

A CORRELATION OF

SCOTT FORESMAN ■ ADDISON WESLEY

Mathematics

to the

WYOMING
MATHEMATICS CONTENT
STANDARDS
Grades K-6



M/M-111

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 Wyoming Mathematics Content Standards. Correlation page references are to the Teacher Edition, which contains facsimile Pupil 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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**Scott Foresman – Addison Wesley Mathematics
to the
Wyoming Mathematics Content Standards
Kindergarten**

CONTENT STANDARD	
1. <u>NUMBER OPERATIONS AND CONCEPTS</u>	
Students use numbers, number sense, and number relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students read and represent numbers up to 9.	51K–51L, 55A–55B, 55–56, 57A–57B, 57–58, 59A–59B, 59–60, 6A–6AB, 61–62, 75I, 75K–75L, 77A–77B, 77–78, 79A–79B, 79–80, 81A–81B, 83A–83B, 83–84, 85A–85B, 85–86
2. Students recognize the larger of two sets. (Which set has more or less?)	25I, 25K, 27A–27B, 27–28, 29A–29B, 29–30, 63A–63B, 63–64, 87A–87B, 87–88, 89A–89B, 89–90, 121A–121B, 121–122
3. Students recognize and name penny, nickel, dime, and quarter using real coins.	179A–179B, 179–180, 181A–181B, 181–182, 183A–183B, 183–184, 187A–187B, 187–188
4. Students count with understanding up to 21 objects to solve problems.	53A–53B, 53–54, 57A–57B, 57–58, 77A–77B, 77–78, 79A–79B, 79–80, 83A–83B, 83–84, 103A–103B, 103–104
5. Students act out or use objects as strategies to solve problems.	185A–185B, 185–186, 217A–217B, 217–218

CONTENT STANDARD 2. <u>GEOMETRY</u> Students apply geometric concepts, properties, and relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, name, compare, and sort geometric shapes (circle, square, triangle and rectangle).	203A–203B, 203–204, 205A–205B, 205–206
2. Students select, use, and communicate organizational methods in a problem –solving situation using geometric shapes.	219A–219B, 219–220

CONTENT STANDARD 3. <u>MEASUREMENT</u> Students use a variety of tools and techniques of measurement in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students apply estimation and measurement of length to content problems using non-standard units up to 9 units.	139A–139B, 139–140, 141A–141B, 141–142

CONTENT STANDARD 4. <u>ALGEBRA</u> Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, describe, and create three-element patterns by using manipulatives.	37A–37B, 37–38, 39A–39B, 39–40, 43A–43B, 43–44, 45A–45B, 45–46

CONTENT STANDARD
5. DATA ANALYSIS AND PROBABILITY
Students use data analysis and probability to analyze given situations and the results of experiments.

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students sort real objects to create graphs.	29A–29B, 29–30, 33A–33B, 33–34, 67A–67B, 67–68
2. Students communicate conclusions from a set of data. (Which set has more or less?)	29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34, 67A–67B, 67–68, 125A–125B, 125–126

**Scott Foresman – Addison Wesley Mathematics
to the
Wyoming Mathematics Content Standards
Grade 1**

CONTENT STANDARD	
1. <u>NUMBER OPERATIONS AND CONCEPTS</u>	
Students use numbers, number sense, and number relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students use the concept of place value to read and represent numbers up to 99.	239E, 239I, 241A–241B, 241–242, 243A–243B, 243–244, 245A–245B, 245–246, 247A–247B, 247–248, 253, 255A–255B, 255–256, 257A–257B, 257–258, 279E, 279I, 263A–263B, 263–264, 273, 281A–281B, 281–282, 283A–283B, 283–284, 285A–285B, 285–2886, 287A–287B, 287–288, 291A–291B, 291–292, 293
2. Students use sets of objects to compare values and order numerals.	29A–29B, 29–30, 31A–31B, 31–32, 239J, 245A–245B, 245–246, 263A–263B, 263–264, 279E–279F, 297A–297B, 297–298, 299A–299B, 299–300, 301A–301B, 301–302
3. Students use coins (penny, nickel, dime, and quarter) to compare values (more/less).	329E, 339A–339B, 339–340

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
<p>4. Students demonstrate computational fluency* with basic facts (add to 10).</p>	<p>43E–43F, 45A–45B, 45–46, 47A–47B, 47–48, 49A–49B, 49–50, 51A–51B, 51–52, 53A–53B, 53–56, 57A–57B, 57–58, 59, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 67A–67B, 67–68, 69A–69B, 69–70, 71A–71B, 71–72, 73, 75A–75B, 75–76, 77A–77B, 77–78, 79A–79B, 79–80, 81, 83, 88, 89E–89F, 89I–89J, 91A–91B, 91–92, 93A–93B, 93–94, 95A–95B, 95–96, 97A–97B, 97–98, 99A–99B, 99–100, 101, 103A–103B, 103–104, 105A–105B, 105–106, 107A–110, 111A–111B, 111–112, 113A–113B, 113–114, 115, 123E–123F, 123I–123J, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–132, 133A–133B, 133–134, 135, 137A–137B, 137–138, 139A–139B, 139–140, 141A–141B, 141–142, 143A–143B, 143–144, 145A–145B, 145–146, 147, 149</p>
<p>5. Students make a picture or <i>use objects</i> as strategies to solve problems.</p>	<p>9, 21A–21B, 21–22, 46, 64, 66, 76, 111A–11B, 111–112, 114, 115, 121, 206, 220, 248, 291A–291B, 291–292, 293, 326</p>
<p>6. Students communicate their choice of appropriate grade level procedures and results when performing operations in a problem-solving situation.</p>	<p>43I–43J, 57A–57B, 57–58, 71A–71B, 71–72, 111A–111B, 111–112, 133A–133B, 133–134, 143A–143B, 143–144, 445A–445B, 445–446</p>

CONTENT STANDARD 2. <u>GEOMETRY</u> Students apply geometric concepts, properties, and relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, name, compare, and sort 2- and 3-dimensional geometric objects.	155E–155F, 155I, 157A–157B, 157–158, 159A–159B, 159–160, 161A–161B, 161–162, 163, 165A–165B, 165–166, 167A–167B, 167–168, 169A–169B, 169–170
2. Students select, use, and communicate organizational methods in a problem-solving situation using 2- and 3- dimensional geometric objects.	8, 158, 170, 172, 174, 177A–177B, 177–178

CONTENT STANDARD 3. <u>MEASUREMENT</u> Students use a variety of tools and techniques of measurement in a problem-solving situation..	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students apply estimation and measurement of length to content problems using non-standard units up to 99 units.	363E, 365A–365B, 365–366, 367–368, 369A–369B, 369–370
2. Students apply estimation and measurement of capacity to content problems using non-standard units.	363E–363F, 383A–383B, 383–384
3. Students tell time, using both analog and digital clocks to the nearest half-hour.	203E, 203J, 207A–207B, 207–208, 209A–209B, 209–210, 211A–211B, 211–212, 213–214, 215A–215B, 215–216, 217

CONTENT STANDARD	
4. <u>ALGEBRA</u>	
Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, create, and describe four-element patterns by using manipulatives and graphic representations.	1E, 1I, 3A–3B, 3–4, 5A–5B, 5–6, 7A–7B, 7–8, 9, 33A–33B, 33–34, 37, 239F, 243A–243B, 243–244, 255A–255B, 255–256, 257A–257B, 257–258, 259–260, 261A–261B, 261–262, 269A–269B, 269–270, 273
2. Students apply knowledge of repeating patterns when solving problems.	261A–261B, 261–262

CONTENT STANDARD	
5. <u>DATA ANALYSIS AND PROBABILITY</u>	
Students use data analysis and probability to analyze given situations and the results of experiments.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students collect and classify information to create graphs with pictures and report data in problem-solving situations.	191A–191B, 191–192, 223A–223B, 223–224, 251A–251B, 251–252, 309A–309B, 309–310, 311A–311B, 311–312, 313A–313B, 313–314, 320, 321, 328, 481A–481B, 481–482
2. Students communicate conclusions about a set of data using graphs with pictures.	175–176, 309A–309B, 309–310, 320, 321
3. Students perform and record (with tally marks) simple probability experiments.	403A–403B, 403–404, 407, 410

**Scott Foresman – Addison Wesley Mathematics
to the
Wyoming Mathematics Content Standards
Grade 2**

CONTENT STANDARD	
1. <u>NUMBER OPERATIONS AND CONCEPTS</u>	
Students use numbers, number sense, and number relationships in a problem-solving situation.	
BENCHMARK GRADE 2	Scott Foresman – Addison Wesley Mathematics
1. Students use the concept of place value to read and write designated numbers up to 999.	79E–79F, 81A–81B, 81–82, 83A–83B, 83–84, 85A–85B, 85–86, 89A–89B, 89–90, 97A–97B, 97–98, 389E, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–396, 397A–397B, 397–398
2. Students compare and order whole numbers up to 999.	91A–91B, 91–92, 97A–97B, 97–98, 103A–103B, 103–104, 389J, 399A–399B, 399–400, 407A–407B, 407–408, 409A–409B, 409–410, 419
3. Students use coins to compare the values and make combinations up to one dollar.	79F, 79J, 109A–109B, 109–110, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117A–117B, 117–118, 121A–121B, 121–122
4. Students demonstrate computational fluency* with basic facts (add to 20, subtract from 10).	1E–1F, 1I, 3A–3B, 3–4, 5A–5B, 5–6, 7–8, 9A–9B, 9–10, 11A–11B, 11–12, 13A–13B, 13–14, 15A–15B, 15–16, 17A–17B, 17–18, 19A–19B, 19–20, 21, 23A–23B, 23–24, 25A–25B, 25–26, 27A–27B, 27–28, 29A–29B, 29–30, 31A–31B, 31–32, 33, 35, 41E–41F, 41I, 43A–43B, 43–44, 45A–45B, 45–46, 47A–47B, 47–48,

<p style="text-align: center;">BENCHMARK GRADE 2</p>	<p style="text-align: center;">Scott Foresman – Addison Wesley Mathematics</p>
<p>(continued)</p>	<p>49A–49B, 49–50, 51A–51B, 51–52, 53A–53B, 54, 61A–61B, 61–62, 63A–63B, 63–64, 65S–65B, 65–66, 67A–67B, 67–68, 69A–69B, 71, 73</p>
<p>5. Students use mental math (fact families) and estimation strategies (referent to a group of 10) to solve problems.</p>	<p>36, 133J, 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, 191A–191B, 191–192, 193A–193B, 193–194, 216, 229A–229B, 229–230, 231A–231B, 231–232, 396, 397A–397B, 397–398, 427A–427B, 427–428, 429A–429B, 429–430, 445A–445B, 445–446, 452, 453A–453B, 453–454</p>
<p>6. Students look for patterns and use guess and check as strategies to solve problems.</p>	<p>99A–99B, 99–100, 155A–155B, 155–156, 197A–197B, 197–198, 389F, 413A–413B, 413–414</p>
<p>7. Students communicate their choice of appropriate grade level procedures and results when performing operations in a problem-solving situation.</p>	<p>1J, 9A–9B, 9–10, 19A–19B, 19–20, 57A–57B, 57–58, 67A–67B, 67–68, 155A–155B, 155–156, 161A–161B, 161–162, 189A–189B, 189–190, 197A–197B, 197–198, 209J, 221A–221B, 221–222, 233A–223B, 223–234, 377A–377B, 377–378, 439A–439B, 439–440, 453A–453B, 453–454, 465I, 479A–479B, 479–480, 487A–487B, 487–488</p>

CONTENT STANDARD 2. <u>GEOMETRY</u> Students apply geometric concepts, properties, and relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students name, classify, and describe 2- and 3-dimensional geometric objects.	245E–245F, 246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 215A–251B, 253
2. Students identify lines of symmetry in various geometric objects.	261A–261B, 261–262
3. Students select, use, and communicate organizational methods in problem-solving situations with 2- and 3-dimensional objects.	248, 250, 258, 260, 262, 265A–265B, 265–266

CONTENT STANDARD 3. <u>MEASUREMENT</u> Students use a variety of tools and techniques of measurement in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students apply estimation and measurement of length to content problems using standard units to the nearest inch.	339E, 343A–343B, 343–344, 345A–345B, 345–346
2. Students apply estimation and measurement of weight to content problems using non-standards units.	339E–339F, 363A–363B, 363–364
3. Students tell time, using both analog and digital clocks to the nearest five minutes.	289E, 291A–291B, 291–292, 293A–293B, 293–294, 295A–295B, 295–296

CONTENT STANDARD 4. <u>ALGEBRA</u> Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, describe, create, and extend patterns by using manipulatives and graphic representations.	99A–99B, 99–100, 157A–157B, 157–158, 420
2. Students apply knowledge of appropriate grade-level patterns when solving problems.	413A–413B, 413–414

CONTENT STANDARD 5. <u>DATA ANALYSIS AND PROBABILITY</u> Students use data analysis and probability to analyze given situations and the results of experiments.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students collect, organize, and report data using graphs and Venn diagrams.	289E–289F, 289J, 311A–311B, 311–312, 313A–313B, 313–314, 315A–315B, 315–316, 319A–319B, 319–320, 321A–321B, 321–322, 323A–323B, 323–324, 325A–325B, 325–326, 327A–327B, 327–328, 333–335
2. Students communicate conclusions about a set of data using graphs and Venn diagrams.	289E–289F, 311A–311B, 311–312, 313A–313B, 313–314, 315A–315B, 315–316, 319A–319B, 319–320, 321A–321B, 321–322, 323A–323B, 323–324, 325A–325B, 325–326, 327A–327B, 327–328, 333–335
3. Students perform and record results of simple probability experiments using equally and unequally divided spinners.	339J, 373A–373B, 373–374

**Scott Foresman – Addison Wesley Mathematics
to the
Wyoming Mathematics Content Standards
Grade 3**

CONTENT STANDARD	
1. <u>NUMBER OPERATIONS AND CONCEPTS</u>	
Students use numbers, number sense, and number relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students use the concept of place value to read and write designated numbers up to 9,999.	2I–2J, 6A–6B, 6–7, 8A–8B, 8–9, 10A–10B, 10–11, 12A–12B, 12–13
2. Students compare and order whole numbers up to 9,999.	18A–18B, 18–19, 20–21, 22A–22B, 22–23
3. Students use coins and bills to compare the values and make combinations up to five dollars.	36A–36B, 36–37, 38A–38B, 38–39, 40A–40B, 40–41
4. Students demonstrate computational fluency with basic facts (add to 20 and subtract from 20).	70A–70B, 70–71
5. Students add and subtract two– and three–digit numbers with and without regrouping.	126A–126B, 126–127, 128A–128B, 128–129, 130–131, 132A–132B, 132–133, 134–135, 146A–146B, 146–147, 148A–148B, 148–149, 150A–150B, 150–151, 152A–152B, 152–153, 154–155, 156A–156B, 156–157
6. Students make an organized list and break problems into parts as strategies to solve problems.	284A–284B, 284–285, 528A–528B, 528–529, 578A–578B, 578–579

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
7. Students use estimation strategies (rounding to the nearest 10 or 100, or front-end loading) to solve problems.	64I–64J, 86A–86B, 86–87, 88–89, 90A–90B, 90–91, 98A–98B, 98–99, 100, 134, 137, 616A–616B, 616–617, 618A–618B, 618–619, 620–621, 622A–622B, 622–623, 624A–624B, 624–625, 626A–626B, 626–627, 622A–622B, 622–623
8. Students communicate their choice of procedures and results when performing number operations in a problem-solving situation.	71, 76A–76B, 76–77, 95, 102A–102B, 102–103, 127, 149, 157, 270A–270B, 270–271, 272–273, 278, 283, 284A–284B, 284–285, 290, 326, 346A–346B, 346–347, 380A–380B, 380–381, 385, 387, 389, 391, 393, 397, 649, 654, 656A–656B, 656–657

CONTENT STANDARD 2. <u>GEOMETRY</u> Students apply geometric concepts, properties, and relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students describe 2- and 3-dimensional geometric objects and relationships.	426I, 428A–428B, 428–429, 430–431, 432A–432B, 432–433, 446A–446B, 446–447, 448–449, 450A–450B, 450–451, 452–453, 454A–454B, 454–455, 456A–456B, 456–457, 458–459, 460A–460B, 460–461
2. Students describe and compare various geometric objects using congruency and lines of symmetry.	456A–456B, 456–457, 458–459, 460A–460B, 460–461

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
3. Students select, use, and communicate organizational methods in problem-solving situations appropriate to grade level.	140A–140B, 140–141, 142, 332A–332B, 332–333, 334–335, 433, 436A–436B, 436–437, 438–439, 448, 452, 455, 458, 474A–474B, 474–475, 578A–578B, 578–579

<p style="text-align: center;">CONTENT STANDARD 3. MEASUREMENT Students use a variety of tools and techniques of measurement in a problem-solving situation.</p>	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students apply estimation and measurement of length to content problems using actual measuring devices and express the results in U.S. customary units (inches, feet, and yards).	532A–532B, 532–533, 534A–534B, 534–535, 536A–536B, 536–537, 538A–538B, 538–539
2. Students apply estimation and measurement of capacity in problem-solving situations using actual measuring devices and express the results in U.S. customary units (cups, quarts, and gallons).	678I, 680A–680B, 680–681, 682–683
3. Students demonstrate relationships within the U.S. customary units in problem-solving situations.	536A–536B, 536–537, 538A–538B, 538–539, 680A–680B, 680–681, 682–683, 690A–690B, 690–691, 692
4. Students determine perimeter of rectangles and squares using models in problem solving situations.	464A–464B, 464–465, 466–467
5. Students tell time, using both analog and digital clocks, to the nearest minute using A.M. and P.M.	192A–192B, 192–193, 194–195, 196A–196B, 196–197

CONTENT STANDARD 4. <u>ALGEBRA</u> Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, describe, create, and extend patterns by using manipulatives, numbers, and graphic representations.	24A–27, 277, 282, 286, 288A–288B, 288–289, 332A–332B, 332–333, 334–335, 340A–340B, 340–341, 344A–344B, 344–345, 402–403, 505, 685, 695
2. Students apply knowledge of appropriate grade level patterns when solving problems.	332A–332B, 332–333, 334–335

CONTENT STANDARD 5. <u>DATA ANALYSIS AND PROBABILITY</u> Students use data analysis and probability to analyze given situations and the results of experiments.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students collect, organize, and compare data using graphs and Venn diagrams.	190J, 204A–204B, 204–205, 206–207, 208A–208B, 208–209, 210–211, 212A–212B, 212–213, 214–215, 216A–216B, 216–217
2. Students communicate conclusions about a set of data by interpreting information using graphs and Venn diagrams.	190J, 208A–208B, 208–209, 210–211, 212A–212B, 212–213, 214–215, 216A–216B, 216–217
3. Students predict, perform, and record likely results of simple probability experiments.	678J, 700A–700B, 700–701, 702A–702B, 702–703, 704A–704B, 704–705, 706–707

**Scott Foresman – Addison Wesley Mathematics
to the
Wyoming Mathematics Content Standards
Grade 4**

CONTENT STANDARD	
1. <u>NUMBER OPERATION AND CONCEPTS</u>	
Students use numbers, number sense, and number relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students use the concept of place value to read and write whole numbers up to 999,999 in words, standard, and expanded form.	2I, 4A–4B, 4–5, 6–7, 8A–8B, 8–9, 10A–10B, 10–11
2. Students compare and order whole numbers.	16A–16B, 16–17, 18–19
3. Students use coins and bills to compare the values, make combinations up to \$10.00, and make change from amounts up to \$5.00.	2J, 30A–30B, 30–31, 32A–32B, 32–33
4. Students demonstrate computational fluency with basic facts (add to 20, subtract from 20, multiply by 0–10).	122J, 132A–132B, 132–133, 134–135, 148A–148B, 148–149
5. Students add and subtract to thousands and multiply hundreds by a single digit.	76A–76B, 76–77, 78–79, 80A–80B, 80–81, 82A–82B, 82–83, 84–85, 254J, 256A–256B, 256–257
6. Students explain their choice of problem-solving strategies and justify their results when performing whole number operations in problem-solving situations.	63, 66, 70, 78, 81, 84, 86A–86B, 86–87, 90A–90B, 90–91, 126, 130, 134, 137, 140A–140B, 140–141, 142–143, 147, 149, 151, 153, 156A–156B, 156–157, 260, 263, 272, 275, 278A–278B, 278–279, 280–281, 290A–290B, 290–291, 318, 322, 334, 337, 339, 341, 367, 370, 373, 376, 382, 388, 391, 393, 396A–396B, 396–397, 398–399

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
7. Students recognize commonly used fractions (halves, thirds, fourths) as parts of a whole using an area model.	498I, 500A–500B, 500–501
8. Students use estimation strategies to solve problems.	60I, 62A–73, 254I, 258A–258B, 258–259, 260–261, 271, 323, 364J, 368–369, 371A–371B, 371, 636A–636B, 636–637

CONTENT STANDARD 2. <u>GEOMETRY</u> Students apply geometric concepts, properties, and relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students classify and describe 2- and 3-dimensional geometric objects by their attributes (sides, edges, vertices, and faces).	432I, 434A–439, 444A–449
2. Students understand the images resulting from reflections (flips).	452A–454
3. Students select, use, and communicate organizational methods in problem-solving situations appropriate to grade level.	90A–90B, 90–91, 439, 454, 470, 474A–474B, 474–475, 512A–512B, 512–513, 648A–648B, 648–649, 714A–714B, 714–715
4. Students know characteristics of lines (parallel, perpendicular, and intersecting).	440A–440B, 441, 442

CONTENT STANDARD 3. <u>MEASUREMENT</u> Students use a variety of tools and techniques of measurement in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students select and apply appropriate U.S. customary units (half inch, quarter inch, feet, and yards) to the estimation and measurement of length in real-world problems using actual measuring devices.	588A–588B, 588–589
2. Students select and apply appropriate U.S. customary units (ounces and pounds) to the estimation and measurement of weight in real-world problems using actual measuring devices.	594A–594B, 594–595
3. Students select and apply appropriate U.S. customary units (teaspoons, tablespoons, cups, pints, quarts, and gallons) to the estimation and measurement of capacity in real-world problems using actual measuring devices.	592A–592B, 592–593
4. Students demonstrate relationships within the U.S. customary system, given an equivalence chart, in problem-solving situations.	560J, 588B, 588, 592A, 592, 594, 596A–596B, 596–597, 598–599
5. Students determine area and perimeter of rectangles and squares using models in problem-solving situations.	432J, 464–465, 466–467, 468A–468B, 468–470, 471
6. Students use time, in problem-solving situations to:	
<ul style="list-style-type: none"> • compare relationships among seconds, minutes, and hours; 	188I, 192A–192B, 192–193, 194
<ul style="list-style-type: none"> • use elapsed time to the nearest minute. 	196A–196B, 196–197

CONTENT STANDARD	
4. <u>ALGEBRA</u>	
Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, describe, extend, create, and generalize patterns by using manipulatives, numbers, and graphic representations.	37, 90A–90B, 90–91, 122I, 128A–128B, 128–129, 130–131, 136B, 136–137, 256, 314A–314B, 314–315, 366A–366B, 366–367, 406A–406B, 406–407, 454, 641
2. Students apply knowledge of appropriate grade level patterns when solving problems.	90A–90B, 90–91, 140A–140B, 140–141, 142
3. Students explain a rule given a pattern or sequence.	136, 140A–140B, 140–141, 142, 256, 366A–366B, 366–367, 406A–406B, 406–407

CONTENT STANDARD	
5. <u>DATA ANALYSIS AND PROBABILITY</u>	
Students use data analysis and probability to analyze given situations and the results of experiments.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students collect, organize, and compare data in graphs, Venn diagrams, tables, and charts.	188J, 204A–204B, 204–205, 206A–206B, 206–207, 208A–208B, 208–209, 210–211, 212A–212B, 212–213, 214–215, 216A–216B, 216–218, 219, 220–221, 222A–222B, 222–223, 226A–226B, 226–227, 228–229, 230A–230B, 230–231, 232A–232B, 232–233

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
<p>2. Students communicate conclusions about a set of data by interpreting information using graphs, Venn diagrams, tables, and charts.</p>	<p>188J, 204A–204B, 204–205, 206A–206B, 206–207, 208A–208B, 208–209, 210–211, 212A–212B, 212–213, 214–215, 216A–216B, 216–218, 219, 220–221, 222A–222B, 222–223, 226A–226B, 226–227, 228–229, 230A–230B, 230–231, 232A–232B, 232–233</p>
<p>3. Students predict, perform, and record results of probability experiments.</p>	<p>686J, 706A–706B, 706–707, 708–709, 710A–710B, 710–711</p>
<p>4. Students predict all possible outcomes of a given situation or event.</p>	<p>704A–704B, 704–705</p>

**Scott Foresman – Addison Wesley Mathematics
to the
Wyoming Mathematics Content Standards
Grade 5**

CONTENT STANDARD	
1. <u>NUMBER OPERATIONS AND CONCEPTS</u>	
Students use numbers, number sense, and number relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students use the concept of place value to read and write whole numbers (in words, standard, and expanded form) and decimals (10ths and 100ths).	2E, 4A–4B, 4–5, 8A–8B, 8–9, 10, 14A–14B, 14–15, 16–17
2. Students demonstrate computational fluency with basic facts for all four operations, including identifying multiples and factors of designated numbers up to 100.	133, 134–135, 162A–162B, 162–163, 414A–414B, 414–415
3. Students demonstrate an understanding of whole number operations by:	
<ul style="list-style-type: none"> ▪ explaining the relationships between the operations of addition, subtraction, multiplication, and division; and 	40, 132A–132B, 132–133, 134–135
<ul style="list-style-type: none"> ▪ multiplying by two-digit whole numbers and dividing by single-digit whole numbers. 	64E, 72A–72B, 72–74, 75, 130J, 152A–152B, 152–154
4. Students explain their choice of estimation or problem-solving strategies and justify results when performing number operations in problem-solving situations.	28A–28B, 28–30, 31, 42A–42B, 42–43, 68A–68B, 68–69, 86A–86B, 86–87, 88, 94, 130I–130J, 138A–138B, 138–139, 140, 204A–204B, 204–205, 206–207, 210A–210B, 210–211, 233, 474A–474B, 474–475, 494A–494B, 494–495, 624A–624B, 624–625

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
5. Students add and subtract decimals to hundredths and solve problems in the context of money.	2J, 38A–38B, 38–39, 40A–40B, 40–41, 148A–148B, 148–150, 151, 160A–160B, 160–161, 232A–232B, 232–233
6. Students demonstrate an understanding of fractions as parts of wholes.	392E, 392I, 394A–394B, 394–395, 396
7. Students order, compare, add, and subtract fractions with like denominators.	418A–418B, 418–419, 420A–420B, 420–422, 460A–460B, 460–461

<p align="center">CONTENT STANDARD 2. <u>GEOMETRY</u> Students apply geometric concepts, properties, and relationships in a problem-solving situation.</p>	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students describe, draw, and classify two-dimensional geometric figures such as triangles, quadrilaterals, and circles.	326I–326J, 340A–340B, 340–341, 342A–342B, 342–344, 345, 346A–346B, 346–347, 348–349
2. Students describe, identify, and classify three-dimensional geometric figures such as cylinders, cones, pyramids, rectangular prisms, and spheres.	592I, 594A–594B, 594–596, 597, 598A–598B, 598–599, 600–601
3. Students describe and compare various geometric objects using congruency and lines of symmetry appropriate to grade level.	360A–360B, 360–361, 362, 368A–368B, 368–369, 370
4. Students select, use, and communicate organizational methods in problem-solving situations appropriate to grade level.	144A–144B, 144–145, 276A–276B, 276–277, 278–279, 352A–352B, 352–353, 354, 558A–558B, 558–559, 606A–606B, 606–607, 660A–660B, 660–661

CONTENT STANDARD 3. <u>MEASUREMENT</u> Students use a variety of tools and techniques of measurement in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students apply estimation and measurement of length to content problems using actual measuring devices and express the results in U.S. customary units (parts of an inch—halves/fourths, eights inches, feet, yards, and miles).	528A–528B, 528–529, 530–531
2. Students apply estimation and measurement of weight to content problems using actual measuring devices and express the results in U.S. customary units (ounces and pounds).	620A–620B, 620–621
3. Students apply estimation and measurement of capacity in real-world problem-solving situations using actual measuring devices and express the results in U.S. customary units (teaspoons, tablespoons, cups, pints, quarts, and gallons).	614A–614B, 614–615
4. Students demonstrate relationships within the U.S. customary units, given an equivalence chart, in problem-solving situations appropriate to grade level.	528A–528B, 528–529, 530–531, 614A–614B, 614–615, 620A–620B, 620–621
5. Students determine area and perimeter of triangles, rectangles, and squares using models in problem-solving situations using appropriate units.	526I–526J, 540A–540B, 540–541, 548A–548B, 548–549, 550A–550B, 550–551, 552A–552B, 552–553, 554A–554B, 554–555
6. Students use time, in problem-solving situations to:	
<ul style="list-style-type: none"> • compare relationships among seconds, minutes, hours, and days, and 	562A–562B, 562–563
<ul style="list-style-type: none"> • use elapsed time to the nearest minute. 	564A–564B, 564–565, 566–567

CONTENT STANDARD	
4. <u>ALGEBRA</u>	
Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, describe, extend, create, and generalize patterns by using manipulatives, numbers, and graphic representations, including charts and graphs.	66, 75, 84, 106A–106B, 106–107, 136, 141, 142–143, 144A–144B, 144–145, 202, 694J
2. Students apply knowledge of patterns when solving problems appropriate to grade level.	75, 106A–106B, 106–107, 141, 142–143, 144A–144B, 144–145
3. Students represent the idea of a variable as an unknown quantity, a letter, or a symbol within addition and subtraction sentences using whole numbers.	100A–100B, 100–101, 102–103, 104A–104B, 104–105, 108A–108B, 108–109, 137, 163, 694J, 700A–700B, 700–701

CONTENT STANDARD	
5. <u>DATA ANALYSIS AND PROBABILITY</u>	
Students use data analysis and probability to analyze given situations and the results of experiments.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students systematically collect, organize, and describe/represent categorical data using bar graphs.	260A–260B, 260–261, 262A–262B, 262–264, 265, 288A–288B, 288–289, 290
2. Students find and interpret mode for data sets in a problem-solving setting appropriate to grade level. Students communicate their findings.	282A–282B, 282–283, 284–285
3. Students predict and record outcomes of probability experiments or simulations.	258J, 296A–296B, 296–298, 299–300A–300B, 300–301

**Scott Foresman – Addison Wesley Mathematics
to the
Wyoming Mathematics Content Standards
GRADE 6**

CONTENT STANDARD	
1. <u>NUMBER OPERATIONS AND CONCEPTS</u>	
Students use numbers, number sense, and number relationships in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students use the concept of place value to read and write decimals (to 1000ths) in words, standard, and expanded form.	76A–76B, 76–77
2. Students multiply decimals (10ths & 100ths) and divide whole numbers by 2–digit divisors and divide decimals by whole numbers.	82A–82B, 82–83, 90A–90B, 90–91, 92–93, 94A–94B, 94–95, 96–97, 100A–100B, 100–101, 102–103
3. Students represent the number line using integers.	406I, 408A–408B, 408–409, 410, 412A, 412–413, 416–417, 418B, 418–419, 422A, 422–423
4. Students explain their choice of estimation and problem solving strategies and justify results when performing number operations with fractions and decimals in problem-solving situations.	88, 92, 96, 98–99, 102, 205, 208, 216A–216B, 216–217, 219, 222, 225, 226A–226B, 226–227, 250, 254, 256A–256B, 256–257, 259, 268, 271
5. Students identify prime and composite numbers and apply prime factorization to numbers less than 100.	146A–146B, 146–148, 149, 150A–150B, 150–151, 152A–152B, 152–153
6. Students demonstrate an understanding of fractions and decimals by:	
▪ representing fractions as division of whole numbers;	160A–160B, 160–161
▪ converting between mixed numbers and improper fractions;	168A–168B, 168–169
▪ simplifying fractions and mixed numbers;	165–166, 171
▪ writing fractions in equivalent forms;	164A–164B, 164–166, 167, 169

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
<ul style="list-style-type: none"> ▪ using parts of a set; 	160A–160B, 160–161, 162–163, 164A–164B, 164–165, 172, 174
<ul style="list-style-type: none"> ▪ rounding decimal numbers to 10ths, 100ths, and whole numbers (units) place; and 	80A–80B, 80–81
<ul style="list-style-type: none"> ▪ converting between decimals (from .01 to .99), fractions and representing percentages. 	140J, 172A–172B, 172–174, 175, 251, 352I, 358A–358B, 358–359, 360–361
7. Students add and subtract mixed numbers with like denominators.	202F, 202J, 218A–218B, 218–219, 220A–220B, 220–222
8. Students represent repeated multiplication in exponential form.	8A–8B, 8–9, 10

<p style="text-align: center;">CONTENT STANDARD 2. <u>GEOMETRY</u> Students apply geometric concepts, properties, and relationships in a problem-solving situation.</p>	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students classify, describe, compare, and draw representations of 1- and 2-dimensional objects and angles.	470I–470J, 472A–472B, 472–474, 475, 476A–476B, 476–477, 478–479, 480A–480B, 480–481, 482–483, 484A–484B, 484–486, 487, 494A–494B, 494–495, 496A–496B, 496–497, 498–499, 500A–500B, 500–501, 502A–502B, 502–503, 506A–506B, 506–508, 509, 510A–510B, 510–511, 586A–586B, 586–588, 589

BENCHMARK	Scott Foresman – Addison Wesley Mathematics
2. Students identify and classify congruent objects by properties appropriate to grade level.	506A–506B, 506–508, 509
3. Students communicate the reasoning used in identifying geometric relationships in problem-solving situations appropriate to grade level.	212A–212B, 212–213, 470J, 474, 478, 482, 486, 490A–490B, 490–491, 495, 498, 501, 503, 508, 511, 512A–512B, 512–513, 515, 516A–516B, 516–517, 518–519

<p align="center">CONTENT STANDARD 3. <u>MEASUREMENT</u> Students use a variety of tools and techniques of measurement in a problem-solving situation.</p>	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students apply estimation and measurement of length to content problems and express the results in metric units (centimeters and meters).	546A–546B, 546–548, 550A–551
2. Students apply estimation and measurement of weight to content problems and express the results in U.S. customary units (ounces, pounds, and tons).	542B, 542
3. Students apply estimation and measurement of capacity to content problems and express the results in U.S. customary units (teaspoons, tablespoons, cups, pints, quarts, gallons).	542B, 543–544, 551–553
4. Students demonstrate relationships within the U.S. customary units for weight and capacity and within the metric system (centimeters to meters) in problem-solving situations.	542A–542B, 542–543, 544–545, 546A–546B, 546–548, 549
5. Students determine the area and perimeter of regular polygons and the area of parallelograms, with and without models.	540I, 570A–570B, 570–571, 572A–572B, 572–573, 574–575

CONTENT STANDARD 4. <u>ALGEBRA</u> Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students recognize, describe, extend, create, and generalize patterns, such as numeric sequences, by using manipulatives, numbers, graphic representations, including charts and graphs.	212A–212B, 212–213, 444A–444B, 444–446, 447, 696I, 716A–716B, 716–717, 718A–718B, 718–719, 720–721
2. Students apply their knowledge of patterns to describe a constant rate of change when solving problems.	212A–212B, 212–213, 444A–444B, 444–446, 447, 696I, 716A–716B, 716–717, 718A–718B, 718–719, 720–721
3. Students represent the idea of a variable as an unknown quantity, a letter, or a symbol within any whole number operation.	40A–40B, 40–41, 42–43, 48A–48B, 48–50, 51, 696I, 703, 710A–710B, 710–711

CONTENT STANDARD 5. <u>DATA ANALYSIS AND PROBABILITY</u> Students use data analysis and probability to analyze given situations and the results of experiments.	
BENCHMARK	Scott Foresman – Addison Wesley Mathematics
1. Students systematically collect, organize, and describe/represent numeric data using line graphs.	638A–638B, 638–639
2. Students, given a scenario, recognize and communicate the likelihood of events using concepts from probability (i.e., impossible, equally likely, certain) appropriate to grade level.	618F, 662A–662B, 662–663