A Correlation of

Idaho

Content Standard—Mathematics

Grades K - 6

M/M-144

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH,** copyright 2009, to the Idaho Content Standards--Mathematics. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition. The boldface citations specifically meet the Content Limit associated with an objective, and the lightface citations meet the objective without regard to the Content Limit.

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
Idaho Content Standards

Kindergarten

Mathematics

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Standard 1: Number and Operation **Goal 1.1:** Understand and use numbers.	
K.M.1.1.1 Demonstrate knowledge of our numeration system by counting forward by ones to at least 31. (257.01.a)	These are some of the many examples. **49A, 49I–49J, 49–50, 51A–52C,** 53A–54C, **55A–56C,** 57A–58C, 59A–60C, **61A–62C**, **63A–64C, 65A–66C, 67A–68C, 75A–76C**, 77A–78C, 79A–80C, **81A–82C, 87A–88C,** 89A–90C, **93A–94C**
K.M.1.1.2 Show the verbal, symbolic, and physical representations of a number up to 10. (257.01.b)	**53A–52C, 57A–58C, 59A–60C, 61A–62C, 63A–64C**, **65A–66C, 67A–68C, 77A–78C, 79A–80C, 83A–84C, 85A–86C, 89A–90C, 91A–92C**
K.M.1.1.3 Identify a penny as a value of money. (257.01.c)	**237A–237, 237–238, 238A–238C** **Teacher Resource Master:** Topic 13, pp. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 20, 23, 24, 25, 26
K.M.1.1.4 Select strategies appropriate for solving a problem. (258.01.a)	**27A–28C, 41A–42C, 69A–70C, 95A–96C, 109A–110C, 131A–132C, 141A–142C, 147A–148C, 161A–162C, 171A–172C, 189A–190C, 207A–208B, 231A–232C, 247A–248C, 283A–239C, 301A–302C**
K.M.1.1.5 Use appropriate vocabulary.	These are some of the many examples. **1E, 31E, 49E, 99E, 135E, 175E, 235E**
Goal 1.2: Perform computations accurately.	

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

K.M.1.2.1 Use concrete objects to illustrate the concepts of addition and subtraction. (257.02.a)	**175G–175H, 175I–175J, 175–176, 177A–178C, 179A–180C, 181A–182C, 183A–184C, 185A–186C, 187A–188C**
K.M.1.2.2 Use appropriate vocabulary. (257.02.b)	These are some of the many examples. **177, 179, 181, 185, 187, 189**
Goal 1.3: Estimate and judge reasonableness of results.	
K.M.1.3.1 Use estimation to identify a number of objects. (257.03.a)	225A, 225–226, 226A–226C **Teacher Resource Master:** Topic 12, pp. 76, 77, 78
K.M.1.3.2 Use estimation to evaluate the reasonableness of an answer. (257.03.b)	103A, 103–104, 104A–104C, 105A, 105–106, 106A–106C
K.M.1.3.3 Use appropriate vocabulary. (257.03.c)	99E, 103, 105
Standard 2: Concepts and Principles of Measurement **Goal 2.1:** Understand and use U.S. customary and metric measurements.	
K.M.2.1.1 Compare the lengths or sizes of objects (e.g., longer, shorter, larger, smaller).	**151C–151D, 151G–151H, 153A–154C, 155A–156C, 157A–158C, 163A–164C, 167A–168C**
K.M.2.1.2 Estimate measurement using concrete objects. (259.01.b)	153A, 153–154, 154A–154C, 155A, 155–156, 156A–156C, 157A, 157–158, 158A–158C, **159A, 159–160, 160A–160C**
K.M.2.1.3 Name the day of the week and the day's date using a calendar.	**269E–269F**, **269G, 269I–269J, 273A–274C**, 275A–276C, **277A–278C, 279A–280C**
K.M.2.1.4 Use appropriate vocabulary. (259.01.c)	These are some of the many examples. **151E, 153, 155, 157, 159, 163, 165, 167, 169**
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	
No objectives at this grade level.	N/A

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Cognitive level codes:

- B: Memorize
- C: Perform procedures
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- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Goal 2.3: Apply dimensional analysis.	
No objectives at this grade level.	N/A
Standard 3: Concepts and Language of Algebra and Functions **Goal 3.1:** Use algebraic symbolism as a tool to represent mathematical relationships.	
K.M.3.1.1 Use concrete objects to identify and show a solution to problems. (258.02.a)	**109A–110C, 131A–132C, 131A–132C,** 179A–180C, 181A–182C, **183,** 187A–188C, **195A–196C,** 197A–198C, 199A–200C, **205**
K.M.3.1.2 Compare sets of objects using vocabulary (less than, greater than, and same as). (260.01.a)	**63A–64C, 65A–66C, 67A–68C, 101A–102C, 103A–104C, 105A–106C, 107A–108C**
Goal 3.2: Evaluate algebraic expressions.	
No objectives at this grade level.	N/A
Goal 3.3: Solve algebraic equations and inequalities.	
No objectives at this grade level.	N/A
Goal 3.4: Understand the concept of functions.	
K.M.3.4.1 Replicate and extend simple repeating patterns (e.g., ABAB). (263.01.a)	**31C–31D, 31G–31H, 31–32, 33A–34C, 35A–36C**, **37A–38C,** 39A–40C
K.M.3.4.2 Use appropriate vocabulary. (263.01.c)	These are some of the many examples. **31E, 31I–31J, 33, 35, 37**
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	
No objectives at this grade level.	N/A
Goal 3.6: Apply functions to a variety of problems.	
No objectives at this grade level.	N/A

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- B: Memorize
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- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Standard 4: Concepts and Principles of Geometry **Goal 4.1:** Apply concepts of size, shape, and spatial relationships.	
K.M.4.1.1 Recognize, name, compare, and sort two- and three- dimensional shapes (triangle, rectangle, square, circle, cone, cube). (261.01.a)	**3A–4C, 5A–6C,** 7A–8C, 9A–10C, **11A–12C, 115A–116C, 117A–118C, 119A–120C, 121A–122C, 123A–124C, 125A–126C, 127A–128C, 129A–130C**
K.M.4.1.2 Sort and classify objects.	**1K–1L, 1–2, 3A–4C, 5A–6C, 7A–8C, 9A–10C, 11A–12C, 13A–14C**
K.M.4.1.3 Apply appropriate vocabulary. (261.01.d)	These are some of the many examples. **1E, 3, 9, 11, 113E, 115, 117, 119, 121, 123**
Goal 4.2: Apply the geometry of right triangles.	
No objectives at this grade level.	N/A
Goal 4.3: Apply graphing in two dimensions.	
K.M.4.3.1 Describe the location of an object relative to another (e.g., next to, under, over, behind).	**15C–15D, 15E, 15I–15J, 16, 17A–18C, 19A–20C, 21A–22C, 23A–24C, 25A–26C**
Standard 5: Data Analysis, Probability, and Statistics **Goal 5.1:** Understand data analysis.	
K.M.5.1.1 Interpret information from real object graphs and simple pictographs. (262.01.a)	**287C–287D, 287I–187J, 293A, 293–294, 294A–294C, 295A, 295–296, 296A–296C, 297A, 297–298, 298A–298C**
K.M.5.1.2 Use appropriate vocabulary. (262.01.b)	These are some of the many examples. **287E, 291–292, 293–294, 295–296, 297–298**
Goal 5.2: Collect, organize, and display data.	
K.M.5.2.1 Create a graph using real objects or pictorial representations. (262.02.a)	**292C, 293A, 293–294, 294A–294C, 295A, 295–296, 296A–296C, 297A, 297–298, 298A–298C, 301A, 301–302, 302A–302C**

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Goal 5.3: Apply simple statistical measurements.	
No objectives at this grade level.	N/A
Goal 5.4: Understand basic concepts of probability.	
No objectives at this grade level.	N/A
Goal 5.5: Make predictions or decisions based on data.	
No objectives at this grade level.	N/A

Scott Foresman – Addison Wesley enVisionMATH
to the
Idaho Content Standards

Grade One

Mathematics

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
<u>Standard 1</u>: Number and Operation **Goal 1.1:** Understand and use numbers.	
1.M.1.1.1 Demonstrate knowledge of our numeration system by counting forward by ones and tens to 100, by counting backward by ones from 20, and by counting with ordinal numbers. (267.01.a)	**271A–271, 272–274, 274A–274B, 275A–275, 276–278, 278A–278B, 279A–279, 280–282, 282A–282B,** 613–616, 625–628
1.M.1.1.2 Read, write, compare, and order whole numbers to 100. (267.01.b)	These are some of the many examples. **3A–6B, 7A–10B, 11A–14B, 15A–18B, 19A–22B, 31A–34B, 35A–38B, 39A–42B,** 119A–122B, 123A–126B, 127A–130B, 131A–134B, **331A–334B, 335A–338B, 339A–342B, 343A–346B, 347A–350B, 351A–354B, 355A–358B**
1.M.1.1.3 Identify place value through 99. (267.01.c)	**301G–301H, 301–302, 303A–306B, 307A–310B, 311A–314B, 315A–318B, 319A–322B, 323A–326B**
1.M.1.1.4 Identify each and state the value of pennies, nickels, and dimes. (267.01.d)	**367A–367, 368–370, 370A–370B, 371A–371, 372–374, 374A–374B, 375A–375, 376–378, 378A–378B, 379A–379, 380–382, 382A–382B,** 383A–386B

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1.M.1.1.5 Select strategies appropriate for solving a problem. (268.01.a)	**23A–26B, 43A–46B, 75A–78B, 111A–114B, 135A–138B, 163A–166B, 187A–190B, 223A–226B, 255A–258B, 295A–298B, 323A–326B, 359A–362B, 387A–389B, 509A–512B, 533A–536B, 569A–572B, 601A–604B**
1.M.1.1.6 Use appropriate vocabulary.	These are some of the many examples. **1I, 29I, 31–34, 35–38, 39–42, 117E, 275–278, 283–286, 301E, 329E**
Goal 1.2: Perform computations accurately.	
1.M.1.2.1 Use objects, pictures, and symbols to add up to 10 and subtract from up to 9. (267.02.a)	These are some of the many examples. **493, 49G–49H, 51A–54B, 55A–58B, 59A–62B, 63A–66B, 67A–70B, 71A–74B, 75A–78B, 83A–86B, 87A–90B, 91A–94B, 95A–98B, 99A–102B, 103A–106B, 107A–110B, 143A–146B, 147A–150B, 151A–154B, 155A–158B, 159A–162B, 163A–166B, 171A–174B, 175A–178B, 179A–182B, 183A–186B, 187A–190B**
1.M.1.2.2 Solve addition problems using objects, pictures, and symbols for sums up to 10. (268.01.a)	**49G–49H, 54, 58, 62, 66, 67A–70B, 74, 75A–78B, 146, 150, 154, 158, 162, 163A–166B**
1.M.1.2.3 Solve subtraction problems using objects, pictures, and symbols from up to 9. (268.01.a)	**81G–81H, 86, 90, 94, 98, 99A–102B, 103A–106B, 110, 112A–114B, 174, 178, 182, 186, 187A–190B**
1.M.1.2.4 Use appropriate vocabulary. (267.02.b)	These are some of the many examples. **49E–49F, 51–54, 55–58, 63–66, 67–70, 71–74, 81E–81F, 83–86, 95–98, 103–106, 117E–117F, 141E–141F, 151–154**
Goal 1.3: Estimate and judge reasonableness of results.	

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1.M.1.3.1 Estimate a quantity of objects when shown a set of 10. (267.03.a)	347A–347, 348–350, 350A–350B, 403A–403, 404–406, 406A–406B **Teacher Resource Master:** Topic 12, pp. 53, 54, 55
1.M.1.3.2 Use estimation to evaluate the reasonableness of an answer. (267.03.c)	347A–347, 348–350, 350A–350B, 403A–403, 404–406, 406A–406B **Teacher Resource Master:** Topic 12, pp. 55
1.M.1.3.3 Use appropriate vocabulary. (267.03.d)	These are some of the many examples. **329E, 347A, 347–350, 393G–393H, 399A, 399–402**
Standard 2: Concepts and Principles of Measurement **Goal 2.1:** Understand and use U.S. customary and metric measurements.	
1.M.2.1.1 Use non-standard tools and units for measuring length, volume (capacity), and weight. (269.01.a)	**393–394, 395A–395B, 395–398, 398A–398B, 399A–399, 399–402, 402A–402B,** 419–422, 431–434
1.M.2.1.2 Estimate measurement using non-standard units. (269.01.b)	**399–402,** 403–406, 419–422, 431–434 **Teacher Resource Master:** Topic 14, pp. 4, 6, 7, 51, 52, 53
1.M.2.1.3 Tell time to the hour.	**451–452, 453A–453, 454–456, 456A–456B, 457A–457, 458–460, 460A–460B,** 461–464 **Teacher Resource Master:** Topic 15, pp. 2, 3, 4, 5, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35. 36
1.M.2.1.4 Recite the days of the week, in order, and identify yesterday and tomorrow on a calendar.	**469A–469, 470–472, 472A–472B** **Teacher Resource Master:** Topic 15, pp. 9, 10, 51, 52, 53, 54

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1.M.2.1.5 Use appropriate vocabulary. (269.01.d)	These are some of the many examples. **393–394, 451E**, **451, 453–456, 395–398, 399–402**
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	
No objectives at this grade level.	N/A
Goal 2.3: Apply dimensional analysis.	
No objectives at this grade level.	N/A
Standard 3: Concepts and Language of Algebra and Functions **Goal 3.1:** Use algebraic symbolism as a tool to represent mathematical relationships.	
1.M.3.1.1 Write an addition problem in both vertical and horizontal form. (270.01.a)	**49G, 63A–66B, 67A–70B, 71A–74B, 143A–146B, 147A–150B, 151A–154B, 155A–158B, 159A–162B, 163A–166B, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B**
1.M.3.1.2 Draw a picture and/or write a number sentence when given an addition word problem. (270.01.b; 268.02.a)	**49H, 66,** 66A–66B, **67A–70B,** 75–78, **150, 154, 158, 162, 163A–166B, 484, 488, 493A–496, 496, 504, 508**
1.M.3.1.3 Compare numbers to 99 using vocabulary (less than, greater than, equal to, more, less, same, fewer). (270.01.c)	**331A–334B, 339A–342B, 343A–346B, 347A–350B, 351A–354B, 355A–358B**
Goal 3.2: Evaluate algebraic expressions.	
No objectives at this grade level.	N/A
Goal 3.3: Solve algebraic equations and inequalities.	
No objectives at this grade level.	N/A
Goal 3.4: Understand the concept of functions.	

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1.M.3.4.1 Describe and extend a repeating pattern (e.g., ABACABAC). (273.01.a)	**241G–241H, 241–242, 243A–246B, 247A–250B, 251A–254B, 255A–258B**
1.M.3.4.2 Use appropriate vocabulary. (273.01.c)	These are some of the many examples. **241E, 243–246, 247–250, 251–254, 255–257**
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	
No objectives at this grade level.	N/A
Goal 3.6: Apply functions to a variety of problems.	
No objectives at this grade level.	N/A
Standard 4: Concepts and Principles of Geometry **Goal 4.1:** Apply concepts of size, shape, and spatial relationships.	
1.M.4.1.1 Recognize, name, build, draw, and sort two- and three-dimensional shapes (triangle, rectangle, square, circle, cone, cube, cylinder). (271.01.a)	**195A–198B, 199A–202B, 203A–206B, 223A–226B, 227A–230B, 231A–234B, 235A–238B**
1.M.4.1.2 Sort and classify objects by more than one attribute. (273.01.b)	**196, 199A–199, 200–202, 202A–202B, 235A–235, 236–238, 238A–238B**
1.M.4.1.3 Use appropriate vocabulary. (271.01.d)	These are some of the many examples. **193E, 195–198, 199–202, 227–230, 231–234**
Goal 4.2: Apply the geometry of right triangles.	
No objectives at this grade level.	N/A

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- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 4.3: Apply graphing in two dimensions.	
1.M.4.3.1 Indicate whether a number is above or below a benchmark number (100 or less) on a number line.	**39A–39, 40–42, 42A–42B, 347A–347, 348–350, 350A–350B** **Teacher Resource Master:** Topic 2, pp. 16, 33, 34, 35, 36, 37
Standard 5: Data Analysis, Probability, and Statistics **Goal 5.1:** Understand data analysis.	
1.M.5.1.1 Interpret information found in real object graphs and in pictographs to answer questions. (272.01.a)	**541A–541, 542544, 544A–544B, 545A–545, 546–548, 548A–548B** **Teacher Resource Master:** Topic 18, pp. 3, 4, 31, 32, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45
1.M.5.1.2 Use appropriate vocabulary. (272.01.b)	These are some of the many examples. **539E, 539G, 541–544, 545–548, 549–552**
Goal 5.2: Collect, organize, and display data.	
1.M.5.2.1 Gather and display data in real object graphs and in pictographs to answer a question. (272.02.a)	**561A–561, 562–564, 564A–564B, 565A–565, 566–568, 568A–568B** **Teacher Resource Master:** Topic 18, pp. 66, 67, 68, 72, 73, 74
Goal 5.3: Apply simple statistical measurements.	
No objectives at this grade level.	N/A
Goal 5.4: Understand basic concepts of probability.	
No objectives at this grade level.	N/A
Goal 5.5: Make predictions or decisions based on data.	

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- E: Conjecture, generalize, prove
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No objectives at this grade level.	N/A

Scott Foresman – Addison Wesley enVisionMATH
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Idaho Content Standards

Grade Two

Mathematics

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
<u>Standard 1</u>: Number and Operation **Goal 1.1:** Understand and use numbers.	
2.M.1.1.1 Demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100. (277.01.a)	**127A–127B, 127–130, 130A–130B,** 204–205, **151A–151B, 151–154, 154A–154B, 567A–567B, 567–570, 570A–570B**
2.M.1.1.2 Read, write, compare, and order whole numbers to 1,000. (277.01.b)	These are some of the many examples. **97–98,** 99A–102B, 103A–106B, **107A–110B, 111A–114B, 115A–118B, 119A–122B, 123A–126B,** 127A–130B, **131A–134B, 519A–522B**, 523A–526B, 527A–530B, **531A–534B, 535A–538B, 539A–542B, 543A–546B**
2.M.1.1.3 Identify place value through 999. (277.01.c)	**97G–97H, 97–98, 99A–102B, 103A–106B, 107–109,** 111A–114B, 115A–118B, 509G–509H, 509–510, **519, 523A–526B,** 527A–530B, 531A–534B
2.M.1.1.4 Count the value of a collection of pennies, nickels, dimes, and quarters up to $1.00. (277.01.d)	**143A–143B, 143–146, 146A–146B, 147A–147B, 147–150, 150A–150B, 151A–151B, 151–154, 154A–154B, 155A–155B, 155–158, 158A–158B, 163A–163B, 163–166, 166A–166B**

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Cognitive level codes:

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
2.M.1.1.5 Recognize mathematical information and select strategies appropriate for solving a problem. (278.01.a)	**102, 106, 110, 114, 118, 122, 126, 130, 134, 135A–138B, 522, 526, 530, 534, 538B, 542, 543A–546B**
2.M.1.1.6 Use appropriate vocabulary. (277.01.f)	**97E, 97, 99–101, 115–117, 119–121, 123–125, 131–133, 141E, 509E, 519–521, 531–533, 539–541**
Goal 1.2: Perform computations accurately.	
2.M.1.2.1 Use strategies for addition and subtraction combinations through 18. (277.02.a)	3A–6B, 7A–10B, 11A–14B, 15A–18B, 19A–22B, 23A–26B, **33G–33H, 33–34, 35A–38B, 39A–42B, 43A–46B, 47A–50B, 51A–54B, 55A–58B, 59A–62B, 63A–66B, 69G–69H, 69–70, 71A–74B, 75A–78B, 79A–82B, 83A–86B, 87A–90B**
2.M.1.2.2 Add whole numbers with and without regrouping through 99. (277.02.b)	**169G–169H, 171A–174B, 175A–178B, 179A–182B, 183A–186B, 217–218, 219A–222B, 223A–226B, 227A–230B, 235A–238B, 239A–242B, 243A–246B**
2.M.1.2.3 Add three one-digit addends. (277.02.c)	**34, 51A–51B, 51–54, 54A–54B, 55A, 62B, 63A–63B, 63–66, 66A–66B** **Teacher Resource Master:** Topic 2, pp. 53, 54, 55, 56, 57
2.M.1.2.4 Choose addition or subtraction to solve word problems and explain the choice. (278.01.b)	**27A–27B, 27–30, 30A–30B, 91A–91b, 91–94, 94A–94B** **Teacher Resource Master:** Topic 1, pp. 68, 69, 70, 71, 72 Topic 3, pp. 48, 49, 50, 51
2.M.1.2.5 Use appropriate vocabulary. (277.02.e)	These are some of the many examples. **1E, 33E, 33, 39–41, 43–45, 47–49, 63–65, 693, 169E, 169, 171–174, 175–178, 193E, 217E, 219–221**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 1.3: Estimate and judge reasonableness of results.	
2.M.1.3.1 Estimate to predict the sum of numbers through 99. (277.03.a)	**287A–287B, 287–290, 290A–290B,** 555A–555B, 555–558, 558A–558B **Teacher Resource Master:** Topic 10, pp. 31, 32, 33
2.M.1.3.2 Use estimation to evaluate the reasonableness of the sum of numbers through 99. (277.03.b)	**287A–287B, 287–290, 290A–290B,** 555A–555B, 555–558, 558A–558B **Teacher Resource Master:** Topic 10, pp. 31, 32, 33
2.M.1.3.3 Use appropriate vocabulary. (277.03.c)	**281E, 287A–287B, 287–290, 290A–290B, 555A–555B, 555–558, 558A–558B**
Standard 2: Concepts and Principles of Measurement **Goal 2.1:** Understand and use U.S. customary and metric measurements.	
2.M.2.1.1 Select a tool that can measure a given attribute (ruler – length, cup – volume, balance – weight, clock – time, thermometer – temperature). (279.01.a)	377C–377D, **379**, **382B, 383, 387, 415, 419, 431, 467**
2.M.2.1.2 Estimate length and time using standard units. (279.01.b)	**459A–459B, 459–462, 462A–462B, 383A–383B, 383–386, 386A–386B, 387A–387B, 387–390, 390A–390AB, 391A––391B, 391–394, 394A–394B**
2.M.2.1.3 Tell time using both digital and analog clocks to the half hour. (279.01.c)	451A–451B, 451–454, 454A–454B, **455A–455B, 455–458, 458A–458B** **Teacher Resource Master:** Topic 15, pp. 1, 2, 3, 4, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38

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Cognitive level codes:

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- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
2.M.2.1.4 Select the most appropriate unit to measure the time of a given situation (minutes, hours). (279.01.d)	**459A–459B, 459–462, 462A–462B,** 471A–474B **Teacher Resource Master:** Topic 15, pp. 39, 40, 41
2.M.2.1.5 Recite the months of the year, in order.	**463A–463B, 463466, 466A–466B** **Teacher Resource Master:** Topic 15, pp. 46, 47, 48
2.M.2.1.6 Use appropriate vocabulary. (279.01.e)	These are some of the many examples. **377E, 377, 383–384, 387–390, 391–393, 395–397, 413E, 413G, 415–417, 431–433, 451–453, 467–469**
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	
No objectives at this grade level.	N/A
Goal 2.3: Apply dimensional analysis.	
No objectives at this grade level.	N/A
Standard 3: Concepts and Language of Algebra and Functions **Goal 3.1:** Use algebraic symbolism as a tool to represent mathematical relationships.	
2.M.3.1.1 Write addition and subtraction problems vertically and horizontally. (280.01.a)	These are some of the many examples. **35–38, 39–42, 43–46, 47–50, 51–53, 55–58, 59–61, 71–73, 75–78, 79–82, 83–86, 172–173, 224–226, 244–245**
2.M.3.1.2 Write a number sentence from an addition or subtraction problem-solving situation. (278.02.a)	These are some of the many examples. **3A–6B, 7A–10B, 11A–14B, 15A–18B, 19A–22B, 27A–30B, 38, 62, 63A–66B, 78, 82, 86, 90, 91A–94B, 243A–246B**

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- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
2.M.3.1.3 Show the relationship between addition and subtraction using fact families. (280.01.d)	**23A–23B, 23–26, 26A–26B, 82, 75A–75B, 75–78, 78A–78B, 79A–79B, 79–82, 82A–82B, 83A–83B, 83–86, 86A–86B, 87A–87B, 87–90, 90A–90B**
2.M.3.1.4 Compare numbers to 999 using the vocabulary words/phrases of less than, greater than, equal to. (280.01.c)	**111A–114B, 115A–118B,** 123A–126B, 131A–134B, **531A–534B**, **539A–542B**
Goal 3.2: Evaluate algebraic expressions.	
2.M.3.2.1 Use the commutative property of addition.	**33G–33H, 47A–47B, 47–50, 50A–50B,** 51A–51B, 51–54, 54A–54B **Teacher Resource Master:** Topic 2, pp. 27, 33, 48, 49, 50
2.M.3.2.2 Solve addition problems using the commutative property (e.g., If 7 + 5 = 12, then what is 5 + 7?).	**50, 50B, 54**, 54B **Teacher Resource Master:** Topic 2, pp. 27, 33, 49, 50
Goal 3.3: Solve algebraic equations and inequalities.	
No objectives at this grade level.	N/A
Goal 3.4: Understand the concept of functions.	
2.M.3.4.1 Translate a repeating pattern from one representation to another (e.g., even, odd, even, odd translates to ABAB). (283.01.a)	**187A–187B, 187–190, 190A–190B, 528A–528B, 528–530**, **530A–530B,** 543A–546B, **635–638**
2.M.3.4.2 Use appropriate vocabulary. (283.01.c)	**187A–187B, 187–190, 190A**, **190B, 530, 635B, 635–637**
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	
No objectives at this grade level.	N/A

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- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 3.6: Apply functions to a variety of problems.	
No objectives at this grade level.	N/A
Standard 4: Concepts and Principles of Geometry **Goal 4.1:** Apply concepts of size, shape, and spatial relationships.	
2.M.4.1.1 Recognize, name, build, compare, and sort the two- and three-dimensional shapes of triangles, rectangles, squares, circles, cones, cubes, spheres, cylinders, and pyramids. (281.01.a)	**313A–313B, 313E–313F, 313–314, 315A–318B, 319A–322B, 323A–326B, 327A–330B**
2.M.4.1.2 Sort and classify objects by more than one attribute. (283.01.b)	**315A–315B, 315–318, 318A–318B, 343A–343B, 343–346, 346A–346B**
2.M.4.1.3 Draw a line of symmetry. (281.01.b)	**339A–339B, 339–342, 342A–342B** **Teacher Resource Master:** Topic 11, pp. 13, 14, 75, 76, 77, 78
2.M.4.1.4 Use appropriate vocabulary. (281.01.d)	These are some of the many examples. **313E, 313, 315–318, 319–321, 323–325**
Goal 4.2: Apply the geometry of right triangles.	
No objectives at this grade level.	
Goal 4.3: Apply graphing in two dimensions.	
2.M.4.3.1 Indicate whether a number is above or below a benchmark number of 1000 or less on a number line.	130B, 531–533 **Teacher Resource Master:** Topic 4, p. 85
Standard 5: Data Analysis, Probability, and Statistics **Goal 5.1:** Understand data analysis.	

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Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
2.M.5.1.1 Interpret information found in simple tables, charts, bar graphs, and pictographs. (282.01.a)	**477C–477D, 477E–477F, 477–478, 479A–482B, 483A–486B, 487A–490B** **Teacher Resource Master:** Topic 16, pp. 3, 4, 5, 31, 32, 33, 34, 37, 38, 39, 40, 43, 44, 45, 46, 47
2.M.5.1.2 Use appropriate vocabulary. (282.01.b)	These are some of the many examples. **477E, 477, 479–481, 483–485, 487–489**
Goal 5.2: Collect, organize, and display data.	
2.M.5.2.1 Gather and display data in tables, charts, and bar graphs in order to answer a question. (282.02.a)	**479A–479B, 479–482, 482A–482B, 503A–503B, 503–506, 506A–506B** **Teacher Resource Master:** Topic 16, pp. 1, 2, 6, 31, 34, 36, 37, 42, 44, 45, 46, 47
2.M.5.2.2 Use tally marks to represent data.	**483A–483B, 483–486, 486A–486B, 487–489, 490B** **Teacher Resource Master:** Topic 16, pp. 35, 36, 37, 39, 43, 44, 46, 47
Goal 5.3: Apply simple statistical measurements.	
No objectives at this grade level.	N/A
Goal 5.4: Understand basic concepts of probability.	
No objectives at this grade level.	N/A
Goal 5.5: Make predictions or decisions based on data.	
No objectives at this grade level.	N/A

Scott Foresman – Addison Wesley enVisionMATH
to the
Idaho Content Standards

Grade Three

Mathematics

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Standard 1: Number and Operation **Goal 1.1:** Understand and use numbers.	
3.M.1.1.1 Read, write, compare, and order whole numbers to 10,000. (287.01.a) **CL: B** **Calc: NO** **Content Limit: When comparing numbers between 1,000 and 9,999, numbers will differ in only hundreds and thousands places. When comparing, the symbols for greater than and less than will not be used. When ordering, no more than four values are used. Numbers may be ordered least to greatest or greatest to least.**	**4A–4B, 4–5, 5A–5B, 6A–6B, 6–7, 7A–7B**, 8A–8B**,** 8–9, 9A–9B, 16A–16B, 16–17, 17A–17B **Teacher Resource Master:** Topic 1, pp. 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 29, 31, 34, 35, 36, 37, 38, 39, 40, 44, 45, 46, 47, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59
3.M.1.1.2 Identify place value through 9,999. (287.01.b) **CL: B** **Calc: NO** **Content Limit: Whole numbers to 9,999.**	**4A–4B, 4–5, 5A–5B, 6A–6B, 6–7, 7A–7B,** 8A–8B, 8–9, 9A–9B **Teacher Resource Master:** Topic 1, pp. 3, 4, 31, 34, 36, 37, 38, 39, 40, 44, 45, 49, 50, 51, 53, 54, 56, 57, 58

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- B: Memorize
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Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.1.1.3 Count the value of a collection of bills and coins up to $10.00. (287.01.c) **CL: C** **Calc: NO** **Content Limit: Pictures of bills and coins should be used. Coins should be close to actual size. Number of coins should be less than the next value coin (i.e., no more than four pennies, one nickel, four dimes, and/or three quarters per item).**	**18A–18B, 18–21, 21A–21B, 22A–22B, 22–23, 23A–23B** **Teacher Resource Master:** Topic 1, pp. 93, 94, 95, 96, 97, 98, 99, 100, 103, 106, 107, 109, 110, 111
3.M.1.1.4 Recognize, name, and represent commonly used fractions using concrete materials. (287.01.a) **CL: B** **Calc: NO** **Content Limit: Fraction denominators limited to 2, 3, 4, 5, 6, 8. Fractions not simplified. No mixed numbers. No improper fractions as correct answer. Pictures of concrete materials should be used.**	**274C–274D, 276B**, 276–277, **278A**, 278–279, **280B**, 280–281, **282B, 284B**, 284–287, **288B,** 288–289, **290B**, 290–293
3.M.1.1.5 Recognize mathematical information and select strategies appropriate for solving a multi-step problem. (288.01.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**154A–154B, 154–156, 156A–156B, 448A–448B, 448–450, 450A–450B** **Teacher Resource Master:** Topic 1, pp. 61, 62, 63, 64, 65, 69, 70
3.M.1.1.6 Use appropriate vocabulary. (287.01.f) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **2O, 2–3, 4A–5, 8–9, 274E, 274G, 276–277, 278–279**
Goal 1.2: Perform computations accurately.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.1.2.1 Recall basic addition and subtraction facts through 18. (287.02.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**32A–32B, 32–33, 33A–33B, 66A–66B, 66–67, 67A–67B** **Teacher Resource Master:** Topic 2, pp. 1, 33, 34, 35, 36 Topic 3, pp. 1, 2, 18, 19, 20, 21, 22
3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999. (287.02.a) **CL: C** **Calc: NO** **Content Limit: Each of the two numbers contains at most three digits. Differences must be greater than zero. Expression must be clearly stated. Items may be written in horizontal or vertical form.**	**32A–33B, 34A–35B, 36B–38, 48A–49B, 68A–70B, 72B–73B, 88B–89B, 90B–91B, 92A–95B, 96B–97B**
3.M.1.2.3 Add three one- and two- digit addends. (287.02.c) **CL: C** **Calc: NO** **Content Limit: Item may contain one- and two-digit numbers. Expression must be clearly stated. Items may be written in horizontal or vertical form.**	**33, 33B,** 56A–56B, 56–57, 57A–57B **Teacher Resource Master:** Topic 2, pp. 34, 36, 38, 81, 83, 84, 85, 86, 87
3.M.1.2.4 Multiply whole numbers through 10 x 10. (287.02.d) **CL: C** **Calc: NO** **Content Limit: Whole number factors between 0 and 10 inclusive. Expression must be clearly stated. Items may be written in horizontal or vertical form.**	**108–109B, 110B–112, 113B**, 114–115B, **122–124, 126B–127B, 128B–129B, 140B–141B, 142B–143B, 144B–147B, 148A–149B, 150B–151B, 152B–153B**

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Cognitive level codes:

- B: Memorize
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- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.1.2.5 Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (287.02.f) **Content Limit: Assessed in the classroom, not on the ISAT.**	36A–36B, 36–38, 38A–38B, 48B, 72A–72B, 72–73, 73A–73B, **199** **Teacher Resource Master:** Topic 2, pp. 45, 46, 47, 48 Topic 3, pp. 31, 32, 33, 34
3.M.1.2.6 Use appropriate operations to solve word problems and show or explain work. (288.01.b) **CL: D** **Calc: NO** **Content Limit: Content limits for objectives 1.2.2, 1.2.3, and 1.2.4 apply. Expression should not be stated. Selecting an operation also appropriate for standard. 'Show or explain work' to be assessed in the classroom, not on the ISAT.**	**33, 35, 38, 49, 52, 55, 57, 87, 89, 91, 93, 97, 98–100, 123, 127, 131, 132–133, 141, 143, 146, 149, 151, 153, 154–156**
3.M.1.2.7 Use appropriate vocabulary. (287.02.g) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **30E, 32–33, 64E, 64–65, 66B, 68, 106E, 106–107, 108B–109, 110B–111, 130B–131, 138E, 138–139**
Goal 1.3: Estimate and judge reasonableness of results.	
3.M.1.3.1 Estimate to predict sums and differences. (287.03.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**44A–44B, 44–46, 47A–47B, 74A–74B, 74–76, 77A–77B** **Teacher Resource Master:** Topic 2, pp. 58, 59, 60, 61, 62 Topic 3, pp. 37, 38, 39, 40

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.1.3.2 Use estimation to evaluate the reasonableness of a sum or difference. (287.03.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**78A–78B, 78–79, 79A–79B** **Teacher Resource Master:** Topic 3, pp. 44, 45, 49, 50
3.M.1.3.3 Investigate the use of a four-function calculator to solve complex grade-level problems. (288.03.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**199, 355**
3.M.1.3.4 Use appropriate vocabulary. (287.03.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **30E, 32–33, 40–41, 44–46, 64E, 66–67, 74–76, 78–79**
Standard 2: Concepts and Principles of Measurement **Goal 2.1:** Understand and use U.S. customary and metric measurements.	
3.M.2.1.1 Select and use appropriate units and tools to make formal measurements of length and temperature in both systems. (289.01.a) **CL: C** **Calc: NO** **Content Limit: Select appropriate units and tools only. Units should be inches, feet, yards, centimeters, meters, and degrees. Tools are rulers, yardsticks, meter sticks, thermometers, clocks, and scales. 'use … tools to make formal measurements of length and temperature' to be assessed in the classroom, not on the ISAT.**	**326C,** 328–331B, 332B–333B, **334B–337B,** 338B–339B, 340B–341B, 350B–351B, **352B–354,** 356B–357B, 358B–359B

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.2.1.2 Estimate length, time, and weight in real-world problems using standard units. (289.01.b) **CL: C** **Calc: NO** **Content Limit:** **Lengths are measured in inches, feet, and yards. Time is measured in minutes, hours, and days. Weight is measured in ounces, pounds, and tons. Capacity is measured in cups, quarts, and gallons. May select estimate of size from among list of different numbers within same units (e.g., 1 inch, 1 foot, 10 inches, 10 feet).**	**334, 338A–338B, 338–339, 339A–339B, 340A–340B, 340–341, 341A–341B** **Teacher Resource Master:** Topic 14, pp. 1, 25, 26, 27, 39, 41, 45, 48, 52 Estimate Time, Grade 2: **459–462B**
3.M.2.1.3 Tell time using digital and analog clocks using quarter hour and five minute intervals. (289.01.e) **CL: B** **Calc: NO** **Content Limit: Second hand not shown on clock face. Picture of analog clock is given and answer options show time on digital clock OR digital clock is shown and answer options are analog clocks.**	**392A–392B, 392–395, 395A–395B, 396A–396B, 396–397, 397A–397B,** 400–401 **Teacher Resource Master:** Topic 17, pp. 1, 2, 3, 4, 7, 8, 11, 23, 24, 25
3.M.2.1.4 Solve real-world problems related to time. **CL: F** **Calc: NO** **Content Limit:** **Times given in hours and minutes. No elapsed time problems. May add or subtract hours and minutes.**	400A–400B, 400–401, 401A–401B, **404A–404B, 404–405, 405A–405B** **Teacher Resource Master:** Topic 17, pp. 5, 6, 7, 11, 23, 26, 35, 36, 37, 38, 4, 43, 44

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.2.1.5 Identify relationships of length and time within the U.S. customary system and within the metric system. (289.01.c, 289.01.d) **CL: C** **Calc: NO** **Content Limit: Relationships may include: 12 inches = 1 ft,** **3 ft = 1 yard, 100 cm = 1 meter,** **60 seconds = 1 min, 60 min = 1 hr.** **No conversions.**	334A–334B, 334–337, 337A–337B, 338A–338B, 338–339, 339A–339B, 398A–398B, 398–399, 399A–399B
3.M.2.1.6 State that there are 24 hours in a day, 7 days in a week, and 12 months in a year. **CL: B** **Calc: CN** **Content Limit: No conversions.**	398B, 398–399, 399A–399B **Teacher Resource Master:** Topic 17, pp. 35, 36, 37, 38 Also, See Grade 2: 463–466
3.M.2.1.7 Use appropriate vocabulary. (289.01.g) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **326E, 326–327, 328B, 338B, 390E, 398A–398B, 398–399**
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	
No objectives at this grade level.	N/A
Goal 2.3: Apply dimensional analysis.	
No objectives at this grade level.	N/A
Standard 3: Concepts and Language of Algebra and Functions **Goal 3.1:** Use algebraic symbolism as a tool to represent mathematical relationships.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.3.1.1 Write a multiplication problem vertically and horizontally. (290.01.a) **CL: C** **Calc: NO** **Content Limit: Whole number factors that are one- or two-digit numbers. Student is not required to find the product.**	108A–108B, 108–109, 109A–109B, 110A–110B, 110–112, 113A–113B, 140B, 142B, 144B, 148B **Teacher Resource Master:** Topic 5, pp. 2, 3, 37, 39, 40
3.M.3.1.2 Write a number sentence using simple geometric shapes as symbols to represent an unknown number. (290.01.b) **CL: C** **Calc: NO** **Content Limit: Information given in words to be rewritten as a number sentence that includes a symbol. Number sentence includes no more than one operation. Geometric symbols used limited to squares, rectangles, or triangles.**	**49,** 71, 95, 147 **Teacher Resource Master:** Topic 2, pp. 35, 38, 47 Topic 5, pp. 37
3.M.3.1.3 Write a fact family when given two addends. **CL: D** **Calc: NO** **Content Limit: Whole number addends between 1 and 9, inclusive.**	**66B** **Teacher Resource Master:** Topic 2, pp. 1

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.3.1.4 Read and use symbols (<, >, =) to express relationships with numbers through 9,999. (290.01.c) **CL: C** **Calc: NO** **Content Limit: May compare results of expressions. Use whole numbers and expressions with no more than one operation. For addition and subtraction expressions, result may be up to 999. For multiplication, factors must be less than 10.**	**12B–14, 15B, 43, 131,** 189 **Teacher Resource Master:** Topic 1, pp. 9, 73, 74, 75, 76, 77, 78, 79, 80 Topic 2, p. 37, 41 Topic 5, pp. 14, 18
Goal 3.2: Evaluate algebraic expressions.	
3.M.3.2.1 Use the commutative property of multiplication. (290.02.a) **CL: C** **Calc: NO** **Content Limit: Factors may be one- or two-digit numbers. Student is not required to find the product.**	**110A–110B, 110–112, 113A–113B** **Teacher Resource Master:** Topic 5, pp. 40, 41, 43
3.M.3.2.2 Solve multiplication problems using the commutative property (e.g., If 24 x 38 = 912, then what is 38 x 24?). **CL: C** **Calc: NO** **Content Limit: Factors may be one- or two-digit numbers. Student is not required to find the product.**	**110A–110B, 110–112, 113A–113B** **Teacher Resource Master:** Topic 5, pp. 40, 41, 43
Goal 3.3: Solve algebraic equations and inequalities.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.3.3.1 Solve missing addend equations. (290.03.a) **CL: C** **Calc: NO** **Content Limit: Whole number addends with sums less than 100. Geometric symbols used to represent missing addend limited to squares, rectangles, or triangles.**	**5, 9, 66–67, 71** **Teacher Resource Master:** Topic 2, pp. 33, 35, 36, 38, 47
Goal 3.4: Understand the concept of functions.	
3.M.3.4.1 Extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition (e.g., add 3). (293.01.a) **CL: C** **Calc: NO** **Content Limit: Pattern includes numbers less than 100. Minimum of four terms of pattern must be given.**	**15, 208B–209B, 210B–211B, 212B–214, 215B, 298B–299B, 314**
3.M.3.4.2 Use appropriate vocabulary. (293.01.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **204E, 204–205, 208B, 210B, 212B, 216B**
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	
No objectives at this grade level.	N/A
Goal 3.6: Apply functions to a variety of problems.	
No objectives at this grade level.	N/A
Standard 4: Concepts and Principles of Geometry **Goal 4.1:** Apply concepts of size, shape, and spatial relationships.	

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
3.M.4.1.1 Identify, compare, and analyze attributes of two- and three-dimensional shapes, including right angles, squares, and three-dimensional shapes in environment, and develop vocabulary to describe the attributes. **CL: B, C, D** **Calc: NO** **Content Limit: Identify and compare only. Two-dimensional shapes limited to triangles, quadrilaterals (square and rectangle), and circles. Three-dimensional shapes limited to cubes, cones, spheres, cylinders, and pyramids.** **'Analyze attributes…and develop vocabulary to describe the attributes' to be assessed in the classroom, not on the ISAT.**	**234A–234B, 234–237, 237A–237B,** 238A–238B, 238–241, 241A–241B, 246B–247B, **248A–248B, 248–249, 249A–249B,** 250B–251B
3.M.4.1.2 Discuss sliding and flipping of two-dimensional shapes. **Content Limit: Assessed in the classroom, not on the ISAT.**	**260A–260B, 260–263, 263A–263B** **Teacher Resource Master:** Topic 11, pp. 1, 2, 20, 21, 22
3.M.4.1.3 Identify vertical and horizontal lines of symmetry. **CL: B** **Calc: NO** **Content Limit: Limited to two-dimensional shapes or pictures. May identify no lines of symmetry, one vertical line of symmetry, one horizontal line of symmetry, or both vertical and horizontal lines of symmetry.**	**264A–264B, 264–265, 265A–265B, 266A–266B, 266–267, 267A–267B** **Teacher Resource Master:** Topic 11, pp. 3, 5, 6, 7, 8, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37
3.M.4.1.4 Use appropriate vocabulary. **Content Limit: Assessed in the classroom, not on the ISAT.**	**232E, 232–233, 258E, 258–259, 234B, 234–235**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 4.2: Apply the geometry of right triangles.	
No objectives at this grade level.	N/A
Goal 4.3: Apply graphing in two dimensions.	
3.M.4.3.1 Identify the point of final destination given directions for movement on a positive number line. **CL: C** **Calc: NO** **Content Limit: Movement described may include sequence of no more than two directions as addition or subtraction. Each successive move must remain in positive portion of number line. Dot must be used to indicate the starting point on given graphic of number line.**	**32–33** **Teacher Resource Master:** Topic 2, p. 33
Standard 5: Data Analysis, Probability, and Statistics **Goal 5.1:** Understand data analysis.	
3.M.5.1.1 Interpret information found in tables, bar graphs, and charts. (292.01.a) **CL: D** **Calc: NO** **Content Limit: Total number on tables and bar graphs will not exceed 100. Scales are in increments of 1, 2, or 5. Graphics may have at most four data categories. Bar graphs may be vertical or horizontal. Pictograph may be used as type of bar graph.**	**460A–460B, 460–462, 462A–462B,** 464–465, 466–467 **Teacher Resource Master:** Topic 20, pp. 2, 3, 4, 6, 7, 8, 17, 35, 39, 42, 43, 44, 46
3.M.5.1.2 Use appropriate vocabulary. (292.01.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **456E, 456–457, 458B, 458–459, 460B, 460–461**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Cognitive level codes:

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 5.2: Collect, organize, and display data.	
3.M.5.2.1 Collect, organize, and display data in tables, charts, or bar graphs in order to answer a question. (292.02.a) **CL: C** **Calc: NO** **Content Limit: Given data, choose a display. Total number on tables and bar graphs will not exceed 100. Scales are in increments of 1, 2, or 5. Graphics may have at most four data categories. Bar graphs may be vertical or horizontal. Pictograph and tally tables may be used as types of bar graphs. 'Collect' to be assessed in the classroom, not on the ISAT.**	**456C–456D, 457, 458B–459B, 464B–465B, 466B–467B**
Goal 5.3: Apply simple statistical measurements.	
No objectives at this grade level.	N/A
Goal 5.4: Understand basic concepts of probability.	
No objectives at this grade level.	N/A
Goal 5.5: Make predictions or decisions based on data.	
3.M.5.5.1 Make predictions based on data. **Content Limit: Assessed in the classroom, not on the ISAT.**	**476A–476B, 476–477, 477A–477B, 478A–478B, 478–481, 481A–481B**

Scott Foresman – Addison Wesley enVisionMATH
to the
Idaho Content Standards

Grade Four

Mathematics

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Standard 1: Number and Operation **Goal 1.1:** Understand and use numbers.	
4.M.1.1.1 Read, write, compare, and order whole numbers to 100,000. (297.01.a) **CL: B** **Calc: NO** **Content Limit: When comparing, symbols for greater than and less than will not be used. When ordering, no more than four values are used. Numbers may be ordered least to greatest or greatest to least.**	**2–3, 4B–6, 7B, 8B–9B, 10B–13B, 14B–15B**
4.M.1.1.2 Identify and apply place value in whole numbers. (297.01.b) **CL: B** **Calc: NO** **Content Limit:** **Whole numbers to 100,000**	**2–3, 4B–6, 7B, 8B–9B, 10B–13B, 14B–15B**

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.1.1.3 Count the value of a collection of bills and coins up to $100.00. (297.01.c) **CL: C** **Calc: NO** **Content Limit: Any quantity of coins or bills whose sum is under $100. Pictures of bills and coins are not required.**	**18A–18B, 18–19, 19A–19B** **Teacher Resource Master:** Topic 1, pp. 59, 60, 61, 62
4.M.1.1.4 Read, write, compare, and order commonly used fractions with pictorial representations. (297.01.d) **CL: D** **Calc: NO** **Content Limit: Fraction denominators limited to 2, 3, 4, 5, 6, and 8. Fractions not simplified. Improper fractions not allowed as correct answer.**	**216B–218, 219B, 220B, 222B–223B, 224B,** 224, 226, 228B, 229B, **230B,** 230–232
4.M.1.1.5 Use decimal numbers with money. (297.01.e) **CL: B** **Calc: NO** **Content Limit:** **Items will state an amount of money less than $100 in words and ask to find the appropriate expression or value written with dollar sigh ($) and decimal point.**	**16A–17A, 16–17, 17A–17B,** 18–19 **Teacher Resource Master:** Topic 1, pp. 52, 53, 54, 59, 60, 61, 62
4.M.1.1.6 Select strategies appropriate for solving a problem. (298.01.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**2G–2L, 7, 9, 12–13, 15, 20B–21B**
4.M.1.1.7 Use appropriate vocabulary. (297.01.f) **Content Limit: Assessed in the classroom, not on the ISAT.**	**2E, 2–3, 4B–4, 214E, 214–215, 216B–217, 224B–226, 228B–229, 230B–232, 266A, 266–267**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 1.2: Perform computations accurately.	
4.M.1.2.1 Recall multiplication facts through 10 x 10. (297.02.e) **Content Limit: Assessed in the classroom, not on the ISAT.**	**58B–58, 59B, 60B–60, 61B, 62B–63B, 64B–65B, 66B–67B**
4.M.1.2.2 Add and subtract whole numbers. (297.02.a) **CL: C** **Calc: NO** **Content Limit: At most, three addends. Each number contains at most, three digits. Differences must be greater than zero. May be done with or without regrouping. Expression must be clearly stated. Items may be written in horizontal or vertical form.**	**28B–29, 31B,** 36B–38, 39B, **40B,** 40–41B, 42B–43B, 44B–47B
4.M.1.2.3 Multiply up to two-digit by two-digit whole numbers and divide whole numbers by one-digit divisors. (297.02.b) **CL: C** **Calc: NO** **Content Limit: Divide up to three-digit whole numbers by one-digit divisors. Division must result in a whole number quotient. Division problems may be written with bracket or division symbol (÷). Expression must be clearly stated. Items may be written in horizontal or vertical form.**	**98B–99B, 106B–108, 110B–113B, 146B–149B, 150B–151B, 152B–153B, 168B–169B, 170B–172, 177B, 174B–176, 177B, 178B–179B, 180B–181B**

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.1.2.4 Add and subtract fractions with like denominators that do not require simplification. (297.02.c) **CL: C** **Calc: NO** **Content Limit: Fraction denominators limited to 2, 3, 4, 6, 8, 10, and 12. Improper fractions allowed in answer options. Expression must be clearly stated. Items may be written in horizontal or vertical form.**	**250A–250B, 250–253, 253A–253B** **Teacher Resource Master:** Topic 11, p. 2, 15, 16, 17, 18
4.M.1.2.5 Add and subtract decimals using money. (297.02.d) **CL: C** **Calc: NO** **Content Limit: May be done with or without regrouping. Values for answer options up to $10.00. All values written with dollar sign ($) and decimal point. Expression must be clearly stated. Items may be written in horizontal or vertical form.**	**18A–18B, 18–19, 19A–19B,** 300A–300B, 300–302, 303A–303B, **308A–308B, 308–309, 309A–309B** **Teacher Resource Master:** Topic 13, pp. 29, 31, 32, 40, 51, 61, 62
4.M.1.2.6 Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (297.02.f) **CL:** **Calc:** **Content Limit: Assessed in the classroom, not on the ISAT.**	**28B–30, 31B,** 36B–38, 40B–41B, 42B–43B, 44B–47B, **98B–99B**, **106B–108, 109B, 119, 299, 339**

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.1.2.7 Select and use appropriate operations to solve word problems and show or explain work. (298.01.b) **CL: D** **Calc: NO** **Content Limit:** **Content limits for objectives 1.2.2, 1.2.3, 1.2.4, and 1.2.5 apply.** **Expression should not be stated.** **'Show or explain the work' assessed in the classroom, not on the ISAT.**	**30,** 39, **40B,** 41B, 42B, 43, **44B–46, 98B, 99, 106B, 109B, 110B, 149, 150B, 151, 153, 153B, 168B, 169, 169B, 170B, 172, 174B, 174, 176, 178B, 179, 180B**
4.M.1.2.8 Use appropriate vocabulary. (297.02.g) **Content Limit: Assessed in the classroom, not on the ISAT.**	**22I, 22–23, 28B–28, 54I, 54–55, 56B–57, 60B–60, 62B–63, 64B–64, 88I, 88–89, 92B, 134I, 134–135, 250G, 250–251, 290I, 290–291**
Goal 1.3: Estimate and judge reasonableness of results.	
4.M.1.3.1 Estimate to predict computation results. (297.03.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**32A–32B, 32–33, 33A–33B, 100A–100B, 100–101, 101A–101B, 144A–144B, 144–145, 145A–145B, 166A–166B, 166–167, 167A–167B**
4.M.1.3.2 Use estimation to evaluate the reasonableness of an answer. (297.03.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**101, 102A–102B, 102–104, 105A–105B** **Teacher Resource Master:** Topic 5, pp. 47, 48, 49
4.M.1.3.3 Investigate the use of a four-function calculator to solve complex grade-level problems. (298.03.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**119, 299, 339**
4.M.1.3.4 Use appropriate vocabulary. (297.03.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **26E, 32B, 94E, 100B, 102B, 140E, 144B, 162E, 166B**

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Standard 2: Concepts and Principles of Measurement **Goal 2.1:** Understand and use U.S. customary and metric measurements.	
4.M.2.1.1 Select and use appropriate units and tools to make the formal measurements of length, temperature, and weight in both systems. (299.01.a) **CL: C** **Calc: NO** **Content Limit: Select appropriate units and tools only. Units are degrees, inches, feet, yards, miles, millimeters, centimeters, meters, ounces, pounds, tons, grams, kilograms, and degrees. Tools are rulers, yardsticks, meter sticks, thermometers, clocks, and scales.** **'Use…tools to make formal measurements' to be assessed in the classroom, not on the ISAT.**	364B, **364, 365B,** 366B, **366, 367B, 368B–368, 369B, 374, 375B, 376, 377B, 378B, 378, 379B**
4.M.2.1.2 Estimate length, time, weight, and temperature in real-world problems using standard units. (299.01.b) **CL: C** **Calc: NO** **Content Limit: Lengths are measured in inches, feet, and yards. Time is measured in minutes, hours, and days. Weight is measured in ounces, pounds, and tons. Capacity is measured in cups, quarts, and gallons. May select estimate of size from among list of different numbers with same units (e.g., 1 inch, 1 foot, 10 inches, 10 feet).**	**364B, 365, 367, 368B, 369** **Teacher Resource Master:** Topic 16, pp. 2, 4, 5, 10, 12, 14, 59

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.2.1.3 Tell time to the nearest minute using digital and analog clocks. (299.01.e) **CL: B** **Calc: NO** **Content Limit: Second hand not shown on clock face. Picture of analog clock is given and answer options show time on digital clock OR digital clock is shown and answer options are analog clocks.**	384–385, **386A–386B, 386–388, 389A–389B** **Teacher Resource Master:** Topic 16, pp. 101, 102, 103, 104
4.M.2.1.4 Solve real-world problems related to elapsed time. (299.01.f) **CL: F** **Calc: NO** **Content Limit: Times given in hours and minutes.**	**386A–386B, 386–388, 389A–389B** **Teacher Resource Master:** Topic 16, pp. 101, 102, 103, 104
4.M.2.1.5 Convert units of length and time within the U. S. Customary system. (299.01.c) **CL: C** **Calc: NO** **Content Limit:** **Units of length are inches, feet, and yards. Units of time are seconds, minutes, hours, and days. Conversion may only bridge two adjacent units such as hours to minutes and not hours to seconds. Conversions may not include or result in fractions.**	**370A–370B, 370–373, 373A–373B, 384A–384B, 384–385, 385A–385B** **Teacher Resource Master:** Topic 16, pp. 7, 8, 17, 18, 65, 66, 67, 68, 69, 95, 96, 97
4.M.2.1.6 State that there are 365 days in a year and 52 weeks in a year. **Content Limit:** **Assessed in the classroom, not on the ISAT.**	**384–385** **Teacher Resource Master:** Topic 16, pp.96, 97

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.2.1.7 Recall length and volume (capacity) equivalences involving inches, feet, yards, cups, pints, quarts, and gallons in the U.S. Customary system. **CL: B** **Calc: CR** **Content Limit: Equivalences include 12 inches = 1 foot,** **3 feet = 1 yard,** **2 cups = 1 pint,** **2 pints = 1 quart, and** **4 quarts = 1 gallon. No conversions.**	**370A–370B, 370–372, 373A–373B** **Teacher Resource Master:** Topic 16, pp. 65, 66, 67, 68
4.M.2.1.8 Use appropriate vocabulary. (299.01.g) **Content Limit:** **Assessed in the classroom, not on the ISAT.**	**362E, 364–365, 366–367, 368–369, 374–375, 376–377, 378–379, 384–385**
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	
No objectives at this grade level.	N/A
Goal 2.3: Apply dimensional analysis.	
No objectives at this grade level.	N/A
Standard 3: Concepts and Language of Algebra and Functions **Goal 3.1:** Use algebraic symbolism as a tool to represent mathematical relationships.	
4.M.3.1.1 Write a division problem using a bracket (⌐) and/or the division symbol (÷). (300.01.a) **CL: B** **Calc: NO** **Content Limit: Whole numbers less than 100,000. Student is not required to find the quotient.**	86A–86B, 86–88, 89A–89B **Teacher Resource Master:** Topic 4, pp. 45, 46, 47, 50

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.3.1.2 Write a number sentence using simple geometric shapes or letters of the alphabet as symbols to represent an unknown number. (300.01.b) **CL: C** **Calc: NO** **Content Limit: Information given in words to be rewritten as a number sentence that includes a symbol. Number sentence includes no more than one operation. Geometric symbols used limited to squares, rectangles and triangles.**	**44–46, 68–69, 86–88, 116–118, 258–260**
4.M.3.1.3 Show the relationship between multiplication and division using fact families. **CL: D** **Calc: NO** **Content Limit: Whole number factors between 1 and 10, inclusive.**	**80A–80B, 80–81, 81A–81B, 84A–84B, 84–85, 85A–85B** **Teacher Resource Master:** Topic 4, pp. 17, 27, 28, 29, 37, 49
4.M.3.1.4 Read and use symbols of "<," ">," and "=" to express relationships with numbers through 1,000,000. (300.01.c) **CL: C** **Calc: CN** **Content Limit: May compare results of expressions. Use whole numbers and expressions with no more than one operation. 'Read' means to express in words.**	**11, 12, 13B** **Teacher Resource Master:** Topic 1, pp. 41, 42, 44
Goal 3.2: Evaluate algebraic expressions.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.3.2.1 Use the identity and zero properties of multiplication. **CL: C** **Calc: NO** **Content Limit: Item can be assessed using a numeric representation (4 x 0 or 4 x 1) or a description in words such as "Any number times zero …"** **a) Equals itself** **b) Equals zero** **c) Does not exist** **d) Equals the number with a zero added on…,etc.** **Factors limited to 0 through 9.**	**60A–60B, 60–61, 61A–61B** **Teacher Resource Master:** Topic 3, pp. 39, 40, 41, 42,
Goal 3.3: Solve algebraic equations and inequalities.	
4.M.3.3.1 Solve missing factor equations. (300.03.a) **CL: C** **Calc: NO** **Content Limit: Whole number factors with products less than 100. Geometric symbols used to represent missing factor limited to squares, rectangles, or triangles.**	**62, 64, 66** **Teacher Resource Master:** Topic 3, pp. 35, 39, 41, 45, 51, 57
Goal 3.4: Understand the concept of functions.	
4.M.3.4.1 Identify the rule (function) for a pattern using whole numbers and addition and then extend the pattern. (303.01.a) **CL: F** **Calc: NO** **Content Limit: Numbers less than 100. Items can ask for a rule, an extension of the pattern, or both. Minimum of four terms of pattern must be given.**	**58, 128A–128B, 128–129, 129A–129B, 130–131, 331, 435, 437**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.3.4.2 Use appropriate vocabulary. (303.01.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **52E, 52–53, 126E, 126–127, 128B–128, 130B–130, 132B–132**
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	
No objectives at this grade level.	N/A
Goal 3.6: Apply functions to a variety of problems.	
No objectives at this grade level.	N/A
Standard 4: Concepts and Principles of Geometry **Goal 4.1:** Apply concepts of size, shape, and spatial relationships.	
4.M.4.1.1 Identify, compare, and analyze attributes of two- and three-dimensional shapes, including parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes. (301.01.a) **CL: B, C, D** **Calc: NO** **Content Limit: Identify and compare only. Two-dimensional shapes limited to triangles, quadrilaterals (rectangle, square, rhombus, and trapezoid), and hexagons. Three-dimensional shapes limited to cubes, cylinders, cones, spheres, pyramids, and rectangular prisms.** **"Analyze attributes…and develop vocabulary to describe the attributes' to be assessed in the classroom, not on the ISAT**	**202A–202B, 202–203, 203A–203B, 204A–204B, 204–205, 205A–205B, 206A–206B, 206–207, 207A–207B, 346A–346B, 346–349, 349A–349B**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.4.1.2 Predict the results of sliding and flipping two-dimensional shapes. (301.01.d) **CL: D** **Calc: NO** **Content Limit: Use diagrams showing non-regular polygons on a grid. Include items where student is given a description and there is a graphic shown for each answer option.**	**448A–448B, 448–449, 449A–449B, 450A–450B, 450–451, 451A–451B, 452A–452B, 452–453, 453A–453B**
4.M.4.1.3 Identify multiple lines of symmetry in two-dimensional shapes. **CL: B, C** **Calc: NO** **Content Limit: Shapes limited to parallelogram, hexagon, and octagon.**	**456A–456B, 456–457, 457A–457B** **Teacher Resource Master:** Topic 19, pp. 51, 52, 53, 54, 55, 57, 58, 59, 60
4.M.4.1.4 Discuss perimeters of polygons, and areas and perimeters of rectangles and squares, using concrete objects. (301.01.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	**314C–314D,** 318A–318B, 318–319, 319A–319B, **328B–330, 331B**
4.M.4.1.5 Use appropriate vocabulary. (301.01.e) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **194E, 194–195, 314E, 314–315, 318–319, 328B–330, 446E, 446–447**
Goal 4.2: Apply the geometry of right triangles.	
No objectives at this grade level.	N/A
Goal 4.3: Apply graphing in two dimensions.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.4.3.1 Use ordered pairs to identify the position of a point in the first quadrant on a coordinate grid. **CL: C** **Calc: NO** **Content Limit: Coordinates are whole numbers. Point may not be on *x*-axis or *y*-axis.**	**408A–408B, 408–409, 409A–409B,** 410A–410B, 410–411, 411A–411B **Teacher Resource Master:** Topic 17, pp. 55, 56, 57, 58
Standard 5: Data Analysis, Probability, and Statistics **Goal 5.1:** Understand data analysis.	
4.M.5.1.1 Read and interpret simple tables, charts, bar graphs, and line graphs. (302.01.a) **CL: D** **Calc: NO** **Content Limit: Graphics may have at most ten data categories. Scales are in increments of 1, 2, 5, or, 10 or must be consistent with real-world applications. Bar graphs may be vertical or horizontal. Pictograph may be used as a type of bar graph.**	**400–401, 402A–402B, 402–403, 403A–403B, 404A–404B, 404–405, 405A–405B, 415B**
4.M.5.1.2 Use appropriate vocabulary. (302.01.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **400E, 400–401, 404A–404B, 404–405, 405A–405B, 410A–410B, 410–411**
Goal 5.2: Collect, organize, and display data.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.5.2.1 Collect, organize, and display data in tables and charts to answer a question. (302.02.a) **CL: C** **Calc: NO** **Content Limit: Given data, choose a display. Graphics may have at most ten data categories. Scales are in increments of 1, 2, 5, or 10, or must be consistent with real-world applications. Bar graphs may be vertical or horizontal. Pictograph may be used as a type of bar graph. Line graphs, vertical bar graphs, and horizontal bar graphs may be used. 'Collect' data to be assessed in the classroom, not on the ISAT.**	402A–402B, 402–403, 403A–403B, **405B, 420A–420B, 420–422, 423A–423B** **Teacher Resource Master:** Topic 17, pp. 2, 20, 33
4.M.5.2.2 Display data in a bar graph using appropriate notation such as a title, axes labels, and reasonable scales. (302.02.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**420A–420B, 420–422, 423A–423B** **Teacher Resource Master:** Topic 17, pp. 4, 33, 93
Goal 5.3: Apply simple statistical measurements.	
4.M.5.3.1 Find the mode of a simple set of whole number data. **CL: C** **Calc: NO** **Content Limit: Numbers used for data are less than 100. Data set must contain unique mode. Limited to ten values in data set.**	**414A–414B, 414–415, 415A–415B, 416, 417, 417B** **Teacher Resource Master:** Topic 17, pp. 73, 74, 75, 76, 77, 80, 81
Goal 5.4: Understand basic concepts of probability.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
4.M.5.4.1 Predict the results of simple probability experiments using coins or spinners (e.g., 3 out of 6 choices). (302.04.a) **CL: E** **Calc: NO** **Content Limit: Situation may involve at most two coins or spinners divided in up to six equal sections.**	**472A–472B, 472–474, 475A–475B** **Teacher Resource Master:** Topic 20, pp. 31, 32, 33, 34
Goal 5.5: Make predictions or decisions based on data.	
4.M.5.5.1 Make predictions based on data. (298.01.c) **CL: E** **Calc: NO** **Content Limit: Data given in tables, bar graphs, or line graphs.**	Related content: 422, 472A–472B, 472–474, 475A–475B **Teacher Resource Master:** Topic 20, pp. 31, 32, 33, 34

Scott Foresman – Addison Wesley enVisionMATH
to the
Idaho Content Standards

Grade Five

Mathematics

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Standard 1: Number and Operation **Goal 1.1:** Understand and use numbers.	
5.M.1.1.1 Read, write, compare, and order whole numbers through millions and decimal numbers through thousandths. (307.01.a) **CL: B, C** **Calc: CN** **Content Limit: Numbers may be ordered least to greatest or greatest to least.**	**2C–2D, 4B–5B, 6B–9B, 10A–11B, 12B–13B**
5.M.1.1.2 Identify and apply place value in whole numbers and decimal numbers to thousandths. (307.01.b) **CL: B** **Calc: CN** **Content Limit: Whole numbers through millions and decimal numbers through thousandths.**	**2C–2D, 4B–5B, 6B–9B, 10A–11B, 12B–13B**
5.M.1.1.3 Count back change from $10.00. **Content Limit: Assessed in the classroom, not on the ISAT.**	Related content: See Grade 4: 288B, 308B, 308–309

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.1.1.4 Compare and order commonly used fractions and their equivalents. (307.01.e) **CL: C** **Calc: NO** **Content Limit: Fraction denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 16, 20, 24, and 25.**	**228A–228B, 228–229, 229A–229B, 230A-230B, 230–231, 231A–231B**
5.M.1.1.5 Identify decimal equivalents of commonly used fractions. (307.01.c) **CL: C** **Calc: NO** **Content Limit: Fraction denominators limited to 2, 4, 5, 8, 10, 20, and 25.**	**238A–238B, 238–241, 241A–241B, 242A–242B, 242–243, 242A–243B, 244A–244B, 244–245, 245A–245B**
5.M.1.1.6 Apply the number theory concepts of primes, composites, multiples, and factors. (307.01.f) **CL: D, E** **Calc: CN** **Content Limit: Whole numbers less than 100.**	**60B–61B, 102B–103, 105B, 106B–108, 109B, 232B–233B, 260B–261B**
5.M.1.1.7 Select strategies appropriate for solving a problem. **Content Limit: Assessed in the classroom, not on the ISAT.**	**2G–2L, 5, 8–9, 13, 14–16, 104, 108, 233, 229, 231, 236**
5.M.1.1.8 Use appropriate vocabulary. **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **2G, 2–3, 4–5, 10, 82E, 218E, 218–219**
Goal 1.2: Perform computations accurately.	
5.M.1.2.1 Recall basic multiplication and division facts up to 10's. (307.02.d) **Content Limit: Assessed in the classroom, not on the ISAT.**	See Grade 4: **58A–59B, 59–60, 60A–60B–60, 61A–61B, 62A–62B, 62–63**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.1.2.2 Add and subtract decimal numbers through thousandths. (307.02.c) **CL: C** **Calc: NO** **Content Limit: Decimal numbers through thousandths. Differences must be greater than zero. Expression must be clearly stated.**	**42AB–42B, 42–43, 43A–43B, 44A–44B, 44–45, 45A–45B** **Teacher Resource Master:** Topic 2, pp. 62, 63, 64, 65, 66, 68, 69, 70, 71, 72
5.M.1.2.3 Multiply and divide whole numbers. (307.02.a) **CL: C** **Calc: NO** **Content Limit: Multiplication items have at most two-digit factors. Division items have only a one-digit divisor and at most a three-digit dividend. Answers can be terminating decimals to the tenths place. Expression must be clearly stated.**	**64B,** 64–66, **68B**, 68–69, 64–65, **94B–94**, 95–96, **98B**, 98–99, 134–135
5.M.1.2.4 Add and subtract fractions with like denominators without simplification. (307.02.b) **CL: C** **Calc: NO** **Content Limit: Fraction denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16, 20, 24, and 25. Improper fractions allowed in answer options. Expression must be clearly stated.**	**254B, 254C–254D, 256A–256B, 256–258, 258A–258B** **Teacher Resource Master:** Topic 10, pp. 1, 2, 25, 26, 27, 28, 29
5.M.1.2.5 Evaluate numerical expressions that include parentheses. (307.02.e) **CL: C** **Calc: NO** **Content Limit: Whole numbers. No more than three operations. Expression must be clearly stated.**	**152A–152B, 152–154, 155A–155B, 156B, 158A–158B, 158–159, 161B**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.1.2.6 Select and use an appropriate method of computation from mental math, paper and pencil, calculator or a combination of the three. (307.02.f) **Content Limit: Assessed in the classroom, not on the ISAT.**	**17, 24B–25, 27B, 37, 101, 113, 241**
5.M.1.2.7 Use a variety of strategies to solve real life problems. (308.01.a) **CL: F** **Calc: YES** **Content Limit: Content limits for objectives 1.2.2, 1.2.3, and 1.2.4 apply. Expression should not be stated. The items could be such that a variety of strategies could be used, but ability to 'Use a variety of strategies' to be assessed in the classroom, not on the ISAT.**	**43, 43B, 44B, 45, 64B, 68B**, **94B**, 96, 97B, **98B**, 99, 99B, 130B**,** 134B, **256B,** 259B
5.M.1.2.8 Use appropriate vocabulary. (307.02.g) **Content Limit: Assessed in the classroom, not on the ISAT.**	**22E, 22–23, 56E, 56–57, 82E, 82–83, 144E, 144–145, 158B–158, 254E, 254–255**
Goal 1.3: Estimate and judge reasonableness of results.	
5.M.1.3.1 Estimate to predict computation results. (307.03.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**30B–32, 33B, 62B–63B, 86B–87B, 124B–125B, 136B–137B**
5.M.1.3.2 Identify when an estimate is sufficient or when an exact answer is required. (307.03.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**30B, 30, 86B, 174B, 184B**

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5.M.1.3.3 Explain why a given estimate is an overestimate or underestimate. (307.03.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	**32, 33B, 62–63, 63A–63B** **Teacher Resource Master:** Topic 3, pp. 43, 44, 45, 47, 49
5.M.1.3.4 Use a four-function calculator to solve complex grade-level problems. **Content Limit: Assessed in the classroom, not on the ISAT.**	**17, 37, 101, 113, 241**
5.M.1.3.5 Formulate conjectures and discuss why they must be or seem to be true. (308.02.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	Related content: 212A–212B, 212–213, 213A–213B **Teacher Resource Master:** Topic 8, pp. 63, 66, 67, 68, 69, 70, 71
5.M.1.3.6 Use appropriate vocabulary. (307.03.d) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **22E, 62A–62B, 88A–88B, 124A–124B, 174A–174B**
Standard 2: Concepts and Principles of Measurement **Goal 2.1:** Understand and use U.S. customary and metric measurements.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.2.1.1 Select and use appropriate units and tools to make formal measurements of length, temperature, weight, and volume (capacity) in both systems. (309.01.a) **CL: C** **Calc: CN** **Content Limit: Select appropriate units and tools only. Units for length are inches, feet, yards, miles; millimeters, centimeters, and meters. Units for time are seconds, minutes, hours, days, and years. Units for weight are ounces, pounds, tons, grams, and kilograms. Units for volume (capacity) are cups, quarts, gallons, milliliter, and liter.** **'Use … tools to make formal measurements' to be assessed in the classroom, not on the ISAT.**	296B–297B, 298B–299B, **348–349, 349B, 352B, 352, 353B**
5.M.2.1.2 Estimate length, time, weight, temperature, and volume (capacity) in real-world problems using standard units. (309.01.b) **CL: C** **Calc: CN** **Content Limit:** **Lengths are measured in inches, feet, and yards. Time is measured in seconds, minutes, hours, and days. Weight is measured in ounces, pounds, and tons. Capacity is measured in cups, quarts, and gallons. May select estimate of size from among list of different numbers with same units (e.g.,** **1 inch, 1 foot,** **10 inches, 10 feet).**	**346C, 348, 349B, 352, 353B** **Teacher Resource Master:** Topic 14, pp. 4, 6, 41, 46

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.2.1.3 Tell time to the nearest second. **CL: C** **Calc: CN** **Content Limit: Items must show a digital stopwatch. Time on stopwatch uses the format HH:MM:SS (e.g., 00:05:20 would be 5 minutes and 20 seconds; 01:10:40 would be 1 hour, 10 minutes, and 40 seconds). May not use an analog clock face.**	358A–358B, 358–360, 361A–361B, 362A–362B, 362–363, 363A–363B
5.M.2.1.4 Solve real world problems related to elapsed time. (309.01.d) **CL: F** **Calc: CR** **Content Limit: Times given in hours and minutes**	**358A–358B, 358–360, 361A–361B, 362A–362B, 362–363, 363A–363B** **Teacher Resource Master:** Topic 14, pp. 63, 64, 65, 66, 67, 69, 70, 71, 72, 73
5.M.2.1.5 Calculate the perimeter of polygons and the area of rectangles and squares. (309.01.c, 311.01.d) **CL: C** **Calc: CR** **Content Limit: For perimeter items, shapes are limited to triangle, quadrilateral, pentagon, and hexagon. Dimensions given in whole numbers.**	**294C–294D, 295, 300B–302, 303A–303B, 304B–305B**, 306B–307B, 308B–309B
5.M.2.1.6 Convert units of length within each system. (309.01.e) **CL: C** **Calc: CR** **Content Limit:** **Conversions between centimeters and meters or between inches, feet, and yards.**	**354A–354B, 354–355, 355A–355B, 356A–356B, 356–357, 357A–357B** **Teacher Resource Master:** Topic 14, pp. 51, 52, 53, 54, 55, 57, 58, 59, 60, 61

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.2.1.7 Convert days into weeks and years and years into decades and centuries. **CL: C** **Calc: CR** **Content Limit:** **Remainders should be expressed as additional units not as fractions (e.g., 51 days is 7 weeks and 2 days not 7 $\frac{2}{7}$ weeks).**	362A–362B, 362–363, 363A–363B **Teacher Resource Master:** 69, 70, 71, 72, 73
5.M.2.1.8 Recall length, volume (capacity), and mass equivalences involving millimeters, centimeters, meters, milliliters, liters, grams, and kilograms in the metric system. **CL: B** **Calc: CN** **Content Limit:** **Equivalences include:** **1,000 mm = 1 m** **10 mm = 1 cm** **100 cm = 1m** **1,000 mL = 1 L** **1,000 g = 1 kg. No conversions.**	**356A–356B, 356–357, 357A–357B** **Teacher Resource Master:** pp. 57, 58, 59, 60, 61
5.M.2.1.9 Use appropriate vocabulary. (309.01.g) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **294E, 294–295, 298B–298, 300B–300, 304B–304, 346E, 346–347**
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	
No objectives at this grade level.	N/A
Goal 2.3: Apply dimensional analysis.	
No objectives at this grade level.	N/A

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Standard 3: Concepts and Language of Algebra and Functions **Goal 3.1:** Use algebraic symbolism as a tool to represent mathematical relationships.	
5.M.3.1.1 Write a division problem as a proper and an improper fraction. **CL: B** **Calc: CN** **Content Limit: Given a division situation choose the appropriate division expression that uses the fraction bar as a division sign. Whole numbers less than 50. Answers will be either a proper or an improper fraction.**	**224A–224B, 224–225, 225A–225B** **Teacher Resource Master:** Topic 9, pp. 41, 42, 43
5.M.3.1.2 Translate simple word statements for addition and multiplication into numeric expressions. (310.01.b) **CL: C** **Calc: CN** **Content Limit: Whole numbers less than 50. One operation per expression.**	**67, 146A–146B, 146–147, 147A–147B, 148A–148B, 148–151, 151A–151B, 158B–159B** **Teacher Resource Master:** Topic 6, pp. 2, 5, 17, 21, 22, 23, 24, 35, 37, 38,
5.M.3.1.3 Write a fact family when given two factors. **CL: C** **Calc: CN** **Content Limit: Whole number factors between 1 and 10, inclusive.**	58A–58B, 58–59, 59A–59B, 60A–60B, 60–61, 61A–61B

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.3.1.4 Read and use symbols of "<," ">," and "=" to express relationships. (310.01.c) **CL: C** **Calc: CN** **Content Limit: May compare results of expressions. Use whole numbers less than 50 and expressions with no more than one operation. 'Read' means to express in words.**	**6B–8, 9B, 12B–13B, 74B–76B, 110B–112B, 288B–289B, 386B–388B**
Goal 3.2: Evaluate algebraic expressions.	
5.M.3.2.1 Use the following properties as they relate to addition and multiplication: commutative, associative, and distributive. (310.02.a) **CL: D** **Calc: CN** **Content Limit: Whole numbers less than 100.**	**24A–24B, 24–26, 27A–27B, 58A–58B, 58–59, 59A–59B, 156A–156B, 156–157, 157A–157B**
Goal 3.3: Solve algebraic equations and inequalities.	
5.M.3.3.1 Solve missing factor equations. (310.03.a) **CL: C** **Calc: CR** **Content Limit: Whole numbers less than 100. Geometric symbols (include squares, rectangles, and triangles) used to represent missing factor.**	59 **Teacher Resource Master:** Topic 3, pp. 31, 32, 34, 35 See also, Grade 4: **60, 62, 64, 66**
Goal 3.4: Understand the concept of functions.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.3.4.1 Identify the rule for a pattern using whole numbers and extend the pattern. (313.01.a) **CL: E** **Calc: CR** **Content Limit: Numbers less than 100. Items can ask for a rule, an extension of the pattern, or both.**	14B–17B, 33, **382B–384, 385B, 404B–405B**
5.M.3.4.2 Use appropriate vocabulary. (313.01.d) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **22E, 22–23, 24B–25, 56E, 56–57, 58B–59, 144E, 144–145, 362I, 362–363**
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	
No objectives at this grade level.	N/A
Goal 3.6: Apply functions to a variety of problems.	
5.M.3.6.1 Use patterns to represent problems. (313.02.a) **CL: D** **Calc: CN** **Content Limit: Numbers less than 100. May include decimals to tenths, fractions with denominators 2, 4, or 8.**	**14B–17B, 33, 382B–384, 385B, 404B–405B**
Standard 4: Concepts and Principles of Geometry **Goal 4.1:** Apply concepts of size, shape, and spatial relationships.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.4.1.1 Identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. (311.01.a) **CL: B, C, D** **Calc: CN** **Content Limit: Polygons limited to triangles, quadrilaterals (including square, rectangle, parallelogram, trapezoid, and rhombus), hexagons, and octagons. Polyhedra limited to cubes, triangular prisms, rectangular prisms, and pyramids.** **'Develop vocabulary to describe the attributes' to be assessed in the classroom, not on the ISAT.**	**198C–198D, 199, 200B–202, 203B, 204B–205B, 206B–207B, 208B–209B, 210B–211B**
5.M.4.1.2 Classify angles without formal measures as acute, right, obtuse, and/or straight. **CL: D** **Calc: CN** **Content Limit: Pictures or diagrams must be included. Angle measures are limited to increments of 15°.**	**204A–204B, 204–205, 205A–205B, 208A–208B, 208–209, 209A–209B** **Teacher Resource Master:** Topic 8, pp. 41, 42, 43, 44, 45
5.M.4.1.3 Identify and label points, lines, line segments, rays, and angles. (311.01.b) **CL: C** **Calc: CN** **Content Limit: Symbols that may be used include: capital letter for points, two-headed arrow above two capital letters for lines, line segment above two capital letters for line segments, one-headed arrow above two capital letters for rays, angle symbol with one capital letter or angle symbol with three capital letters for angles. All letters are non-italics.**	**200A–200B, 200–202, 203A–203B** **Teacher Resource Master:** Topic 8, pp. 1, 2, 34, 35, 36, 37, 38

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.4.1.4 Discuss and predict the results of sliding, flipping, and turning two-dimensional shapes. (311.01.e) **CL: D, E** **Calc: CN** **Content Limit: Use diagrams showing non-regular polygons on grid. Items may include a given description and a graphic shown for each answer option.** **'Discuss' to be assessed in the classroom, not on the ISAT.**	**464A–464B, 464–466, 467A–467B, 468A–468B, 468–469, 469A–469B, 470A–470B, 470–471, 471A–471B** **Teacher Resource Master:** pp. 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 35, 36, 37, 38, 43, 44, 47, 53, 54
5.M.4.1.5 Identify shapes as congruent, similar, or symmetrical. **CL: D** **Calc: CN** **Content Limit: Shapes limited to triangles, rectangles, squares, pentagons, and hexagons. Symmetry limited to line symmetry.**	**472A–472B, 472–473, 473A–473B, 474A–474B, 474–477, 477A–477B** **Teacher Resource Master:** pp. 41, 42, 45, 47, 48, 49, 50, 51
5.M.4.1.6 Explain the difference between perimeter and area of a polygon. (311.01.d) **Content Limit: Assessed in the classroom, not on the ISAT.**	**304A–304B, 304–305** **Teacher Resource Master:** Topic 12, pp. 36, 52
5.M.4.1.7 Use appropriate vocabulary. (311.01.f) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **198E, 198–199, 200B–202, 204B–205, 206B–206, 208B–208, 210B–210**
Goal 4.2: Apply the geometry of right triangles.	
No objectives at this grade level.	N/A
Goal 4.3: Apply graphing in two dimensions.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
5.M.4.3.1 Use ordered pairs to identify and plot points in the first quadrant on a coordinate grid. (311.02.a) **CL: C** **Calc: CN** **Content Limit: Coordinates are whole numbers. Point may be on positive x- or y-axis.**	414A–414B, 414–416, 417, 417A–417B, 418–419, 420–421 **Teacher Resource Master:** Topic 17, pp. 27, 28, 29, 30, 31, 33, 34
Standard 5: Data Analysis, Probability, and Statistics **Goal 5.1:** Understand data analysis.	
5.M.5.1.1 Read and interpret tables, charts, bar graphs, and line graphs. (312.01.a) **CL: C, D** **Calc: CN** **Content Limit: Graphics may have at most ten data categories. Scales are in increments of 1, 2, 5, or 10, or must be consistent with real-world applications. Bar graphs may be vertical or horizontal.**	**432A–432B, 432–435, 435A–435B, 444, 454B,** 454–455B **Teacher Resource Master:** Topic 18, pp. 4, 5, 6, 31, 35, 36, 38, 39, 41, 42, 43, 45, 48, 49, 50, 51, 52, 43, 68, 71
5.M.5.1.2 Use appropriate vocabulary. (312.01.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **428E, 429, 430B, 432A–432B, 432–433, 444B–444**
Goal 5.2: Collect, organize, and display data.	
5.M.5.2.1 Collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs. (312.02.a) **CL: C** **Calc: CR** **Content Limit: Given data, choose a display. 'Collect' data to be assessed in the classroom, not on the ISAT.**	**428C–428D, 430A–430B, 430–431, 431A–431B**, 444B, 444, 454–454B

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Cognitive level codes:

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 5.3: Apply simple statistical measurements.	
5.M.5.3.1 Find measures of central tendency - median and mode - with simple sets of data using whole numbers. (312.03.a) **CL: C** **Calc: CR** **Content Limit: At most nine numbers are used to calculate median (must be an odd number of items in data set given in numeric order). At most ten numbers are used to find the mode. Numbers used are less than 100. When determining the mode, the data set must contain a unique mode.**	450A–450B, 450–451, 451A–451B, 452A–452B, 452–453, 453A–453B **Teacher Resource Master:** Topic 18, pp. 73, 74, 75, 76, 77, 79, 80, 81, 82, 83
5.M.5.3.2 Find the range of a set of data using whole numbers. (312.03.b) **Content Limit: Data set contains no more than 10 numbers.**	**452A–452B, 452–453, 453A–453B** **Teacher Resource Master:** Topic 18, pp. 79, 80, 81, 82, 83
Goal 5.4: Understand basic concepts of probability.	
5.M.5.4.1 Predict, perform, and record results of simple probability experiments using fraction notation. (312.04.a) **CL: C** **Calc: CR** **Content Limit: Predict only. Situation may involve up to two coins, spinners divided into up to six equal sections, or multi-colored items drawn from a container.**	486A–486B, 486–487, 487A–487B, 488A–488B, 488–490, 49AA–491B
5.M.5.4.2 Use the language of probability. (312.04.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**486A–486B, 486–487, 487A–487B, 488A–488B, 490–491, 491A–491B, 492A–492B, 492–493, 493A–493B, 494A–494B, 494–495, 495A–495B**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 5.5: Make predictions or decisions based on data.	
5.M.5.5.1 Make predictions and decisions based on data. (308.01.c) **CL: E** **Calc: CR** **Content Limit: Data given in tables, bar graphs, or line graphs.**	**492A–492B, 492–493, 493A–493B** **Teacher Resource Master:** Topic 20, pp. 32, 33, 34

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to the
Idaho Content Standards

Grade Six

Mathematics

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Standard 1: Number and Operation **Goal 1.1:** Understand and use numbers.	
6.M.1.1.1 Compare magnitudes and relative magnitudes of positive rational numbers, including whole numbers through billions, fractions, and decimals. (317.01.a, 317.01.d) **CL: B, C** **Calc: CN** **Content Limit: Fraction denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 25. Can use mixed numbers. Decimals limited to tenths, hundredths, and thousandths. Numbers may be ordered least to greatest or greatest to least.**	**2C–2D, 8AB–8B, 8–9, 9A–9B, 22A–22B, 23–24, 24A–24B** **Teacher Resource Master:** Topic 1, pp. 3, 4, 33, 34, 35, 36, 57, 58, 59
6.M.1.1.2 Explain the interrelationship of fractions, decimals, and percents. (317.01.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**146A–146B, 146–147, 147A–147B, 150A–150B, 150–153, 153A–153B, 348A–348B, 348–349, 349A–349B** **Teacher Resource Master:** Topic 6, pp. 27, 28, 29, 39, 40, 41, 42
6.M.1.1.3 Locate the position of integers on a number line. **CL: B** **Calc: CN** **Content Limit: Limit numbers between −50 and 50.**	**222A–222B, 222–223, 223A–223B, 224A–224B, 224–225, 225A–225B** **Teacher Resource Master:** Topic 10, pp. 29, 34, 35, 40

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Cognitive level codes:

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.1.1.4 Convert between decimals and fractions. (317.01.b) **CL: B, C** **Calc: NO** **Content Limit: Fraction denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 20, and 25. Can use mixed numbers. Decimals to thousandths place.**	**146A–146B, 146–147, 147A–147B, 150A–150B, 150–153, 153A–153B, 348A–348B, 348–349, 349A–349B** **Teacher Resource Master:** Topic 6, pp. 27, 28, 29, 39, 40, 41, 42
6.M.1.1.5 Apply number theory concepts (prime, composite, prime factorization) and identify common factors and common multiples. (317.01.e) **CL: B, C** **Calc: CR** **Content Limit: Whole numbers less than or equal to 300. Prime factors less than 13. Answer options may be written using exponents.**	124A–124B, 124–125, 125A–125B, **126A–126B, 126–127, 127A–127B, 134A–134B, 134–135, 135A–135B, 136A–136B, 136–137, 137A–137B**
6.M.1.1.6 Solve problems using the 4-step process of problem solving (explore, plan, solve, and examine). (318.01.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**2G–27, 6–7, 9, 136–137, 149, 152, 154B–155B, 223, 225, 227, 232, 236–237, 239, 241, 244**
6.M.1.1.7 Describe the use of integers in real-world situations. (317.01.f) **Content Limit: Assessed in the classroom, not on the ISAT.**	**220C–220D, 221, 222B–223B, 224B–225B, 230B–232, 233B, 234–237B, 239, 241, 242B, 243**
6.M.1.1.8 Use appropriate vocabulary. **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **2E, 2–3, 14B–14, 118E, 118–119, 124B–125, 126B–127, 128B–129, 142E, 142–143, 220E, 220–221, 342E, 342–343, 344B–344**
Goal 1.2: Perform computations accurately.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.1.2.1 Recall basic multiplication and division facts from 12 x 12 Times Table. (317.02.d) **Content Limit: Assessed in the classroom, not on the ISAT.**	See Grade 4: 60A–60B, 60–61, 61A–61B, 62A–62B, 62–63, 63A–63B, 64A–64B, 64–65, 65A–65B, 66A–66B, 66–67, 67A–67B
6.M.1.2.2 Add, subtract, multiply, and divide whole numbers, decimals, and simple fractions (including unlike denominators). (317.02.a, 317.02.b, 317.02.c, 317.02.g) **CL: B, C** **Calc: NO** **Content Limit: Multiplication items have at most a three-digit number multiplied by a two-digit number. May include multiplication of fractions or fraction and whole number. Division items have at most a three-digit number divided by a two-digit whole number. Items do not include negative numbers. Fraction denominators limited to 2, 3, 4, 5, 6, 8, 10, and 12. Subtraction cannot be a mixed number minus a mixed number requiring regrouping. Fraction division must have a whole number divisor. Expression must be clearly stated.**	**64B–65B, 66B–68B, 70B–71B, 74B–75B, 76B–77B, 78B–79B,** 162B–163B, 166B–168, 170B–171B, 172B–173B, 177B, 186B–187B, 190B–191B, 192B–193B
6.M.1.2.3 Evaluate numerical expressions with whole numbers using the order of operations (excluding exponents). (317.02.e) **CL: B** **Calc: NO** **Content Limit: Operations may include addition, subtraction, multiplication, and division. Grouping symbols may be used and nested two levels at most. Multiplication items may include at most two-digit factors.**	**30B, 36A–36B, 36–39, 39A–39B, 46A–46B, 46–47, 47A–47B** **Teacher Resource Master:** Topic 2, p. 43, 44, 45, 46

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Cognitive level codes:

- B: Memorize
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- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.1.2.4 Select and use an appropriate method of computation from mental math, paper and pencil, calculator or a combination of the three. (317.02.h) **Content Limit: Assessed in the classroom, not on the ISAT.**	7, 39, 42–43, 71, 191, 229, 361, **411**
6.M.1.2.5 Use a variety of strategies to solve real-life problems. (318.01.a) **CL: C, D** **Calc: YES** **Content Limit: Multiplication items may include two-digit factors. Division items may involve a one-digit divisor and a three-digit dividend. Fraction denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 25. Decimals limited to thousandths place. Expression should not be stated. The problems could be such that a variety of strategies could be used, but ability to 'Use a variety of strategies' to be assessed in the classroom, not on the ISAT.**	**45, 50–52,** 69, **65, 84–86, 154–155, 177, 178–179**
6.M.1.2.6 Use appropriate vocabulary and notations. (317.02.i) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **60E, 60–61, 142E, 142–143, 144B–144, 160E, 160–161, 162B–162, 164B–164, 166B–166, 184E, 184–185**
Goal 1.3: Estimate and judge reasonableness of results.	
6.M.1.3.1 Estimate to predict computation results. (317.03.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**62B–63B, 65, 66B–68, 74, 77, 81, 87, 108, 113, 123, 130, 170–171, 179, 186–187, 202–203, 209, 211, 244, 268, 375**
6.M.1.3.2 Explain when estimation is appropriate. (317.03.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	60E, 62A–62B, 62–63, 63A–63B, 170–171, 188–189, **411**

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Cognitive level codes:

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.1.3.3 Identify whether a given estimate is an overestimate or underestimate. (317.03.c) **CL: E** **Calc: NO** **Content Limit: Estimates will involve addition or subtraction only.**	**62**, 63B
6.M.1.3.4 Use a four-function calculator to solve complex grade-level problems. **Content Limit:** **Assessed in the classroom, not on the ISAT.**	**7, 39, 71, 191, 229, 313, 361**
6.M.1.3.5 Formulate conjectures and discuss why they must be or seem to be true. (318.02.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	**136A–136B, 136–137, 137A–137B, 141** **Teacher Resource Master:** Topic 5, pp. 14, 63, 64, 65
6.M.1.3.6 Use appropriate vocabulary. (317.03.d) **Content Limit:** **Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **60E, 60–61, 62B–62**
Standard 2: Concepts and Principles of Measurement **Goal 2.1:** Understand and use U.S. customary and metric measurements.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (319.01.a) **CL: B, C** **Calc: CN** **Content Limit: Select appropriate units and tools only. Units for length are inches, feet, yards, miles, millimeters, centimeters, and meters. Units for time are seconds, minutes, hours, days, and years. Units for weight are ounces, pounds, tons, grams, and kilograms. Units for volume (capacity) are cups, quarts, gallons, milliliters, and liters.** **'Use … tools to make formal measurements' to be assessed in the classroom, not on the ISAT.**	400B–403B, 404B–404, **405, 407B** 408B–411B
6.M.2.1.2 Apply estimation of measurement to real-world and content problems using standard measuring devices. (319.01.b) **CL: B, C** **Calc: CN** **Content Limit: Assessed in the classroom, not on the ISAT.**	**406, 411,** 411B, 412B, **412–413,** 413A–413B
6.M.2.1.3 Apply understanding of relationships to solve real-world problems related to elapsed time. (319.01.f) **CL: F** **Calc: CN** **Content Limit: Time is limited to ¼, ½, and ¾ hours and listed in fraction form.**	407B, 411B, **414B–416, 417B,** 419

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.2.1.4 Given the formulas, find the perimeter or circumference and area of triangles, circles and parallelograms (all kinds). (319.01.c, 321.01.e) **CL: B, C** **Calc: YES** **Content Limit: Items may involve measurement, using a grid, or using a formula. Formulas are given within the item. When using a grid, lengths of sides of a figure are limited to whole numbers. The pi symbol (π) will be used. Answer choices will be numerical only (e.g., answer 43.96, not 14π). Items will not provide area or circumference and then require determining radius or diameter.**	**424C–424D, 425, 426B–429B, 430B–433B, 434B–437B, 438B–441B, 442B–443B**
6.M.2.1.5 Convert units of measurement within each system in one-step problems (e.g., quarts to gallons and gallons to quarts). (319.01.e) **CL: B, C** **Calc: CN** **Content Limit: Conversion *within* systems only (not between). Customary length units are inches, feet, and yards; weight units are ounces and pounds; and capacity units are cups, pints, quarts, and gallons. Customary conversions must be given within item. Time units are seconds, minutes, hours, days, and weeks. Metric prefixes include milli-, centi-, and kilo- using base units of meter, gram and liter. Items should be set in real-world context.**	**398C, 400A–400B, 400–403, 403A–403B, 404A–404B, 404–407, 407A–407B** **Teacher Resource Master:** Topic 16, pp. 24, 25, 26, 30, 31

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.2.1.6 Solve problems involving perimeter and area of rectangles. (321.01.d) **CL: B, C** **Calc: YES** **Content Limit: Formulas are not provided.**	**426A–426B, 426–429, 429A–429B, 430A–430B, 431–433, 433A–433B** **Teacher Resource Master:** Topic 17, pp. 21, 22, 23, 27, 28, 29
6.M.2.1.7 Use appropriate vocabulary and notations. (319.01.g) **CL: B, D** **Calc: CN** **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **398E, 398–399, 424E, 424–425, 426B–426, 430B–430, 434B–434, 438B–438**
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	
6.M.2.2.1 Identify and write ratios and scales (on a map). (319.03.a) **CL: B, C,** **Calc: YES** **Content Limit: 'On a map' does not limit this to a map only. Use real-world situations. Scales in increments of 1, 2, 5, or 10, or consistent with real-world applications such as inches to feet as in a room (1 inch represents 5 feet), centimeters to meters as for a house (1 centimeter represents 2 meters) or inches to miles on earth (1 inch represents 60 miles).**	**324A–324B, 324–325, 325A–325B, 330A–330B, 330–333, 333A–333B, 334A–334B, 334–336, 336A–336B**
Goal 2.3: Apply dimensional analysis.	
No objectives at this grade level.	N/A
Standard 3: Concepts and Language of Algebra and Functions **Goal 3.1:** Use algebraic symbolism as a tool to represent mathematical relationships.	

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.3.1.1 Discuss the meaning and use of variables in simple expressions and equations. (320.01.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**30C, 30E, 32A–32B, 32–33, 33A–33B** **Teacher Resource Master:** Topic 2, p. 31, 32, 33
B6.M.3.1.2 Translate simple word statements into algebraic equations. (320.01.b) **CL: C** **Calc: CN** **Content Limit: Whole numbers less than 50. Equations include one operation. May include one or two variables.**	30C, 102B–104, 105B, 110B–112, 113B
6.M.3.1.3 Read and use symbols of "<," ">," and "=" to express relationships. (320.01.c) **CL: C** **Calc: CN** **Content Limit: Use whole numbers less than 50 and expressions with no more than one operation on each side of the relation symbol. May include one variable.**	8A–8B, 8–9, 9A–9B, **13,** 96A–96B, 96–97, 97A–97B, 98A–98B, 98–100, 101A–101B, 102A–102B, 102–104, 105A–105B
Goal 3.2: Evaluate algebraic expressions.	
6.M.3.2.1 Use the following properties in evaluating numerical expressions: commutative, associative, identity, zero, inverse, and distributive. (320.02.a) **CL: B, C** **Calc: CN** **Content Limit: Whole numbers less than 100.**	34A–34B, 34–35, 35A–35B, 40A–40B, 40–41, 41A–41B, 46A–46B, 46–47, 47A–47B

Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.

Cognitive level codes:

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connection

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.3.2.2 Evaluate simple algebraic expressions using substitution. **CL: C** **Calc: CN** **Content Limit: Limit numbers to whole numbers less than 100.**	46A–46B, 46–47, 47A–47B, 48A–48B, 48–49, 49A–49B
Goal 3.3: Solve algebraic equations and inequalities.	
6.M.3.3.1 Solve one-step equations with whole numbers. (320.03.a) **CL: C** **Calc: YES** **Content Limit: Limit to whole number solutions less than 100. Addition, subtraction, multiplication, and division are allowed.**	**98B–100,** 101, **101B, 102B,** 102–104, 105B
Goal 3.4: Understand the concept of functions.	
6.M.3.4.1 Extend simple patterns and state a rule (function) that generates the pattern using whole numbers, decimals, and fractions as inputs. (323.01.a) **CL: E** **Calc: YES** **Content Limit: Patterns involve adding or subtracting whole numbers, decimals, or fractions. Fraction denominators limited to 2, 3, 4, and 5. Decimals to hundredths place. Items may ask the student to extend the pattern, state the rule for the pattern, or both.**	48–49, 169, 214B–215B, 376B–377B, 378B–379B

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.3.4.2 Describe and extend patterns by using manipulatives and pictorial representations. (323.01.b) **CL: D** **Calc: CN** **Content Limit:** **Pictorial only. Patterns must be growth patterns not repeating patterns. Shapes used may include squares and/or triangles.**	214A–214B, 214–215, 215A–215B, **290A–290B, 290–291, 291A–291B** **Teacher Resource Master:** Topic 11 pp. 93, 94, 95
6.M.3.4.3 Use mathematical models to show change in a real-world context. (323.01.c) **CL: D** **Calc: YES** **Content Limit:** **Models appropriate for this grade level would include graphing linear relationships in the first quadrant on a coordinate plane.**	**380A–380B, 380–381, 381A–381B, 382A–382B, 382–385, 385A–385B** **Teacher Resource Master:** Topic 15, pp. 44, 45, 49, 50, 51
6.M.3.4.4 Use appropriate vocabulary. (323.01.d) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **370E, 370–371, 378A–378B, 380A–380B, 382A–382B, 386A–386B, 386**
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	
No objectives at this grade level.	N/A
Goal 3.6: Apply functions to a variety of problems.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.3.6.1 Use patterns to represent and solve simple problems. **CL: C, D** **Calc: YES** **Content Limit: Given an illustration of a pattern or a situation in words that describes a pattern, students extend the pattern to solve a problem. Patterns may involve addition, subtraction, or multiplication and whole numbers less than 100.**	48B, **48–49,** 49A, **49B,** 169, **290B–291B,** 214B–215B, 376B–377B, 378B–379B
Standard 4: Concepts and Principles of Geometry **Goal 4.1:** Apply concepts of size, shape, and spatial relationships.	
6.M.4.1.1 Describe relationships among types of one- and two-dimensional geometric figures, using their defining properties. (321.01.a) **Content Limit: Assessed in the classroom, not on the ISAT.**	**262A–262B, 262–265, 265A–265B, 274A–274B, 274–277, 277A–277B, 278A–278B, 278–281, 281A–281B, 282A–282B, 282–283, 283A–283B**
6.M.4.1.2 Draw and measure various angles and shapes using appropriate tools. (321.01.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**266A–266B, 266–268, 269A–269B, 270A–270B, 270–273, 273A–273B**

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.4.1.3 Apply fundamental concepts, properties, and relationships among points, lines, rays, and angles. (321.01.c) **CL: C** **Calc: CN** **Content Limit: Include parallel, intersecting and perpendicular lines. Angles include acute, right, obtuse, and straight. Symbols that may be used include: capital letter for points, two-headed arrow above two capital letters for lines, line segment above two capital letters for line segments, one-headed arrow above two capital letters for rays, angle symbol with one capital letter or angle symbol with three capital letters for angles, and symbols for parallel, perpendicular, and right angle.**	**262A–262B, 262–265M 265A–265B, 266A–266B, 266–268, 268A–268B, 270A–270B, 270–273, 273A–273B**
6.M.4.1.4 Describe reflections, translations, and rotations on various shapes. (321.01.g) **CL: C** **Calc: CN** **Content Limit: 'Describe' allows for selection of description. Rotations may be clockwise or counterclockwise. Rotations are in increments of 90 degrees. Responses will not require naming of x-axis or y-axis. Only one transformation per item is allowed. Items may include a given description and a graphic shown for each answer option.**	**284A–284B, 284–287, 287A–287B** **Teacher Resource Master:** Topic 11, pp. 81, 82, 83, 84

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.4.1.5 Identify congruence, similarities, and line symmetry of shapes. (321.01.d) **CL: D** **Calc: CN** **Content Limit: Shapes limited to two-dimensional figures.**	**284A–284B, 284–287, 287A–287B, 288A–288B, 288–289, 289A–289B**
6.M.4.1.6 Discuss the spatial relationship between two- and three-dimensional objects. (321.01.f) **Content Limit: Assessed in the classroom, not on the ISAT.**	**454A–454B, 454–457, 457A–457B, 458A–458B, 458–461, 461A–461B**
6.M.4.1.7 Use appropriate vocabulary and symbols. (323.01.h) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **260E, 260–261, 262B–262, 266B–266, 284B–284, 452E, 452–453**
Goal 4.2: Apply the geometry of right triangles.	
No objectives at this grade level.	N/A
Goal 4.3: Apply graphing in two dimensions.	
6.M.4.3.1 Identify and plot points in the first quadrant on a coordinate plane. (321.02.a) **CL: C** **Calc: CN** **Content Limit: Coordinates are whole numbers. Point may be on positive x- or y-axis.**	380A–380B, 380–381, 381A–381B, 382A–382B, 382–384, 384A–384B, 461
Standard 5: Data Analysis, Probability, and Statistics **Goal 5.1:** Understand data analysis.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.5.1.1 Read and interpret tables, charts, and graphs, including broken line graphs, bar graphs, frequency tables, line plots, and circle graphs. (322.01.a) **CL: C, D** **Calc: YES** **Content Limit: Graphics may have at most ten data categories. Scales are in increments of 1, 2, 5, or 10, or must be consistent with real-world application. Bar graphs can be horizontal or vertical. Circle graphs may have at most six sectors. Data may be categorical or numerical.**	**476B–476, 477–479, 479B, 480B–482, 483–483B, 484–485B**
6.M.5.1.2 Explain and justify stated conclusions drawn from tables, charts, and graphs. (322.01.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**477, 478, 488, 489,** 505, **505B, 506B–508B**
6.M.5.1.3 Use appropriate vocabulary and notations. (322.01.c) **Content Limit: Assessed in the classroom, not on the ISAT.**	These are some of the many examples. **474E, 474–475, 490B–490, 500B–500, 502B–502**
Goal 5.2: Collect, organize, and display data.	

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
6.M.5.2.1 Collect, organize, and display the data with appropriate notation in tables, charts, and graphs, including broken line graphs, bar graphs, frequency tables and line plots. (322.02.a) **CL: C** **Calc: CR** **Content Limit: Given data, choose a display. Displays limited to broken line graph, bar graph, frequency table, and line plots. 'Collect' data should be assessed in the classroom, not on the ISAT.**	**479A, 479B, 488A–488B, 488–489, 389A–489B**
Goal 5.3: Apply simple statistical measurements.	
6.M.5.3.1 Find measures of central tendency – mean, median, and mode – with simple sets of data. (322.03.a) **CL: C** **Calc: YES** **Content Limit: At most five numbers are used to calculate mean. At most nine numbers are used to calculate median (must be an odd number of items in data set given in numeric order). Mode can use up to 10 numbers. When determining the mode, the data set must contain a unique mode. Numbers are less than 300.**	**490B,** 490–493B, **498B**, **498–499,** 499B, **500B–501,** 501B
6.M.5.3.2 Calculate the range of a set of data. (322.03.b) **CL: C** **Calc: CR** **Content Limit: Data set contains no more than 10 numbers. Data set may include decimals to tenths.**	**490A–B, 490–493, 493A–493B** **Teacher Resource Master:** Topic 19, pp. 63, 64, 65, 67

Idaho Content Standards Mathematics	Scott Foresman – Addison Wesley enVisionMATH
Goal 5.4: Understand basic concepts of probability.	
6.M.5.4.1 Predict, perform, and record results of simple probability experiments. (322.04.a) **CL: C** **Calc: YES** **Content Limit: Items using multiple trials must be done with replacement. Items may ask for the probability of a combination of outcomes (e.g., the probability of drawing a red marble or a green marble). Items may require the representation of all possible outcomes.**	**520B–523B, 528B–529B, 530B–532, 533B, 534B–535B**
6.M.5.4.2 Use the language of probability. (322.04.b) **Content Limit: Assessed in the classroom, not on the ISAT.**	**518E, 518–519, 520B–523B, 524B–527B, 528B–529B, 530B–533B, 534B–535B**
Goal 5.5: Make predictions or decisions based on data.	
6.M.5.5.1 Make predictions based on data. (318.01.c) **CL: E** **Calc: YES** **Content Limit: Data given in bar graph, circle graph, or table.**	**477, 478** **Teacher Resource Master:** Topic 19, p. 20, 41