

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

**North Dakota
Mathematics Content and
Achievement Standards**

Grades K-6

PEARSON

G/M-256

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2009, to the North Dakota Mathematics Content and Achievement Standards. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition include facsimile pages of the Student Edition.

The en**Vision**MATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

Personalized Curriculum

en**Vision**MATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

Instructional Design

en**Vision**MATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher’s Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**Vision**MATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

Differentiated Instruction

en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a “Try Again” at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

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**Scott Foresman – Addison Wesley enVisionMATH
to the
North Dakota Mathematics
Content and Achievement Standards**

Kindergarten

Standard 1: Number and Operation

Students understand and use basic and advanced concepts of number and number systems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numbers, Number Relationships, and Number Systems	
K.1.1. Count to 20	51A-52C, 55A-56C, 75A-76C, 81A-62C, 87AA-88C, 213A-214C, 215A-216C, 217A- 218C, 219A-220C
K.1.2. Count backward from 10 to 1	Related Content: 67A-68C, 195A-196C
K.1.3. Demonstrate one-to-one correspondence by counting up to 10 objects	51A-52C, 55A-56C, 75A-76C, 81A-62C, 87A-88C
K.1.4. Identify ordinal numbers to order objects, 1st - 5th	143A-144C, 145A-146C
K.1.5. Identify and write numerals to 10	51A-52C, 55A-56C, 75A-76C, 81A-62C, 87A-88C
K.1.6. Determine the relationship between two sets with 10 or fewer objects; i.e., less than, greater than, or equal to	63- 64C, 65- 66C, 67, 68b, 68CB
K.1.7. Use concrete materials to represent wholes and halves	139A-140C

Standard 2: Geometry and Spatial Sense

Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Two- And Three-Dimensional Shapes, Geometric Properties And Relationships	
K.2.1. Identify and reproduce two-dimensional figures; i.e., circle, triangle, rectangle, and square	115- 116B, 117- 118B
K.2.2. Match a three-dimensional object with its stated name; i.e., cone, sphere, cube, cylinder (e.g., which of these is a cone?)	125A-126C
Visualization, Spatial Reasoning, And Geometric Modeling	
K.2.3. Identify position and direction; i.e., inside, outside, between, above, below, behind, left, and right	17, 18, 18A, 19, 20, 20A, 21, 22, 23, 24, 24A

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Data Collection, Display, And Interpretation	
K.3.1. Sort objects according to a given attribute; e.g., use, size, color, shape	5A- 6A, 6C, 12, 12A, 12C
K.3.2. Read and interpret picture graphs as sources of information	295A-296C

Standard 4: Measurement

Students use concepts and tools of measurement to describe and quantify the world..

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Measurable Attributes, Measurement Systems and Units	
K.4.1. Name the days of the week in order	273A-274C
K.4.2. Tell time to the hour using digital and analog clocks	261A-262C
K.4.3. Order pictures first, next, last based on time	257A-258C, 263A-264C
K.4.4. Compare and order objects according to their length or weight	155A-156C, 157A-156C, 167A-167C
K.4.5. Identify a penny, nickel, and dime and state its value	237A-238C, 239A-240C, 241A-242C, 243A-244C
Measurement Tools, Techniques, and Formulas	
K.4.6. Measure length with non- standard units; e.g., paper clips, cubes	159A-160C

Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Patterns, Relations, And Functions	
K.5.1. Identify, sort, and classify objects by one attribute	5A- 6A, 6C, 12, 12A, 12C
K.5.2. Recognize, extend, and describe simple patterns	33A-34C, 35A- 36C, 37- 38C, 39A-40C, 43- 44C, 45A-46C, 225A-226C, 229A-230C
Mathematical Modeling	
K.5.3. Use tools and strategies (e.g., manipulatives) to model problems	109A-110C, 131A-132C

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Dakota Mathematics
Content and Achievement Standards
Grade One**

Standard 1: Number and Operation

Students understand and use basic and advanced concepts of number and number systems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numbers, Number Relationships, and Number Systems	
1.1.1. Count and order numbers to 100	1G-1H, 3A-6B, 7A-10B, 11A-14B, 23A-26B, 35A-38B, 39A-42B, 275A-278B, 307A-310B, 311A-314B, 343A-346B, 355A-358B
1.1.2. Identify and write numerals to 100	R1-R2, 1A-1F, 3A-6B, 7A-10B, 11A-14B, 23A-26B, 275A-278B, 307A-310B, 311A-314B, 315A-318B
1.1.3. Count backward from 20	174B, 625A-628B, 632B
1.1.4. Count by 2's to 20, and 10's to 100	275A-278B, 279A-282B, 291A-294B
1.1.5. Group objects by 2's, 5's, and 10's	275A-278B, 279A-282B, 291A-294B
1.1.6. Identify position using ordinal numbers	287A-290B
1.1.7. Connect number words and numerals to the quantities they represent (0 - 10)	R1-R2, 1A-1F, 3A-6B, 7A-10B, 11A-14B, 23A-26B, 275A-278B
1.1.8. Represent and explain fractions (i.e., one half, one fourth) as part of a whole and part of a set using concrete materials/drawings	589A-592B, 597A-600B
1.1.9. Identify place value for ones and tens	315A-318B
1.1.10. Compare two digit numbers using symbols; i.e., >, <, =	R2, 31-34, 317, 339A-342B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
1.1.11. Use grade-appropriate terms when communicating about addition and subtraction; i.e., sum, difference	65, 81, 97
Operations And Their Properties	
1.1.12. Use symbols to write addition and subtraction number sentences; i.e., +, -, =	63A-66B, 67A-70B, 71A-74B, 85, 89, 93, 95A-98B, 107A-110B, 111A-114B, 148, 493A-496B, 525A-528B, 630
Computational Fluency And Estimation	
1.1.13. Recall addition facts and subtraction facts (0-10)	143A-146B, 155A-158B, 175A-178B, 181, 185, 190, 512, 529A-532B
1.1.14. Estimate the number of objects and check by counting	419A-422B

Standard 2: Geometry and Spatial Sense

Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Two- And Three-Dimensional Shapes, Geometric Properties and Relationships	
1.2.1. Identify, compare, draw, and sort two dimensional figures; i.e., circle, triangle, rectangle, square, oval, and diamond	195A-198B, 199A-202B
1.2.2. Identify three-dimensional objects; i.e., pyramid, cube, cone, cylinder, sphere	227A-229, 230B, 235A-238, 238B
Transformation And Symmetry	
1.2.3. Identify lines of symmetry in two-dimensional figures	219A-222B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Visualization, Spatial Reasoning, and Geometric Modeling	
1.2.4. Arrange and describe objects in space by proximity, position, and direction; e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of	211-214B

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Data Collection, Display, And Interpretation	
1.3.1. Identify and display various forms of data in their world using charts and graphs; e.g., tally charts and bar graphs	541-544, 544B, 545-548, 548B, 549-552, 552B, 557-560, 560B, 561-564, 564B, 565-568, 568B, 569-572, 572B
1.3.2. Read and interpret tally charts and picture graphs as sources of information	R4, 539, 545A-548B, 557A-560B, 561A-564, 565A-568B, 569, 577A-590B
1.3.3. Sort objects by common attribute	R3, 199A-202B, 235A-238B

Standard 4: Measurement

Students use concepts and tools of measurement to describe and quantify the world..

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Measurable Attributes, Measurement Systems And Units	
1.4.1. Use the days of the week to show knowledge of yesterday, today, and tomorrow	Related Content: 469-471

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
1.4.2. Tell time to the hour and half-hour using digital and analog clocks	453A-456B, 45A7-460B, 461A-464B, 465A-468B
1.4.3. Estimate, and verify by measuring, length, weight, or capacity using nonstandard units	395A-398B, 399A-402B, 403A-406B, 419A-422B, 423A-426B, 431A-434B, 435A-348B
1.4.4. Estimate, and verify by measuring, length to the nearest inch, foot, and centimeter	407A-410B, 411A-414B
1.4.5. Identify a penny, nickel, dime, and quarter and state its value	367-370, 371-374, 375-378
1.4.6. Count a like set of pennies, nickels, or dimes to \$1.00	383-386, 390
1.4.7. Demonstrate that different combinations of coins (i.e., pennies, nickels and dimes) can have the same value	371A-374B, 375A-378B, 379A-382B
1.4.8. Sequence events with respect to time; e.g., yesterday, today, tomorrow, seasons	Related Content: 469-471
Measurement Tools, Techniques, And Formulas	
1.4.9. Identify the appropriate tool used to measure length (i.e., ruler), weight (i.e., scale), time (i.e., clock, calendar) and temperature (i.e., thermometer)	407A-410B, 411A-414B, 432-433, 434B, 436-437, 438B, 440-441, 442B, 453-456B, 457A-460B, 461A-464B

Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Patterns, Relations, And Functions	
1.5.1. Identify, sort, and classify objects by two or more attributes	235A-238B
1.5.2. Recognize, extend, create, and describe patterns	243A-246B, 251A-254B, 255A-258B, 275A-278B, 295A-298B
Numeric And Algebraic Representations	
1.5.3. Demonstrate the commutative property of addition; e.g., $3+5 = 5+3$	71-74B

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Dakota Mathematics
Content and Achievement Standards
Grade Two**

Standard 1: Number and Operation

Students understand and use basic and advanced concepts of number and number systems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numbers, Number Relationships, And Number Systems	
2.1.1. Count and order numbers up to 1,000	99-102B, 102B, 103-106, 106B, 107-110, 110B, 111-114, 114B, 511-514, 514B, 515-518, 518B, 519-522, 522B
2.1.2. Count backward from 100	74B, 203A-206B
2.1.3. Count by 2's, 5's, and 10's	128-129, 590
2.1.4. Identify and write numerals to 1,000	99-102, 102B, 103-106, 106B, 107-110, 110B, 511-514, 514B, 515-518, 518B, 519-522, 522B
2.1.5. Connect number words and numerals to the quantities they represent up to 100	99-102, 102B, 103-106, 106B, 107-110, 110B, 511-514, 514B, 515-518, 518B, 519-522, 522B
2.1.6. Demonstrate, identify, and explain the difference between odd and even numbers using concrete objects or drawings	131-134, 134B
2.1.7. Identify place value concepts through the hundreds place	99-102B, 103-106B
2.1.8. Use symbols (i.e., >, <, =) to compare whole numbers to 1,000	115-118, 118B
2.1.9. Round numbers to tens and hundreds	287-290B, 299-302B, 555-558B, 571-574B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
2.1.10. Use grade-appropriate terms when communicating about addition and subtraction; i.e., addend, sum, difference	1, 5, 13, 33, 49
2.1.11. Represent and explain fractions (i.e., one half, one third, one fourth, one sixth and one eighth) as part of a whole and part of a set	349-350, 351A-354B, 355A-358B
Operations And Their Properties	
2.1.12. Select an operation to solve problems involving addition and subtraction of whole numbers	63-66B, 243-245B, 611-614B
2.1.13. Demonstrate the inverse relationship between addition and subtraction; i.e., $3+4 = 7$, $7-4 = 3$	23-26B
2.1.14. Model multiplication using equal sets of objects	591-594B, 595-598B
2.1.15. Add and subtract two-digit whole numbers between 0 and 100 without regrouping	231-234B, 235A-238B, 255A-258B, 259A-262B
Computational Fluency And Estimation	
2.1.16. Recall addition facts and subtraction facts (0-18)	47-50, 79-82, 303-306B
2.1.17. Estimate whole number sums and differences	287-290B, 299-302B, 555A-558B, 571A-574B

Standard 2: Geometry and Spatial Sense

Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Two- And Three-Dimensional Shapes, Geometric Properties And Relationships	
2.2.1. Recognize geometric shapes and structures in their environment	313-314, 316-317, 318B, 322
2.2.2. Identify, describe, and sort three-dimensional objects; i.e., pyramid, cube, rectangular prism, cone, cylinder, and sphere	315-318B, 319-322B, 343A-345B
2.2.3. Predict and demonstrate the results of putting together and taking apart shapes	323-326B, 327-330B, 346
Transformation And Symmetry	
2.2.4. Identify symmetrical shapes and draw their line of symmetry	339-342B
2.2.5. Identify congruent figures from a selection of similar figures	331-334B

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Data Collection, Display, And Interpretation	
2.3.1. Sort and classify objects according to their attributes and organize data about the objects; e.g., Venn diagrams, graphs, tables	322, 323A

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
2.3.2. Demonstrate that data can be represented in a variety of ways	479A-482B, 483A-486B, 487A-490B, 503A-506B
2.3.3. Formulate and answer simple questions from data represented by graphs	479A-482B, 483A-486B, 487A-490B, 503A-506B
Predictions, Data Analysis, And Inferences	
2.3.4. Record results of activities involving chance (e.g., coin flips, dice rolls) and make reasonable predictions based upon data	496, 499-502B
2.3.5. Describe the likelihood of an event; e.g., cloudy, it may rain	495-498B, 499A-502B

Standard 4: Measurement

Students use concepts and tools of measurement to describe and quantify the world..

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Measurable Attributes, Measurement Systems and Units	
2.4.1. Tell time to the nearest quarter hour and 5 minute interval using digital and analog clocks	451A-454B, 455A-458B, 474
2.4.2. Distinguish between week days and weekend days	Related Content: 463-466
2.4.3. Recall the months of the year in order	466B
2.4.4. Count mixed coins to \$1.00	151-154B
2.4.5. Estimate and measure weight to the nearest pound or kilogram	435A-438B, 439-442B
2.4.6. Estimate and measure capacity to the nearest cup or liter	423-426B, 427-430

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
2.4.7. Estimate and measure length to the nearest inch, half-inch, foot, or centimeter	391-394B, 395-398B
2.4.8. Estimate and verify a quantity; e.g., marbles in a jar	415-418, 419-422, 423-426, 427-430
2.4.9. Compare and order given lengths, capacities, weights, or temperatures that are expressed in the same unit of measure	417, 432-433, 468-469
2.4.10. Identify the approximate size of basic units; e.g., width of finger is about one centimeter, large soda bottle is two liters, a paper clip weighs one gram	392-394B, 396-397, 398B, 424-426B, 430B, 436-438B, 441
Measurement Tools, Techniques, and Formulas	
2.4.11. Select the appropriate units for measuring time, length, weight, and temperature	394-394B, 395A, 398B, 399A, 427A, 437, 438B, 441, 442B
2.4.12. Use the symbols for the dollar and cent	145, 157, 159-162

Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Patterns, Relations, and Functions	
2.5.1. Extend and create number patterns	127A-130B, 187-190B, 357, 512, 527-530B, 543-546B, 590
2.5.2. State the rule that describes a given repeating and growing pattern	187-190, 512, 527-530B, 543-546B, 590

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numeric and Algebraic Representations	
2.5.3. Solve addition and subtraction equations with unknown numbers; e.g., $5 = 2 + \square$	5, 6B, 13, 21, 37, 40-42, 42B, 45, 49, 53, 57, 58B, 73, 77, 78B, 81, 85-86, 88-89, 176, 181, 197, 209, 210B, 221, 229, 241, 257, 261, 553, 568-570
Mathematical Modeling	
2.5.4. Use symbols (i.e., +, -, =, <, >) to write simple number sentences	4-5, 6B, 12-13, 14B, 21, 37, 40-42, 42B, 45, 49, 53, 57, 58B, 73, 77, 78B, 81, 85-86, 88-89, 176, 181, 197, 209, 210B, 221, 229, 241, 257, 261, 553, 568-570
2.5.5. Use words, objects, and number sentences to represent addition and subtraction problems	27-29B, 63-66B, 243-245B, 371-374B, 443-446B, 611-614B

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Dakota Mathematics
Content and Achievement Standards
Grade Three**

Standard 1: Number and Operation

Students understand and use basic and advanced concepts of number and number systems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numbers, Number Relationships, And Number Systems	
3.1.1. Count and order numbers up to 10,000	4B, 4-5, 6B, 6-7, 8B-9, 10B, 10-11, 16B, 16-17, 35
3.1.2. Read and write numerals to 10,000	4B, 4-5, 6B, 6-7, 8B-9, 10B, 10-11, 16B, 16-17, 35
3.1.3. Represent numbers up to 10,000 in standard, expanded, and word form	4B, 4-5, 6B, 6-7, 8B-9, 10B, 10-11, 16B, 16-17, 35
3.1.4. Identify the odd and even whole numbers from 0 to 10,000	122
3.1.5. Identify place values from ten- thousands through the hundredths place	4-9, 9B, 12-14, 15B, 16-17, 50-52, 53B, 306-307, 307B, 308-309, 309B
3.1.6. Use symbols to compare whole numbers from 0 to 10,000; i.e., >, <, =	12-14, 15B, 43, 315
3.1.7. Use mathematical terms when communicating about computations; i.e., factor, product, divisor, dividend, quotient	109, 185
3.1.8. Round numbers to tens, hundreds, and thousands	40-42, 43B, 74-75, 77, 77B
3.1.9. Represent fractions and mixed numbers using words, numerals, and physical models	276-277, 277B, 278-279, 279B, 280-281, 281B, 290-293, 293B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
3.1.10. Model, represent, and explain the concept of multiplication; i.e., repeated addition, rectangular arrays, and skip counting	108-109, 109B, 110-112, 113, 113B, 125, 416-417, 417B, 418-419, 419B
3.1.11. Model, represent, and explain the concept of division; i.e., repeated subtraction, rectangular arrays, and equal sharing	164-165, 165B, 170-171, 171B
3.1.12. Use a variety of methods and tools for problem solving; e.g., computing, including mental math, paper and pencil, calculator, manipulatives	Representative Pages: 36-38, 72-73, 164-165, 174-176, 196-198, 316-318, 199, 261, 342-343, 429
Operations And Their Properties	
3.1.13. Add and subtract whole numbers between 0 and 10,000	32-33, 33B, 34-35, 35B, 44-46, 46B, 48-49, 50-52, 53B, 54-55, 55B, 56-57, 57B, 72-73, 73B, 86B, 86-87, 88-89
3.1.14. Model and use the commutative and associative properties of addition and multiplication	33, 95, 110, 153
3.1.15. Apply the multiplication property of zero and one	131B
3.1.16. Multiply two- and three-digit numbers by a single-digit number	412-413, 413B, 416-417, 417B, 418-419, 419B, 420-421, 421B, 422-424, 424B
3.1.17. Divide two- and three-digit numbers by single digit number without remainders	436-437, 437B, 440-443, 443B, 444-445, 445B
3.1.18. Demonstrate the inverse relationships between multiplication and division	184-185, 185B, 186-188, 189B, 190-191, 191B, 192-193, 193B
3.1.19. Add and subtract simple fractions with like denominators; e.g., $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$	294-295, 295B
Computational Fluency And Estimation	
3.1.20. Recall multiplication and division facts (0-10)	184-185, 185B, 186-188, 189B, 190-191, 191B, 192-193, 193B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
3.1.21. Estimate whole number products and quotients	185, 354, 414-415, 415B, 438-439, 439B
3.1.22. Use estimation to determine if solutions are reasonable	49, 55

Standard 2: Geometry and Spatial Sense

Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Two- And Three-Dimensional Shapes, Geometric Properties And Relationships	
3.2.1. Compare physical attributes of two dimensional shapes; i.e., square, triangle, rectangle, and parallelogram	246-247, 247B, 248-249, 249B, 250-251, 251B, 252-253, 253B
3.2.2. Describe the characteristics of a cylinder, pyramid, cube, sphere, and cone	234-235, 235B
3.2.3. Identify points, endpoints, lines, line segments, rays, and angles and use symbols to represent them	242-243, 243B
3.2.4. Identify right angles	244-245, 245B
Coordinate Geometry	
3.2.5. Use ordered pairs to identify the locations of points in a grid; e.g., A-10 on a map	468-470, 470B
Transformation And Symmetry	
3.2.6. Identify and create shapes that have lines of symmetry	264-265, 265B, 266-267, 267B
3.2.7. Identify two-dimensional shapes that are congruent or similar	260-262, 263B

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Data Collection, Display, And Interpretation	
3.3.1. Identify different parts of a graph; i.e., label, scale, and data	460-462, 463B, 464-465, 465B, 466-467, 467B
3.3.2. Display and interpret graphs with symbols or pictures that represent more than one object or event	482-483, 483B
3.3.3. Solve problems based on data displayed on a graph	121, 458-459, 459B, 460-461, 463B, 464-465, 465B, 466-467, 467B, 478-481, 481B, 482-483, 483B
3.3.4. Recognize the elements in the union and intersection of sets represented by Venn diagrams	121
Probability	
3.3.5. Use a simple probability experiment to collect data, display the data in a graph, and interpret the likelihood of the outcome	476-477, 477B
Predictions, Data Analysis, And Inferences	
3.3.6. Determine which outcomes are most likely to occur in certain situations; e.g., spinning red is most likely to occur when the spinner is divided among red, blue, green, red	472-475, 475B

Standard 4: Measurement

Students use concepts and tools of measurement to describe and quantify the world..

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Measurable Attributes, Measurement Systems and Units	
3.4.1. Tell time to the nearest minute using digital and analog clocks	396-397, 397B
3.4.2. Determine elapsed time by the hour	400-401, 401B
3.4.3. Count mixed coins and bills; i.e., \$1, \$5, \$10, \$20	18-21, 21B
3.4.4. Read and measure temperature with a thermometer using Fahrenheit and Celsius scales	402-404, 404B
3.4.5. Estimate and measure to the nearest half inch or centimeter	332-333, 333B, 350-351, 351B
3.4.6. State specific relationships between units within the same measuring system; e.g., hours in a day, inches in a foot, cups in a pint	334-335, 337B, 339, 341, 350-351, 351B, 352-354, 355, 357, 359, 392-394, 395B, 398-399, 399B
3.4.7. Estimate and measure perimeter, area, and volume using links, tiles, grid paper, geoboards, and dot paper	368-369, 369B, 370-371, 371B, 376-377, 377B, 378-379, 379B, 380-382, 383, 383B
Measurement Tools, Techniques, and Formulas	
3.4.8. Select a variety of tools for measuring length, weight, and capacity	328-331, 331B, 332-333, 333B, 335-336, 338-339, 339B, 340-341, 341B, 350, 352-354, 355B, 356-357, 357B, 358-359, 359B

Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Patterns, Relations, And Functions	
3.5.1. Use patterns to solve problems	298-299, 299B, 360-361, 361B
3.5.2. Create patterns using multiplication	122-124, 125B, 126-127, 127B, 128-129, 129B, 210-211, 211B, 413
3.5.3. Determine the missing elements of a pattern of multiples	208-209, 209B
Numeric And Algebraic Representations	
3.5.4. Solve addition, subtraction, multiplication, and division equations with unknown numbers; e.g., $8 \times 56 = \square$	32-33, 33B, 66-67, 67B, 71, 98-100, 101B, 300
Mathematical Modeling	
3.5.5. Use symbols to write number sentences; i.e., +, -, >, <, =, x, and ÷	12-13, 43, 189, 222-223, 288B, 288-289, 290-293

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Dakota Mathematics
Content and Achievement Standards
Grade Four**

Standard 1: Number and Operation

Students understand and use basic and advanced concepts of number and number systems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numbers, Number Relationships, and Number Systems	
4.1.1. Identify place value from hundred thousands through the hundredths place	4B, 4-6, 7B, 8-9, 9B, 268-269, 269B
4.1.2. Order and compare using symbols; i.e., >, <, =, whole numbers (0 to 100,000) and decimals to hundredths	10-13, 270-273, 273B
4.1.3. Read and write numerals to 100,000	4-6, 7B, 8-9, 9B
4.1.4 Round whole numbers to the nearest tens, hundreds, thousands, ten thousands, and hundred thousands	14-15, 15B, 290-293, 293B
4.1.5. Represent numbers up to hundred thousands in standard and expanded forms	4B, 4-6, 7B, 8-9, 9B
4.1.6. Write tenths and hundredths as decimals and fractions	274-275, 275B
4.1.7. Compare equivalent decimals and fractions, e.g., $5/10 = .5$	274-275, 275B, 276-278, 279B
4.1.8. Use mathematical terms when communicating about computations involving fractions; i.e., numerator and denominator	217
4.1.9. Explain the meaning of remainders in real world situations	168-169, 169B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
4.1.10. Determine what information is relevant for solving a problem	34-35, 35B
4.1.11. Use a variety of strategies to solve problems; e.g., guess and check, work backwards, draw pictures, use objects	44-45, 45B, 68-69, 69B, 116-118, 118B, 258-260, 260B, 282-283, 283B
Operations And Their Properties	
4.1.12. Add and subtract whole numbers between 0 and 100,000	28-31, 31B, 32A-33, 34A-35, 35B, 36A-39, 39B, 40A-41, 41B, 42A-43, 43B
4.1.13. Multiply multi-digit numbers by two-digit numbers	110A-113, 113B, 142-143, 143B, 144A-145, 145B, 146A-149, 149B, 150A-151, 151B, 152A-153, 153B, 154A-155, 155B
4.1.14. Divide multi-digit numbers by a single-digit number	170-172, 173B, 174-176, 177B, 178-181, 181B, 186-187, 187B, 303
4.1.15. Add and subtract fractions and mixed numbers with like denominators	250-253, 253B, 254A-255, 255B, 256A-257, 257, 257B
4.1.16. Add and subtract decimals	294-295, 295B, 296-299, 299B, 300-302, 302B
4.1.17. Use the distributive property to simplify and perform computations	66
Computational Fluency And Estimation	
4.1.18. Determine when a rounded solution is appropriate	100-101
4.1.19. Estimate computations of whole numbers, fractions, and decimals	32-33, 33B, 100-101, 144-145, 145B, 166-167, 294-295, 295B, 300-302, 302B

Standard 2: Geometry and Spatial Sense

Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Two- And Three-Dimensional Shapes, Geometric Properties And Relationships	
4.2.1. Analyze and describe the attributes of two and three-dimensional shapes (i.e., circle, squares, trapezoid, rhombus)	202B, 202-203, 204B, 204-205, 206B, 206-207, 346B, 346-349, 350B, 350-351
4.2.2. Identify, describe, and model (e.g., using straws or other materials) parallel, perpendicular, and intersecting lines and line segments	196-197, 197B
Transformation And Symmetry	
4.2.3. Recognize the changes in position and orientation of two-dimensional figures after transformations; i.e., flips (reflections), turns (rotations), and slides (translations)	448-453B
4.2.4. Use motion geometry to show that shapes are congruent or similar	454-455, 455B

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Data Collection, Display, And Interpretation	
4.3.1. Determine a sample group to survey	402-403, 403B, 420-421, 423B
4.3.2. Collect and record data	402-403, 403B, 420-421, 422

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
4.3.3. Organize and display data in line graphs and circle graphs	410-411, 411B, 418-419, 419B
4.3.4. Read, interpret, and generate questions from data displayed in graphs; i.e., line graphs and circle graphs	402-403, 403B, 404- 405, 405B, 406-407, 407B, 410-411, 411B, 412-413, 413B, 414-415, 415B, 416-417, 417B, 418-419, 419B, 420-423, 423B
4.3.5. Use computers and spreadsheets to organize and display data	423
4.3.6. Use number lines and coordinate graphs to represent data	406-407, 407B, 410-411, 411B, 415
Probability	
4.3.7. Conduct simple probability experiments	472-474, 475B
Statistical Methods	
4.3.8. Determine or calculate the mode, mean/average, and range for a data set	412-415, 415B
Predictions, Data Analysis, And Inferences	
4.3.9. Make predictions and draw conclusions from simple probability experiments	472-474, 475B

Standard 4: Measurement

Students use concepts and tools of measurement to describe and quantify the world..

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Measurable Attributes, Measurement Systems and Units	
4.4.1. State specific relationships between units within the same measuring system; e.g., feet to yards, minutes to hours, milliliters to liters	364, 366, 368, 370-372, 373B, 374, 376, 378, 380-382, 383B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
4.4.2. Estimate and measure length to the nearest quarter inch	364-365
4.4.3. Analyze relationships between perimeter and area	332-333, 333B, 334-335, 335B
4.4.4. Make change up to \$20.00	18-19, 19B
4.4.5. Apply the concept of elapsed time; i.e., schedules and calendars	386-389, 389B
Measurement Tools, Techniques, and Formulas	
4.4.6. Select appropriate units for measuring perimeter, area, and volume	316-322, 323B, 324-330, 354-355, 355B

Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Patterns, Relations, And Functions	
4.5.1. Determine the missing elements of complex repeating patterns	58-59, 59B, 128-129, 129B, 130-131, 131B, 132-133, 356-357, 357B
Numeric And Algebraic Representations	
4.5.2. Explain that variables represent unknowns	128
Mathematical Modeling	
4.5.3. Solve problems with variables	128-129, 129B, 130-131, 131B, 132-133, 434-435, 435B, 436-437, 437B, 438-439, 439B, 440-441, 441B
4.5.4. Use parentheses in solving simple equations	62, 441

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Dakota Mathematics
Content and Achievement Standards
Grade Five**

Standard 1: Number and Operation

Students understand and use basic and advanced concepts of number and number systems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numbers, Number Relationships, And Number Systems	
5.1.1. Identify place value from the billions through the thousandths place	4-5, 5B, 10-11, 11B, 219
5.1.2. Order and compare whole numbers using symbols	6-8, 9B
5.1.3. Round whole numbers to the nearest million	28-29, 29B
5.1.4. Read and represent numbers to 1,000,000 in standard, expanded, and short word form	4-5, 5B
5.1.5. Place integers on a number line	412-413, 413B
5.1.6. Use negative integers in real- world situations; e.g., thermometer reading, yardage in a football game	412-413, 413B
5.1.7. Identify prime and composite numbers	106-108, 109B
5.1.8. Round, order, and compare, using symbols, fractions with like and unlike denominators	230-231, 231B
5.1.9. Round, order, and compare, using symbols, decimals to the tenths, hundredths, and thousandths place	12-13, 13B, 28-29, 29B
5.1.10. Explain and demonstrate the concept of a percent	398-399, 399B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
5.1.11. Compare equivalent fractions, decimals, and percents, e.g., $\frac{75}{100} = .75 = 75\%$	242-243, 243B, 400-401, 401B
5.1.12. Represent ratios and percents as parts of a whole using models and pictures	398-399, 399B, 400-401, 401B
5.1.13. Explain and demonstrate the relationship between exponential notation and repeated multiplication; e.g., $3^2 = 3 \times 3$	72-73, 73B
Operations And Their Properties	
5.1.14. Add and subtract whole numbers between 0 and 1,000,000	38A-41, 41B
5.1.15. Use commutative, associative, and identity properties to solve problems	24-25, 58-59, 60, 223
5.1.16. Use divisibility rules for 2, 5, and 10	102-103, 109
5.1.17. Determine the prime factors for a number using a factor tree	106-107, 109-109B
5.1.18. Determine least common multiple	260-261, 261B, 277
5.1.19. Determine greatest common factor	232-233, 233B
5.1.20. Use order of operations to simplify numeric expressions	158-160, 161B
5.1.21. Multiply multi-digit numbers by three-digit numbers	70-71, 71B
5.1.22. Divide multi-digit numbers by two-digit numbers with or without remainders	122-123, 123B, 128-129, 129B, 130-132, 133B, 134-137, 137B
5.1.23. Add and subtract improper fractions and mixed numbers with unlike denominators	266-267, 267B, 268-269, 269B
5.1.24. Add and subtract multi-digit decimals	42-45, 49

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
5.1.25. Multiply and divide multi-digit decimals	170-173, 173B, 176-177, 177B, 178-179, 179B, 180-181, 183B, 184-185, 185B, 186-187, 187B

Standard 2: Geometry and Spatial Sense

Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Two- And Three-Dimensional Shapes, Geometric Properties And Relationships	
5.2.1. Describe properties and attributes of two- and three-dimensional figures; i.e., obtuse angle, acute angle, radius, chord, diagonal, equilateral triangle, isosceles triangle, parallel lines, perpendicular lines	200-202, 203B, 204-205, 205B, 208-209, 209B, 210-211, 211B, 310-312, 313, 313B
5.2.2. Draw circles using a compass, and identify the components; i.e., radius, chord, diameter, center, and circumference	310-312, 313B
5.2.3. Identify the attributes of an angle and draw angles using protractors	204-205, 205B
5.2.4. Determine the degrees of the interior angles of triangles and quadrilaterals	208-209, 209B, 210-211, 211B
5.2.5. Determine the characteristics of, and the relationships among, points, lines, line segments, rays, and planes	200-202, 203B
Coordinate Geometry	
5.2.6. Use ordered pairs in quadrant 1 of a coordinate grid	414-416, 417B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Transformation And Symmetry	
5.2.7. Describe properties of congruent figures and use them to solve problems	308, 472-473, 473B

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Data Collection, Display, And Interpretation	
5.3.1. Read and interpret bar, line, and circle graphs, pictographs, and frequency tables	432-435, 435B, 436-439, 439B, 440-443, 443B, 444-445, 445B, 446-449, 449B, 450-451, 451B, 452-453, 453B, 454-455, 455B
Probability	
5.3.2. Determine the probability of a simple event and express it as a ratio	492-493, 493B
5.3.3. State possible outcomes for a given situation	486-487, 487B, 488-490, 491B, 494-495, 495B
5.3.4. Determine possible arrangements of four or fewer items	486-487, 487B, 488-490, 491B, 494-495, 495B
Statistical Methods	
5.3.5. Determine or calculate the mode, mean, and range of a set of data	452-453, 453B
Predictions, Data Analysis, And Inferences	
5.3.6. Make predictions and draw conclusions based on data collected from a sample group	437, 439, 449, 492-493, 493B

Standard 4: Measurement

Students use concepts and tools of measurement to describe and quantify the world..

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Measurable Attributes, Measurement Systems and Units	
5.4.1. Estimate and measure length to the nearest eighth inch	296-297, 297B
5.4.2. Measure and apply elapsed time; i.e., time zones, schedules, and calendars	358-359, 361B, 362-363, 363B
5.4.3. Measure angles using protractors	204-205, 205B
5.4.4. Estimate angle measures using the benchmark angles 45°, 90°, 180°, 270°, and 360°	204-205, 205B
Measurement Tools, Techniques, And Formulas	
5.4.5. Select and use appropriate units when measuring length, area, and volume	296-297, 297B, 298-299, 299B, 304-305, 305B, 306-307, 307B, 308-309, 309B, 332-334, 335B
5.4.6. Use formulas to calculate the perimeter and area of squares and rectangles	300-301, 303B, 304-305, 305B
5.4.7. Use formulas to calculate the volume of rectangular prisms	332-333, 335B

Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Patterns, Relations, And Functions	

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
5.5.1. Analyze patterns represented by tables and graphs	105, 133, 148-150, 151B, 382-384, 385B, 404-405, 405B
5.5.2. Identify a rule for a pattern involving addition, subtraction, or multiplication	105, 151, 382-384, 385B
5.5.3. Identify the rule for a pattern and then use the rule to solve a problem	105, 133, 148-150, 151, 382-384, 385B, 404-405, 405B
Numeric And Algebraic Representations	
5.5.4. Identify a variable in an expression	146-147, 147B
Mathematical Modeling	
5.5.5. Use equations to solve problems; e.g., $28/x=7$	259, 376-377, 377B, 378-379, 379B, 382-384, 385B

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Dakota Mathematics
Content and Achievement Standards
Grade Six**

Standard 1: Number and Operation

Students understand and use basic and advanced concepts of number and number systems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Numbers, Number Relationships, And Number Systems	
6.1.1. Use a fraction to represent parts of a whole, division, or a ratio	128B-130, 131B, 144B-145, 204B-205, 208B-209, 300B-301
6.1.2. Explain and use whole number percents 1 to 100	344B-346, 347, 349
6.1.3. Find the equivalent forms among fractions, decimals, and whole number percents	150B-151, 229, 348B-349
6.1.4. Compare and order fractions, decimals, mixed numbers and integers	22B-23, 224B-227
6.1.5. Generate a list of factors, prime factors, and multiples	120B-122, 124B-125
6.1.6. Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10	120B-122, 123B
Operations And Their Properties	
6.1.7. Explain the effects of arithmetic operations on fractions and decimals	162B-163, 163B, 186B-187, 187B, 190- 191, 191B, 202B-203, 203B

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
6.1.8. Identify the uses of the commutative and associative properties of addition and multiplication; e.g., grouping numbers to make addition or multiplication easier	33, 35, 239
6.1.9. Use order of operations; i.e., multiplication, division, addition and subtraction, to simplify numeric expressions	36B-37, 39B, 80B-81, 81B
Computational Fluency and Estimation	
6.1.10. Multiply and divide decimals	70B-71, 71B, 76B-77, 77B, 78B-79, 79B
6.1.11. Add, subtract, multiply, and divide fractions	144B-145, 145B, 162B-163, 163B, 166B-167, 167B, 188B-189, 189B, 204B-205, 205B, 208B-209, 209B
6.1.12. Express an exponent in standard form	10-11, 37, 39
6.1.13. Use problem solving strategies to solve and verify the results of problems	24B-25, 50B-51, 84B-85, 102B-103, 110B-111, 136B-137, 154B-155, 178B-179, 194B-195, 214B-215, 250B-251, 290B-291, 314B-315, 328B-329, 362B-363, 390B-391, 418B-419, 444B-445, 466B-467, 488B-489, 510B-511, 536B-537
6.1.14. Estimate the results of problems involving whole numbers, fractions, and decimals	62B-63, 66B-68, 170B-171, 186B-187, 202B-203

Standard 2: Geometry and Spatial Sense

Student understands and applies geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Two- And Three-Dimensional Shapes, Geometric Properties And Relationships	
6.2.1. Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary	270B-271
6.2.2. Identify polygons; i.e., triangle, rectangle, square, rhombus, parallelogram, trapezoid, pentagon, hexagon, octagon	274B-281, 290B-291, 291B
6.2.3. Describe the characteristics of a right triangle	274B-275, 277B
Coordinate Geometry	
6.2.4. Use ordered pairs to locate a point on a coordinate plane	246B-249, 249B
Transformation And Symmetry	
6.2.5. Identify, describe, and model motion geometry; i.e., rotations, reflections, and translations	284B-286, 287B
Visualization, Spatial Reasoning, And Geometric Modeling	
Draw basic geometric figures using appropriate tools; i.e., circle with a compass, triangle and rectangle with a ruler or straight edge	274, 276, 278

Standard 3: Data Analysis, Statistics, and Probability

Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Data Collection, Display, And Interpretation	
6.3.1. Collect and organize data, select and use an appropriate display; i.e., a frequency table, a line and bar graph	476B-478, 484B-486, 488B-489, 494B-496, 502B-504, 505B
Probability	
6.3.2. Count possible outcomes using lists	520B-522, 523B, 524B-526, 527B, 536B-537, 537B
6.3.3. Use experiments or simulations to determine probabilities	530B-532, 533, 534B-535, 535B
6.3.4. Use decimal values and ratios to represent probability	528B-529, 530B-532, 533, 534B-535, 535B
Statistical Methods	
6.3.5. Calculate the mean, median, mode, and range of a set of data	490B-492, 493, 493B
Predictions, Data Analysis, And Inferences	
6.3.6. Make predictions based on trends identified in tables and graphs	506B-508

Standard 4: Measurement

Students use concepts and tools of measurement to describe and quantify the world.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Measurable Attributes, Measurement Systems and Units	
Measure length to the nearest sixteenth of an inch	408-410, 411B
Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?	404, 406
Convert unit measurements within the same system (metric and standard)	400B-402, 403B, 404B-406, 407B
Distinguish among perimeter, area, surface area, and volume	426B-428, 429, 430B-422, 434B-436, 437, 458B-460, 462B-463, 464B-465
Measurement Tools, Techniques, And Formulas	
6.4.5. Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume	428, 431, 435, 458B-459
6.4.6. Use formulas to determine the circumference and area of circles and the perimeter and area of triangles and parallelograms	438B-440, 442B-443
6.4.7. Use area formulas to determine the surface area of right prisms and square pyramids	458B-460, 461B
6.4.8. Use formulas to determine the volume of rectangular prisms	462B-463, 463B

Standard 5: Algebra, Functions and Patterns

Standard 5: Students use algebraic concepts, functions, patterns, and relationships to solve problems.

North Dakota Mathematics Content and Achievement Standards	Scott Foresman – Addison Wesley enVisionMATH
Patterns, Relations, And Functions	
6.5.1. Identify and describe patterns represented by tables, graphs, and sequences	48B-49, 214B-215, 290B-291
Numeric And Algebraic Representations	
6.5.2. Use a variable to represent an unknown quantity	32B-33, 33B
Mathematical Modeling	
6.5.3. Use representations to solve problems; i.e., tables and numerical sentences	24B-25, 50B-51, 102B-103, 110B-111, 154B-155, 178B-179, 290B-291, 314B-315, 488B-489, 536B-537
Rates of Change	
6.5.4. Recognize examples of change over time; e.g., growth of a sixth grader from September to May	476B-478, 479, 487