

A Correlation of

SCOTT FORESMAN • ADDISON WESLEY

**Mathematics**

to the

**New Mexico**

Mathematics Content Standards,  
Benchmarks, & Performance Standards  
**Kindergarten**



C/M-96\_K

## Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the objectives of the New Mexico Mathematics Content Standard, Benchmarks, & Performance Standards. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition contain facsimile Student Edition pages.

**Scott Foresman – Addison Wesley Mathematics** was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

### ● **Reaching All Learners**

**Scott Foresman – Addison Wesley Mathematics** addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students’ abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

### ● **Test Prep**

**Scott Foresman - Addison Wesley Mathematics** builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

### ● **Priority on problem solving:**

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

### ● **Instructional Support**

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

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**NEW MEXICO MATHEMATICS CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS**  
**Publisher Alignment Analyses for Primary Tool of Instruction**

This correlation table/matrix is a tool to show alignment with New Mexico’s Content Standards, Benchmarks, & Performance Standards and the proposed instructional material considered for adoption. The purpose is to demonstrate how your material can contribute to student achievement as measured against these Content Standards.

**Attach a completed copy of this document to each core basal sample you are submitting for review. You will submit 3 copies of each student & teacher edition for each title & other material deemed necessary to provide appropriate instruction, along with these alignment documents at the 2006 June Summer Institute. DO NOT SEND WITH THE RFP.**

**Mathematics Kindergarten**

**Standard 1: NUMBER AND OPERATIONS: Students will understand numerical concepts and mathematical operations.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	1. Demonstrate an understanding of the place-value structure of the base-ten number system: <ul style="list-style-type: none"><li>• count with understanding and recognize “how many” in sets of objects up to 20</li><li>• read and write whole numbers up to 20</li></ul>	53A–53B, 53–54, 57A–57B, 57–58, 75I, 75L, 77A–77B, 77–78, 79A–79B, 79–80, 83A–83B, 83–84, 101I, 101K–101L, 103A–103B, 103–104  51K–51L, 55A–55B, 55–56, 59A–59B, 59–60, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 75I, 75K, 81A–81B, 81–82, 85A–85B, 85–86, 103A–103B, 103–104, 105A–105B, 105–106, 107A–107B, 107–108, 109A–109B, 109–110, 111A–111B, 111–112	

**\*Objectives are clearly stated with measurable outcomes at 90% or above.**

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Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
	<ul style="list-style-type: none"><li>• compare and order whole numbers up to 20</li> <li>• connect numerals to the quantities they represent using various physical models</li> <li>• use an organized counting method to keep track of quantities while counting (one-to-one correspondence) (e.g., touch object once and only once as counting a set)</li> <li>• order sets of objects and numbers from least to most or most to least</li></ul>	<p>25I, 25K, 27A–27B, 27–28, 51J, 51K–51L, 63A–63B, 63–64, 65S–65B, 65–66, 75J, 75K, 87A–87B, 87–88, 89A–89B, 89–90, 91A–91B, 91–92, 121A–121B, 121–122</p> <p>53A–53B, 53–54, 56, 57A–57B, 57–58, 60, 63A–63B, 63–64, 75I, 75L, 77A–77B, 77–78, 79A–79B, 79–80, 82, 83A–83B, 83–84, 85–86, 87A–87B, 87–88, 101I, 101K–101L, 103A–103B, 103–104</p> <p>51K–51L, 55A–55B, 55–56, 57A–57B, 57–58, 59A–59B, 59–60, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 67A–67B, 67–68, 75I, 77A–77B, 77–78, 79A–79B, 79–80, 81A–18B, 81–82, 83A–83B, 83–84, 85A–85B, 85–86, 87A–87B, 87–88, 89A–89B, 89–90, 103A–103B, 103–104</p> <p>51K, 65A–65B, 65–66, 75J, 91A–91B, 91–92</p>	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
B. Understand the meaning of operations and how they relate to one another.	1. Represent numbers using pictures, objects, or numerals.	51I–51J, 51K–51L, 53A–53B, 53–54, 55A–55B, 55–56, 57A–57B, 57–58, 59A–59B, 59–60, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 75I–75J, 75K–75L, 77A–77B, 77–78, 79A–79B, 79–80, 81A–81B, 81–82, 83A–83B, 83–84, 85A–85B, 85–86, 87A–87B, 87–88, 89A–89B, 89–90, 91A–91B, 91–92, 101I–101J, 101K–101L, 103A–103B, 103–104, 105A–105B, 105–106, 107A–107B, 107–108, 109A–109B, 109–110, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117A–117B, 117–118, 121A–121B, 121–122, 215A–215B, 215–216, 287A–287B, 287–288, 295A–295B, 295–296	
	2. Use concrete objects to solve simple addition and subtraction story problems (e.g., oral not written).	Related content: 223I–223J, 223K–223L, 225A–225B, 225–226, 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 233A–233B, 233–234, 235A–235B, 235–236, 237A–237B, 237–238, 239A–239B, 239–240, 243I–243J, 243K–243L, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 259A–259B, 259–260, 263I–263J, 263K–263L,	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
	(continued)	265A–265B, 265–266, 267A–267B, 267–268, 269A–269B, 269–270, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–276, 277A–277B, 277–278, 279A–279B, 279–280, 281A–281B, 281–282	
C. Compute fluently and make reasonable estimates.	1. Estimate quantities of objects up to 20.	101L, 119A–119B, 119–120, 291A–291B, 291–292	

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**Mathematics Kindergarten**

**Standard 2: ALGEBRA: Students will understand algebraic concepts and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand patterns, relations, and functions.	1. Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying).	11–1J, 1K–1L, 13A–13B, 13–14, 15A–15B, 15–16, 17A–17B, 17–18, 19A–19B, 19–20, 195K, 203A–203B, 203–204, 205A–205B, 205–206	
	2. Sort, classify, and order objects by size, number, and other properties.	11–1J, 1K–1L, 13A–13B, 13–14, 15A–15B, 15–16, 17A–17B, 17–18, 19A–19B, 19–20, 195K, 203A–203B, 203–204, 205A–205B, 205–206	
	3. Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers).	25J, 25L, 35A–35B, 35–36, 37A–37B, 37–38, 39A–39B, 39–40, 41A–41B, 41–42, 43A–43B, 43–44, 45A–45B, 45–46, 113A–113B, 113–114, 287A–287B, 287–288, 289, 293A–293B, 293–294, 295A–295B, 295–296, 297A–297B, 297–298	

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<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
B. Represent and analyze mathematical situations and structures using algebraic symbols.	1. Use concrete, pictorial, and verbal representation to develop an understanding of invented and conventional symbols.	Most lessons provide students with the opportunity to meet this objective. Here are a few of the many examples. 3A, 9A, 19A, 29A, 33A, 55A, 63A, 65A, 69A, 81A, 87A, 89A, 91A, 93A, 95A, 113A, 119A, 121A, 123A, 125A, 131, 135A, 137A, 139A, 141A, 145A, 149A, 151A, 153A, 165A, 167A, 169A, 171A, 173A, 175A, 179A, 181A, 187A, 195, 197A, 199A, 201A, 203A, 205A, 207A, 211A, 213A, 215A, 223, 225A, 227A, 243, 263, 285	
C. Use mathematical models to represent and understand quantitative relationships	1. Model situations that involve whole numbers using objects or pictures.	53–54, 55, 59, 66, 71B, 77B, 77, 79, 83, 89A–89B, 89–90, 223I–223J, 223K–223L, 225A–225B, 225–226, 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 233A–233B, 233–234, 235A–235B, 235–236, 237A–237B, 237–238, 239A–239B, 239–240, 243I–243J, 243K–243L, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 259A–259B, 259–260, 263I–263J, 263K–263L, 265A–265B, 265–266, 267A–267B, 267–268, 269A–269B, 269–270, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–276, 277A–277B, 277–278, 279A–279B, 279–280, 281A–281B, 281–282	
D. Analyze changes in various contexts.	1. Verbally describe changes in various contexts (e.g., plants or animals growing over time).	See Grade 1.	

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**Standard 3: GEOMETRY: Students will understand geometric concepts and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	1. Identify common objects in their environments and describe their geometric features: <ul style="list-style-type: none"><li>describe, identify, model, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone)</li><li>compare familiar plane and solid objects by common attributes (e.g., shape, size, number of corners)</li></ul>	195L, 199A–199B, 199–200, 201A–201B, 201–202, 203A–203B, 203–204, 205A–205B, 205–206  195L, 199A–199B, 199–200, 201A–201B, 201–202, 203A–203B, 203–204, 205A–205B, 205–206	
	B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	1. Follow simple directions to find a specific location in space.  2. Use spatial vocabulary (e.g., left, right, above, below) to describe relative position.	See Grade 1.  1K–1L, 3A–3B, 3–4, 5A–5B, 5–6, 7A–7B, 7–8, 9A–9B, 9–10
C. Apply transformations and use symmetry to analyze mathematical situations.	1. Use manipulatives (e.g., puzzles, tangrams, blocks) to demonstrate rotation (i.e., flips), translations (i.e., slides), and reflection (i.e., turns).	195J, 207A–207B, 207–208	
	2. Investigate the symmetry of two-dimensional shapes (e.g., by folding or cutting paper, using mirrors).	211A–211B, 211–212	
D. Use visualization, spatial reasoning, and geometric modeling to solve problems.	1. Describe how to get from one location to another (e.g., how to get to the library).	See Grade 1.	
	2. Find and describe geometric shapes in nature or architecture.	These pages prepare students to meet this objective. 195K, 195L, 197A–197B, 197–198, 201A–201B, 201–202, 203A–203B, 203–204, 205A–205B, 205–206	

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**Standard 4: MEASUREMENT: Students will understand measurement systems and applications.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Understand measurable attributes of objects and the units, systems, and process of measurement.	1. Describe and compare, using appropriate concepts and vocabulary, the measurable properties of length (e.g., shorter, longer, taller), volume (e.g., full, empty), weight (e.g., heavy, light), and time (e.g., before, after, morning, afternoon, days of week).	131I–131J, 131K–131L, 133A–133B, 133–134, 135A–135B, 135–136, 137A–137B, 137–138, 139A–139B, 139–140, 141A–141B, 141–142, 145A–145B, 145–146, 147A–147B, 147–148, 149A–149B, 149–150, 151A–151B, 151–152, 159I–159J, 159K–159L, 161A–161B, 161–162, 163A–163B, 163–164, 167A–167B, 167–168, 169A–169B, 169–170, 171A–171B, 171–172, 173A–173B, 173–174, 175A–175B, 175–176, 177A–177B, 177–178	
	2. Use tools to make predictions (e.g., using a balance scale, predicting how many cups a container will hold and then filling it to check the prediction).	131K–131L, 141A–141B, 141–142, 147A–147B, 147–148, 151A–151B, 151–152	
	3. Measure using non–standard units of measurement (e.g., use pencils to measure desk top, use different lengths of rope to measure distance in classroom).	131K–131L, 139A–139B, 139–140, 141A–141B, 141–142, 147A–147B, 147–148, 151A–151B, 151–152	
	4. Use digital and analog (face) clocks to tell time to the hour.	159J, 173A–173B, 173–174, 175A–175B, 175–176	
B. Apply appropriate techniques, tools, and formulas to determine measurements.	1. Explore measuring objects using a repeating non–standard unit of measurement (e.g., paper clips, cubes, etc.).	131I, 131L, 139A–139B, 139–140, 141A–141B, 141–142	

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**Mathematics Kindergarten**

**Standard 5: DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.**

<b>Benchmark</b>	<b>Performance Standards</b>	<b>Publisher Citation (pages)</b>	<b>% Meets Standard*</b>
A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	1. Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).	25K, 29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34	
B. Select and use appropriate statistical methods to analyze data.	1. Describe simple data and pose questions about the data.	25K, 29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34	
C. Develop and evaluate inferences and predictions that are based on data.	1. Make simple predictions.	See Grade 1.	
D. Understand and apply basic concepts of probability.	1. Answer questions that relate to the possibility of familiar events happening or not.	Related content: 125A–125B, 125–126	

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