4 | <i>Solving 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).</i> | | | |
| | <ul style="list-style-type: none"> determine the number of outcomes when spinning a spinner | Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> using manipulatives or pictures, determine the possible combinations of matching a set containing two elements with a different set containing two elements | | | |
| Standard 4: Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems. | | | | |
| 4.1 | <i>Recognizing shapes and their relationships (for example, symmetry and congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).</i> | | | |
| | <ul style="list-style-type: none"> identify congruent figures from a selection of similar figures | Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> slide, flip, and turn concrete materials such as tangrams and pattern blocks to create and reproduce simple designs | Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> describe symmetry | Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| | <ul style="list-style-type: none"> identify lines of symmetry of squares and rectangles | Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 4.2 | Identifying, describing, drawing, comparing, classifying, and building physical models of geometric figures. | | | |
| | <ul style="list-style-type: none"> describe the attributes of circles, triangles, and quadrilaterals such as squares and rectangles | Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> identifies right angles and not-right angles | | | |
| | <ul style="list-style-type: none"> recognize the three-dimensional figures: cubes, spheres, cylinders, cones, and pyramids | Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> draw right angles and not-right angles | | | |
| 4.3 | Relating geometric ideas to measurement and number sense. | | | |
| | <ul style="list-style-type: none"> measure the lengths of the sides of triangles, squares, rectangles to the nearest inch and centimeter | Appetizers 4 A & B; Main Dish Objective 4 (Measurement) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> measures the perimeter of triangles, squares, and rectangles using non-standard and standard units | Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| 4.4 | <i>Solving problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).</i> | | | |
| | <ul style="list-style-type: none"> <i>draw a picture or diagram to solve a problem (for example, draw a map of the room to show how to get from a desk to the reading area; draw a map of the neighborhood)</i> | | | |
| | <ul style="list-style-type: none"> <i>investigate and predict which pattern block shapes can be formed from the pattern block triangles</i> | Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>investigate and predict the geometric shapes that result from cutting along a line of symmetry</i> | Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | Standard 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. | | | |
| 5.1 | <i>Knowing, using, describing, and estimating measures of length, perimeter, capacity, weight, time, and temperature; and</i> | | | |
| 5.3 | <i>Demonstrating the process of measuring and explaining the concepts related to units of measurement.</i> | | | |
| | <ul style="list-style-type: none"> <i>tell time to the nearest fifteen minutes, using an analog and digital clock</i> | Appetizers 4 C; Main Dish Objective 4 (Measurement) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> <i>use AM and PM</i> | Appetizers 4 C; Main Dish Objective 4 (Measurement) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| | <ul style="list-style-type: none"> estimate and measure the length of objects to the nearest half inch, foot, yard, centimeter, and meter | Appetizers 4 A & B; Main Dish Objective 4 (Measurement) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> estimate and measure the perimeter of a figure using non-standard and standard units | | | |
| | <ul style="list-style-type: none"> estimate and measure the capacity of a container in cups, pints, quarts and gallons | Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> estimate and weigh an object on a balance with a non-standard unit and use a scale to measure an object to the nearest pound | Appetizers 4 B; Main Dish Objective 4 (Measurement) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> measures temperature to the nearest 2° and 10°F | Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> describe the units for measuring time, length, capacity, weight, and temperature | Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> know the number of hours in a day, months in a year, inches in a foot, feet in a yard, and cups in a pint | Appetizers 4 A, C, & D; Main Dish Objective 4 (Measurement) Lessons 1, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |

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| 5.2 | <i>Comparing and ordering objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).</i> | | | |
| | <ul style="list-style-type: none"> compare objects according to the measurable attributes of length, capacity, weight, and temperature | Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> order objects according to the measurable attributes of length, capacity, weight, and temperature | Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| | <ul style="list-style-type: none"> compare and order various times | Appetizers 4 E; Main Dish Objective 4 (Measurement) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 5.4 | <i>Using 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.</i> | | | |
| | <ul style="list-style-type: none"> use familiar objects as referents for measurement (for example, a second grader is a little taller than a meter) | Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |
| 5.5 | <i>Selecting and using appropriate standard and non-standard units of measurement in problem-solving situations.</i> | | | |
| | <ul style="list-style-type: none"> select the appropriate units of measurement of time, length, capacity, weight, and temperature | Appetizers 4 A, B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 1, 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics | | |