

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

Colorado
Model Content Standards
Grades K-6

PEARSON

M/M-145

Correlation Introduction

This correlation is designed to show the close alignment between Scott Foresman-Addison Wesley envisionMATH and the *Colorado Model Content Standards*. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Editions provide facsimile student edition pages.

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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to the
Colorado Model Content Standards**

Grades K-4

Standard 1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

1.1. Students will demonstrate meanings for whole numbers, and commonly used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75), and represent equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.

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1.2. Students will read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

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1.4. Students will develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

K: For related information see: Reading and Writing 0, 59A-60C; Addition, 175A-192; Subtraction, 193A-210

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K: For related information see: Problem Solving: Try, Check, and Revise, 161A-162C, 171A-172C

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Standard 2. Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

2.1. Students will reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).

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4: Patterns, 58A-59B, 128A-129B, 130A-131B, 173, 273, 276, 356A-357B

2.2. Students will describe patterns and other relationships using tables, graphs, and open sentences.

K: Problem Solving: Look for a Pattern, 41A-42C, 231A-232C; Using Patterns to Predict What Comes Next, 43A-44C; Creating Patterns, 45A-46C; see also: Patterns, 33A-34C, 35A-36C, 37A, 38C, 39A-40C, 225A-226C, 229A-230C

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2.3. Students will recognize when a pattern exists and use that information to solve a problem.

K: Problem Solving: Look for a Pattern, 41A-42C, 231A-232C; Using Patterns to Predict What Comes Next, 43A-44C; Creating Patterns, 45A-46C

1: Problem Solving: Look for a Pattern, 255A-257B, 295A-298B; Describing Patterns, 243A-246B; Using Patterns to Predict, 247A-350B; Extending Shape Patterns, 251A-254B

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2.4. Students will observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).

K: Problem Solving: Look for a Pattern, 41A-42C, 231A-232C; Using Patterns to Predict What Comes Next, 43A-44C; Creating Patterns, 45A-46C; Comparing Patterns, 39A-40C

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Standard 3. Students use data collection and analysis, statistics, and probability in problem solving situations and communicate the reasoning used in solving these problems.

3.1. Students will construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.

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3.2. Students will interpret data using the concepts of largest, smallest, most often, and middle.

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K: As Many, More, and Fewer, 289A-290C; Collecting Data, 291A-292C; More Likely, Less Likely, 299A-300C; also see: Displays of Data, 291A-294C, 295A-298C; Make a Graph, 95A-96C, 301A-302C

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2: Likely and Unlikely, 495A-498B; also see: Organizing Data, 479A-479B; Problem Solving: Use Data, 135A-138D; Use a Graph, 503A-506B; Make a Graph, 583A-586B; Make a Table, 635A-638B

3: Reading Pictographs and Bar Graphs, 460A-463B; How Likely? 472A-475B; Outcomes and Experiments, 476A-477B; Line Plots and Probability, 478A-481B

4: Data from Surveys, 402A-403B; Interpreting Graphs, 404A-405B; Mean, 412A-413B; Median, Mode, Range, 414A-415B; Outcomes and Tree Diagrams, 470A-471B

3.4. Students will solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).

K: For related information see: As Many, More, and Fewer, 289A-290C; Collecting Data, 291A-292C; More Likely, Less Likely, 299A-300C

1: For related information see: Using Data, 541A-544B, 545A-548B, 549A-552; Certain or Impossible, 573A-576B; Likely or Unlikely, 577A-580B

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Standard 4. Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

4.1. Students will recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).

K: Geometry, 115A-116C, 117A-118C, 125A-126C, 127A-128C, 129A-130C; Making Shapes From Other Shapes, 119A-120C; Same Size, Same Shape, 121A-122C; Symmetry, 123A-124C

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4.2. Students will identify, describe, draw, compare, classify, and build physical models of geometric figures.

K: Geometry, 115A-116C, 117A-118C, 119A-120C, 121A-122C, 123A-124C, 125A-126C, 127A-128C, 129A-130C

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4.4. Students will solve problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).

K: Problem of the Day, 115A, 117A, 119A, 121A, 123A, 125A, 127A, 129A, 131A; Close/Assess and Differentiate, 116B-116C, 118B-118C, 120B-120C, 122B-122C, 124B-124C, 126B-126C, 128B-128C, 130B-130C; Problem Solving: Use Objects, 131A-132C

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2: Problem Solving, 318, 322, 326, 330, 334, 338, 342; Close/Assess and Differentiate, 318A-318B, 322A-322B, 326A-326B, 330A-330B, 334A-334B, 338A-338B, 342A-342B

3: Problem Solving, 237, 240, 243, 245, 247, 249, 251, 262, 265, 267; Close/Assess and Differentiate, 237A-237B, 241A-241B, 243A-243B, 245A-245B, 247A-247B, 249A-249B, 251A-251B, 263A-263B, 265A-265B, 267A-267B

4: Problem Solving, 197, 199, 201, 203, 205, 207, 208-209, 349, 351, 353, 355, 449, 451, 453, 455, 457, 459; Close/Assess and Differentiate, 197A-197B, 199A-199B, 201A-201B, 203A-203B, 205A-205B, 207A-207B, 209A-209B, 349A-349B, 351A-351B, 353A-353B, 355A-355B, 449A-449B, 451A-451B, 453A-453B, 455A-455B, 457A-457B, 459A-459B

4.5. Students will recognize geometry in their world (for example, in art and in nature).

K: Geometry in the World, 15I-15J, 18, 20, 24, 26, 113C-113D, 113G-113H, 113I-113J, 116-116A, 118-118a, 124-124A, 126-126A, 128-128A

1: Geometry in the World, 193C-193D, 193G-193H, 194, 198, 228-229, 233

2: Geometry in the World, 314, 316-317, 319, 346

3: Geometry in the World, 232-233, 234-235, 236, 243, 247, 258-259, 267

4: Geometry in the World, 194-195, 197, 201, 202-203, 206-207, 344-345, 353, 355, 446-447, 449, 457; Differentiated Instruction, 197B, 349B; Solids All Around, 344E; Reflection, 446E

Standard 5. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

5.1. Students will know, use, describe, and estimate measures of length, perimeter, capacity, weight, time, and temperature.

K: Length, 155A-156C, 157A-158C, 159A-160C; Capacity, 163A-164C, 165A-166C; Weight, 167A-168C, 169A-170C; Time, 253A-254C, 255A-256C, 257A-258C, 259A-260C, 261A-262C, 263A-264C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C; Temperature, 281A-282C; Topic Test, 173, 267, 285; Reteaching, 174, 268, 286

1: Length, 395A-398B, 399A-402B, 407A-410B, 411A-414B; Perimeter, 415A-418B; Capacity, 419A-422B, 423A-426B, 427A-430B; Weight, 431A-434B, 435A-438B, 439A-442B; Time, 453A-456B, 457A-460B, 461A-464B, 465A-468B, 469A-472B; Temperature, 443A-446B; Topic Test, 447-448, 478; Reteaching, 449, 478

2: Length, 377, 379A-382B, 383A-386B, 387A-390B, 391A-394B, 395A-398B; Perimeter, 399A-402B; Capacity, 377, 379A-382B, 415A-418B, 419A-422B, 423A-426B, 427A-430B; Weight, 377, 431A-434B, 435A-438B, 439A-442B; Time, 451A-454B, 455A-458B, 459A-462B, 463A-466B; Temperature, 467A-470B; Topic Test, 411, 447, 475; Reteaching, 412, 448, 476

3: Length, 328A-331B, 332A-333B, 334A-337B, 350A-351B, 352A-354B; Perimeter, 368A-369B, 370A-371B, 372A-373B; Capacity, 338A-339B, 356A-357B; Weight, 340A-341B; Time, 392-394, 396-397, 398-399, 400-401, 404-405; Temperature, 402-403; Topic Test, 344-345, 362-363; Reteaching, 346-347, 364-365

4: Length, 328-329, 374-375; Perimeter, 328-330, 332-335; Capacity, 366-367, 376-377; Weight, 368-369; Time, 384-388, 392-393; Temperature, 390-391; Topic Test, ; Reteaching,

5.2. Students will compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).

K: Comparing and Ordering by Size, 153A-154C; Comparing by Length, 155A-156B, Ordering by Length, 157A-158C; Comparing Capacities, 163A-164B; Comparing Weights, 167A-168C

1: Comparing and Ordering by Length, 395A-398B; Comparing and Ordering by Capacity, Comparing and Ordering by Weight, 431A-434B; Comparing and Ordering by Temperature, 443A-446B

2: Comparing Capacity, 417; Comparing Temperature, 468-469; Comparing Weight, 432-433; also see: Comparing Clips and Cubes, 390B; Lighter, 413, 431-434

3: Comparing Units, 329; Comparing Mass, 348D; Visual Learning, 352-353; Writing to Explain, 353

4: Comparing Units of Capacity, 366A-337B; Metric Units of Capacity, 376A-377B; Units of Mass, 378A-379B

5.3. Students will demonstrate the process of measuring and explain the concepts related to units of measurement.

K: Measurement, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 163A-164C, 165A-166C, 167A-168C, 169A-170C, 253A-254C, 255A-256C, 257A-258C, 259A-260C, 261A-262C, 263A-264C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C, 281A-282C

1: Measurement, 395A-398B, 399A-402B, 407A-410B, 411A-414B, 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 443A-446B, 453A-456B, 457A-460B, 461A-464B, 465A-468B, 469A-472B

2: Measurement, 379A-382B, 383A-386B, 387A-390B, 391A-394B, 395A-398B, 399A-420B, 403A-406B, 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 451A-454B, 455A-458B, 459A-462B, 463A-466B, 467A-470B

3: Measurement, 328A-331B, 332A-333B, 334A-337B, 338A-339B, 340A-341B, 350A-351B, 352A-354B, 356A-357B, 358A-359B, 380A-382B, 402A-403B

4: Measurement, 364A-365B, 366A-367B, 368A-369B, 370A-373B, 374A-375B, 376A-377B, 378A-379B, 380A-383B, 384A-385B, 386A-389B, 390A-391B

5.4. Students will use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.

K: Nonstandard Units, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 163A-164C, 165A-166C, 167A-168C, 169A-170C

1: Nonstandard Units, 399A-402B, 403A-406B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 443A-446B

2: Nonstandard Units, 377-378, 380-381, 383A-386B, 387A-390B, 419A-422B

3: The Language of Math, 326E-326F; Customary Measurement, 326-327; Understanding Measurement, 328A-331B; Topic Test, 344345B, Reteaching, 346-347

4: Approximate Measure, 364-365, 366-367, 368-369, 374-375, 376-377, 378-379, 380-381

5.5. Students will select and use appropriate standard and non-standard units of measurement in problem-solving situations.

K: Problem of the Day, 153A, 155A, 157A, 159A, 163A, 165A, 167A, 169A, 253A, 255A, 257A, 259A, 261A, 263A; Close/Assess and Differentiate, 154B-154C, 156B-156C, 158B-158C, 160B-160C, 162B-162C, 164B-164C, 166B-166C, 168B-168C, 170B-170C, 254B-254C, 256B-256C, 258B-258C, 260B-260C, 262B-262C

1: Problem Solving: Measurement, 398, 402, 406, 410, 414, 418, 422, 426, 430, 434, 438, 442, 446, 456, 460, 464, 468, 472, 476; Close/Assess and Differentiate, 398A-398B, 402A-402B, 406A-406B, 410A-410B, 414A-414B, 418A-418B, 422A-422B, 426A-426B, 430A-430B, 434A-430B, 438A-438B, 442A-442B, 446A-446B, 456A-456B, 460A-460B, 464A-464B, 468A-468B, 472A-472B, 476A-476B

2: Problem Solving: Measurement, 382, 386, 390, 394, 398, 402, 406, 418, 422, 426, 430, 434, 438, 442, 454, 458, 462, 466, 470; Close/Assess and Differentiate, 382A-382B, 386A-386B, 390A-390B, 394A-390B, 398A-398B, 402A-402B, 406A-406B, 418A-418B, 422A-422B, 426A-426B, 430A-430B, 434A-434B, 438A-438B, 442A-442B, 454A-454B, 458A-458B, 462A-462B, 466A-466B, 470A-470B

3: Problem Solving: Measurement, 330-331, 333, 336-337, 339, 341, 351, 354, 357, 359, 369, 371, 373; Close/Assess and Differentiate, 331A-331B, 33A-333B, 337A-337B, 339A-339B, 341A-341B, 351A-351B, 355A-355B, 357A-357B, 359A-359B, 369A-369B, 371A-371B, 373A-373B

4: Problem Solving: Measurement, 365, 367, 369, 372-373, 375, 377, 379, 382-383, 385, 388-389, 391; Close/Assess and Differentiate, 365A-365B, 367A-367B, 369A-369B, 373A-373B, 375A-375B, 377A-377B, 379A-379B, 383A-383B, 385A-385B, 389A-389B, 391A-391B

Standard 6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

6.1. Students will demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.

K: Addition, 175A-192; Subtraction, 193A-210

1: Understanding Addition, 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B; Understanding Subtraction, 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, 107A-110B

2: Understanding Addition and Subtraction, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B; Multiplication, 591A-594B, 595A-598B, 599A-602B, 603A-606B, 607A-610B; Division, 619A-622B, 623A-626B, 627A-630B, 631A-634B

3: Addition Meaning and Properties, 32A-33B; Subtraction Meanings, 66A-67B; Multiplication as Repeated Addition, 108A-109B; Arrays and Multiplication, 110A-113B; Division as Sharing, 164A-165B; Understanding Remainders, 166A-169B; Division as Repeated Subtraction, 170A-171B

4: Adding and Subtracting Whole Numbers, 28A-31B, 32A-33B, 36A-39B, 40A-41B, 42A-43B, Meanings of Multiplication, 54A-57B; Meanings of Division, 76A-79B

6.2. Students will add and subtract commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75).

K: For related information see: Fractions and Ordinals, 135A-150; Money, 235A-250

1: For related information see: Counting Money, 365A-392; Fractional Parts, 583A-606

2: Adding Money, 283A-286B; Subtracting Money, 295A-298B; also see: Fractions, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B

3: Using Models to Add Fractions, 294A-295B; Using Models to Subtract Fractions, 296A-297B; Adding and Subtracting Money, 312A-315B

4: Adding and Subtracting Fractions, 250A-253B, 254A-255B, 256A-257B; Adding and Subtracting Decimals, 294A-295B, 296A-299B, 300A-303B; Topic Test, 262-263, 310-311; Reteaching, 264-265, 312-313

6.3. Students will demonstrate fluency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.

K: Addition, 175A-192; Subtraction, 193A-210

1: Addition Facts, 143A-162B, 481A-492B, 497A-505B, 609A-624B; Subtraction Facts, 171A-186B, 517A-532B, 625A-636B

2: Addition, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 219A-222B, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239A-242B, 291A-294B; Subtraction, 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 251A-254B, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 303A-306B; Multiplication, 591A-594B, 595A-598B, 599A-602B, 603A-606B, 607A-610B; Division, 619A-622B, 623A-626B, 627A-630B, 631A-634B

3: Addition, 32A-33B, 34A-35B, 36A-39B, 40A-43B, 44A-47B, 48A-49B, 50A-53B, 54A-55B, 56A-57B; Subtraction, 66A-66B, 68A-71B, 72A-73B, 74A-77B, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B; Multiplication, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, Division, 164A-165B, 166A-169B, 170A-171B, 172A-173B, 184A-185B, 186A-189B, 190A-191B, 192A-193B, 194A-195B; Using Models to Add Fractions, 294A-295B; Using Models to Subtract Fractions, 296A-297B; Adding and Subtracting Money, 312A-315B

4: Adding and Subtracting Whole Numbers, 28A-31B, 32A-33B, 36A-39B, 40A-41B, 42A-43B; Multiplication, 54A-57B, 58A-59B, 60A-61B, 62A-63B, 64A-65B, 66A-67B; Division, 76A-79B, 80A-81B, 82A-83B, 84A-85B; Adding and Subtracting Fractions, 250A-253B, 254A-255B, 256A-257B; Adding and Subtracting Decimals, 294A-295B, 296A-299B, 300A-303B; Topic Test, 68-69, 90-91, 262-263, 310-311; Reteaching, 72-73, 92-93, 264-265, 312-313

6.4. Students will construct, use, and explain procedures to compute and estimate with whole numbers.

K: Addition, 175A-192; Subtraction, 193A-210; also see: Problem Solving: Try, Check, and Revise, 171A-172C

1: Estimation, 347A-350B, 403A-406B, 465A-468B; Addition Facts, 143A-162B, 481A-492B, 497A-505B, 609A-624B; Subtraction Facts, 171A-186B, 517A-532B, 625A-636B; Problem Solving: Write a Number Sentence, 163A-166B, 187A-189B, 533A-536B

2: Estimation, 217, 287-290, 299-302, 555-558, 571-574; also see: Mental Addition, 171A-174B, 175A-178B, 179A-182B, 183A-186B; Mental Subtraction, 195A-198B, 199A-202B, 203A-206B, 207A-210B

3: Estimation, 44-46, 48, 54, 56, 59, 74-76, 79, 91, 146, 185, 207, 215, 221, 223, 267, 283, 307, 354, 394, 414-415, 438-439, 445; Rounding, 40-42, 48, 54, 74-75, 91, 146, 354, 394, 419, 424, 428, 462; Addition, 32A-57B; Subtraction, 66A-77B, 86A-97B; Multiplication, 108A-153B, Division, 164A-195B

4: Rounding Whole Numbers, 14A-15B; Estimating Sums and Differences of Whole Numbers, 32A-33B; Using Rounding to Estimate, 100A-101B; Estimating Products, 144A-145B; Estimating Quotients, 166A-167B; Adding and Subtracting Whole Numbers, 28A-31B, 36A-39B, 40A-41B, 42A-43B; Multiplication, 54A-57B, 58A-59B, 60A-61B, 62A-63B, 64A-65B, 66A-67B, 86A-87B, 98A-99B, 106A-109B, 110A-113B, 114A-114B, 142A-143B, 144A-145B, 146A-149B, 150A-151B, 152A-153B, 154A-155B; Division, 76A-79B, 80A-81B, 82A-83B, 84A-85B, 164A-165B, 166A-167B, 168A-169B, 170A-173B, 174A-177B, 178A-179B, 180A-181B

6.5. Students will select and use appropriate algorithms for computing with whole numbers in problem-solving situations.

K: For related information see: Problem of the Day, 177A, 181A, 183A, 185A, 187A, 195A, 197A, 199A, 201A, 203A, 205A

1: Problem Solving: Write a Number Sentence, 163A-166B, 187A-189B, 533A-536B; Problem Solving, 54, 58, 62, 66, 70, 86, 90, 94, 98, 102, 106, 146, 150, 154, 158, 162, 174, 178, 182, 186, 484, 488, 492, 500, 504, 508, 520, 524, 528, 532, 612, 616, 620, 624, 628, 632, 636

2: Problem Solving: Write a Number Sentence, 63A-66B, 243A-245B, 611A-614B; Multiple-Step Problems, 471A-473B; Problem Solving, 6, 10, 14, 18, 22, 26, 38, 42, 46, 50, 54, 58, 62, 74, 78, 82, 86, 90, 174, 178, 182, 286, 198, 202, 206, 210, 222, 226, 230, 234, 238, 242, 254, 258, 262, 266, 270, 274, 286, 290, 294, 298, 302, 306

3: Problem Solving: Write a Number Sentence, 196A-198B, 316A-318B; Work Backward, 404A-405B; Solve a Simpler Problem, 384A-385B; Problem Solving, 5, 7, 9, 11, 14, 17, 19, 23, 33, 35, 38, 42, 46, 49, 52, 55, 57, 67, 70, 73, 76, 87, 89, 91, 94, 97, 109, 112, 115, 117, 124, 127, 129, 131, 141, 143, 146, 149, 151, 153, 165, 168, 171, 173, 185, 188, 191, 193, 195

4: Problem Solving: Write an Equation, 44A-45B, 68A-69B, 88A-89B, 116A-116B; Problem Solving, 6, 9, 12-13, 15, 17, 19, 30, 31, 33, 35, 38, 39, 41, 43, 57, 59, 61, 63, 65, 67, 69, 78, 81, 83, 85, 88, 97, 99, 101, 104, 108, 112, 115, 143, 145, 149, 151, 153, 155, 165, 167, 69, 172, 176, 179, 181, 183, 185

**Scott Foresman – Addison Wesley enVisionMATH™
to the
Colorado Model Content Standards
Grades 5 & 6**

Standard 1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.

1.1. Students will demonstrate meanings for integers, rational numbers, percents, exponents, square roots, and pi use physical materials and technology in problem-solving situations.

5: Integers, 412A-413B; Exponents, 72A-73B; Pi, 310A-312B; Understanding Percent, 398A-399B; Percent, Fractions, and Decimals, 400A-401B; Finding Percent of a Whole Number, 402A-403B; also see: Meaning of Fractions, 220A-224B; Mixed Numbers and Improper Fractions, 226A-227B; Equivalent Fractions, 228A-229B

6: Integers, 220A-256; Rational Numbers, 150A-151B, 226A-229B; Understanding Percent, 342A-366; Exponents and Place Value, 10A-13B; Place Value, 4A-7B; Square Root, 109; Pi, 439, 442-443, 464-465

1.2. Students will read, write, and order integers, rational numbers, and common irrational numbers.

5: Place Value, 4A-5B; Comparing and Ordering Whole Numbers, 6A-9B; Decimal Place Value, 10A-11B; Comparing and Ordering Decimals, 12A-13B; Integers, 412A-413B; also see: Meaning of Fractions, 220A-224B; Mixed Numbers and Improper Fractions, 226A-227B; Comparing and Ordering Fractions and Mixed Numbers, 230A-231B

6: Place Value, 4A-7B; Comparing and Ordering Whole Numbers, 8A-9B; Exponents and Place Value, 10A-13B; Decimal Place Value, 14A-17B; Comparing and Ordering Decimals, 22A-23B; Scientific Notation, 82A-83B; Understanding Integers, 222A-223B; Comparing and Ordering Integers, 224A-225B; Rational Numbers on a Number Line, 226A-229B

1.3. Students will apply number theory concepts (for example, primes, factors, multiples) to represent numbers in various ways.

5: Dividing Multiples of 10 and 100, 84A-85B; Understanding Factors, 102A-105B; Prime and Composite Numbers, 106A-109B; Common Multiples and Least Common Multiples, 260A-261B

6: Factors, Multiples, and Divisibility, 120A-123B; Prime Factorization, 124A-125B; Greatest Common Factor, 126A-127B; Least Common Multiple, 164A-165B, 167

1.4. Students will use the relationships among fractions, decimals, and percents, include the concepts of ratio and proportion, in problem-solving situations.

5: Understanding Ratios, 396A-397B; Understanding Percent, 398A-399B; Percent, Fractions, and Decimals, 400A-401B; Finding Percent of a Whole Number, 402A-403B; Test, 406-407; Reteaching, 408-409

6: Fractions and Decimals, 146A-147B; Decimal Forms of Fractions and Mixed Numbers, 150A-153B; Understanding Ratios, 300A-301B; Equal Ratios and Proportions, 302A-305B; Understanding Rates and Unit Rates, 306A-307B; Comparing Rates, 308A-309B; Distance, Rate, and Time, 310A-313B; Using Ratio Tables, 322A-323B; Using Unit Rates, 324A-325B; Ways to Solve Proportions, 326A-327B; also see: Understanding Percent, 344A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-357B, 358A-361B

1.5. Students will develop, test, and explain conjectures about properties of integers and rational numbers.

5: Integers, 412A-413B; Properties of Numbers, 24A-25B, 26, 58A-59B, 60A-61B, 156A-157B, 158A-161B, 223, 376, 378

6: Using Variables to Write Expressions, 32A-33B; Properties of Operations, 36A-39B; The Distributive Property, 40A-41B; Properties of Equality, 96A-97B; Understanding Integers, 222A-223B; Rational Numbers, 150A-151B, 226A-229B; Properties of Numbers, 101, 192, 239, 372; also see: Integers, 220A-256

1.6. Students will use number sense to estimate and justify the reasonableness of solutions to problems involving integers, rational numbers, and common irrational numbers.

5: Integers, 412A-413B; Estimation, 17, 28-29, 30-31, 62-63, 66, 85, 86-87, 89, 130-131, 155, 157, 174-175, 184-185, 209, 263, 265; also see: Problem Solving: Reasonableness, 88A-89B; Use Reasoning, 162A-163B; Checking for Reasonableness, 46

6: Estimating Sums and Differences, 62A-63B; Estimating Products and Quotients, 66A-69B; Estimating Sums and Differences of Mixed Numbers, 170A-171B; Estimating Products, 188A-189B; Estimating Quotients, 208A-209B; Estimating Percent, 352A-353B; also see: Estimating, 25, 65, 74, 77, 81, 87, 108, 113, 123, 130, 179, 202-203, 209, 211, 244, 309, 312, 325, 327, 332, 334, 346, 349, 356, 360

Standard 2. Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.

2.1. Students will represent, describe, and analyze patterns and relationships using tables, graphs, verbal rules, and standard algebraic notation.

5: Looking for Patterns, 14A-17B, 404A-405B; Algebra Connection, 33; Patterns and Expressions, 148A-151B; More Patterns and Expressions, 152A-155B; Patterns and Equations, 382A-385B; also see: Bar Graphs and Picture Graphs, 432A-435B; Line Graphs, 436A-439B

6: Looking for a Pattern, 214A-215B, 290A-291B; Using Expressions to Describe Patterns, 48A-49B; Patterns and Equations, 376A-377B, More Patterns and Equations, 378A-379B; also see: Reading and Making Graphs, 476A-479B; Circle Graphs, 480A-483B; Comparing Graphs, 484A-487B

2.2. Students will describe patterns using variables, expressions, equations, and inequalities in problem-solving situations.

5: Patterns and Expressions, 148A-151B; More Patterns and Expressions, 152A-155B; Patterns and Equations, 382A-385B; Looking for Patterns, 14A-17B, 404A-405B; Algebra Connection, 33; also see: Variables and Expressions, 146A-149B

6: Using Variables to Write Expressions, 32A-33B; Using Expressions to Describe Patterns, 48A-49B; Patterns and Equations, 376A-377B, More Patterns and Equations, 378A-379B; Looking for a Pattern, 214A-215B, 290A-291B

2.3. Students will analyze functional relationships to explain how a change in one quantity results in a change in another (for example, how the area of a circle changes as the radius increases, or how a person's height changes over time.

5: Patterns and Expressions, 148A-151B; More Patterns and Expressions, 152A-155B; Patterns and Equations, 382A-385B

6: Using Variables to Write Expressions, 32A-33B; Using Expressions to Describe Patterns, 48A-49B; Patterns and Equations, 376A-377B, More Patterns and Equations, 378A-379B; Looking for a Pattern, 214A-215B, 290A-291B

2.4. Students will distinguish between linear and nonlinear functions through informal investigations.

5: Graphing Equations, 420A-421B; also see: Ordered Pairs, 414A-417B; Distances on Number Lines and the Coordinate Plane, 418A-419B

6: Graphing Equations, 380A-381B; Graphing Equations with More Than One Operation, 382A-385B; Functions, 386A-389B, 461; also see: Graphing Points on a Coordinate Plane, 246A-249B

2.5. Students will solve simple linear equations in problem-solving situations using a variety of methods (informal, formal, graphical) and a variety of tools (physical materials, calculators, computers).

5: Graphing Equations, 420A-421B; also see: Ordered Pairs, 414A-417B; Distances on Number Lines and the Coordinate Plane, 418A-419B

6: Graphing Points on a Coordinate Plane, 246A-249B; Equations with More Than One Operation, 372A-375B; Patterns and Equations, 376A-377B; More Patterns and Equations, 378A-379B; Graphing Equations, 380A-381B; Graphing Equations with More Than One Operation, 382A-385B; Functions, 386A-389B; Test, 392-393; Reteaching, 394

STANDARD 3. Students use data collection and analysis, statistics, and probability in problem solving situations and communicate the reasoning used in solving these problems.

3.1. Students will read and construct displays of data using appropriate techniques (for example, line graphs, circle graphs, scatter plots, box plots, stem-and-leaf plots and appropriate technology).

5: Data from Surveys, 430A-431B; Bar Graphs and Picture Graphs, 432A-435B; Line Graphs, 436A-439B; Stem-and-Leaf Plots, 440A-443B; Histograms, 444A-445B; Circle Graphs, 446A-449B; Mean, 450A-451B, Median, Mode, and Range, 452A-453B; Problem Solving: Make a Graph, 454A-455B; Test, 456-457; Reteaching, 458-459

6: Reading and Making Graphs, 476A-479B; Circle Graphs, 480A-483B; Comparing Graphs, 484A-487B; Mean, Median, Mode, and Range, 490A-493B; Frequency Tables and Histograms, 494A-497B; Stem-and-Leaf Plots, 498A-499B; Appropriate Use of Statistical Measures, 500A-501B; Samples and Surveys, 502A-505B; Using Statistics to Draw Conclusions, 506A-509B; Test, 512-513; Reteaching, 514

3.2. Students will display and use measures of central tendency, such as mean, median, and mode, and measures of variability, such as range and quartiles;

5: Mean, 450A-451B, Median, Mode, and Range, 452A-453B; Test, 456-457; Reteaching, 458-459

6: Mean, Median, Mode, and Range, 490A-493B; Appropriate Use of Statistical Measures, 500A-501B; Samples and Surveys, 502A-505B; Using Statistics to Draw Conclusions, 506A-509B; Test, 512-513; Reteaching, 514

3.3. Students will evaluate arguments that are based on statistical claims;

5: Data from Surveys, 430A-431B; Mean, 450A-451B, Median, Mode, and Range, 452A-453B; also see: Bar Graphs and Picture Graphs, 432A-435B; Line Graphs, 436A-439B; Stem-and-Leaf Plots, 440A-443B; Histograms, 444A-445B; Circle Graphs, 446A-449B

6: Mean, Median, Mode, and Range, 490A-493B; Appropriate Use of Statistical Measures, 500A-501B; Samples and Surveys, 502A-505B; Using Statistics to Draw Conclusions, 506A-509B; Test, 512-513; Reteaching, 514; also see: Reading and Making Graphs, 476A-479B; Circle Graphs, 480A-483B; Comparing Graphs, 484A-487B; Frequency Tables and Histograms, 494A-497B; Stem-and-Leaf Plots, 498A-499B

3.4. Students will formulate hypotheses, draw conclusions, and make convincing arguments based on data analysis.

5: Data from Surveys, 430A-431B; Bar Graphs and Picture Graphs, 432A-435B; Line Graphs, 436A-439B; Stem-and-Leaf Plots, 440A-443B; Histograms, 444A-445B; Circle Graphs, 446A-449B; Mean, 450A-451B, Median, Mode, and Range, 452A-453B; Problem Solving: Make a Graph, 454A-455B; Test, 456-457; Reteaching, 458-459

6: Reading and Making Graphs, 476A-479B; Circle Graphs, 480A-483B; Comparing Graphs, 484A-487B; Mean, Median, Mode, and Range, 490A-493B; Frequency Tables and Histograms, 494A-497B; Stem-and-Leaf Plots, 498A-499B; Appropriate Use of Statistical Measures, 500A-501B; Samples and Surveys, 502A-505B; Using Statistics to Draw Conclusions, 506A-509B; Test, 512-513; Reteaching, 514

3.5. Students will determine probabilities through experiments or simulations.

5: Outcomes, 486A-487B; Writing Probability as a Fraction, 488A-491B; Experiments and Predictions, 492A-493B; Test, 496-497; Reteaching, 498

6: Counting Methods, 520A-523B; Permutations and Combinations, 524A-527B; Probability, 528A-529B; Theoretical and Experimental Probability, 530A-533B; Independent and Dependent Events, 534A-535B; Test, 538-539; Reteaching, 540

3.6. Students will make predictions and compare results using both experimental and theoretical probability drawn from real world problems.

5: Experiments and Predictions, 492A-493B; Test, 496-497; Reteaching, 498

6: Probability, 528A-529B; Theoretical and Experimental Probability, 530A-533B; Independent and Dependent Events, 534A-535B; Test, 538-539; Reteaching, 540

3.7. Students will use counting strategies to determine all the possible outcomes from an experiment (for example, the number of ways students can line up to have their picture taken).

5: Outcomes, 486A-487B; Test, 496-497; Reteaching, 498

6: Counting Methods, 520A-523B; Permutations and Combinations, 524A-527B; Test, 538-539; Reteaching, 540

STANDARD 4. Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.

4.1. Students will construct two- and three-dimensional models using a variety of materials and tools.

5: Shapes, 200A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B; Solids, 322A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-335B, 336A-339B; Transformations, Congruence, and Symmetry, 464A-467B, 468A-469B, 470a-471B, 472A-473B, 474A-477B

6: Shapes, 262A-265B, 266A-269B, 270A-273B, 274A-277B, 278A-281B, 454A-457B, 458A-461B, 462A-463B, 464A-465B; Transformations and Congruence, 284A-286B, 294; Symmetry, 288A-289B

4.2. Students will describe, analyze, and reason informally about the properties (for example, parallelism, perpendicularity, congruence) of two- and three-dimensional figures.

5: Basic Geometric Ideas, 200A-203B; Measuring and Classifying Angles, 204A-205B; Perimeter and Area, 296A-297B, 298A-299B, 300A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B; Surface Area, 328A-330B, Volume, 332A-335B; Congruence, 472A-473B; Symmetry, 474A-477B; Test, 316-317, 480-481; Reteaching, 318-319, 482-483

6: Basic Geometric Ideas, 262A-265B; Measuring and Drawing Angles, 266A-269B; Angle Pairs, 270A-273B; Perimeter and Area, 426A-429B, 430A-433B, 434A-437B, 438A-441B, 442A-443B; Solid Figures, 454A-457B; Surface area, 458A-461B; Volume, 462A-463B, 464A-465B; Transformations and Congruence, 284A-286B, 294; Symmetry, 288A-289B

4.3. Students will apply the concepts of ratio, proportion, and similarity in problem-solving situations.

5: Ratio, 396A-397B; also see: Triangles, 208A-209B

6: Understanding Ratios, 300A-301B; Equal Ratios and Proportions, 302A-305B; Using Ratio Tables, 322A-3323B; Ways to Solve Proportions, 326A-327B; Similar Figures, 330A-333B; Maps and Scale Drawings, 334A-337B

4.4. Students will solve problems using coordinate geometry.

5: Ordered Pairs, 414A-417B; Distances on Number Lines and the Coordinate Plane, 418A-419B; Graphing Equations, 420A-421B; Test, 424-425; Reteaching, 426-427

6: Graphing Points on a Coordinate Plane, 246A-249B; Equations with More Than One Operation, 372A-375B; Patterns and Equations, 376A-377B; More Patterns and Equations, 378A-379B; Graphing Equations, 380A-381B; Graphing Equations with More Than One Operation, 382A-385B; Functions, 386A-389B; Test, 392-393; Reteaching, 394

4.5. Students will solve problems involving perimeter and area in two dimensions, and involving surface area and volume in three dimensions.

5: Problem Solving, 302, 305, 307, 309, 312, 327, 329, 331, 334, 338; Close/Assess and Differentiate, 303A-303B, 305A-305B, 307A-307B, 309A-309B, 313A-313B, 327A-327B, 329A-329B, 331A-331B, 335A-335B, 339A-339B

6: Problem Solving, 428, 431, 436, 440, 441, 443, 455, 460, 463, 465; Close/Assess and Differentiate, 429A-429B, 431A-431B, 437A-437B, 441A-441B, 443A-443B, 455A-455B, 461A-461B, 463A-463B, 465A-465B

4.6. Students will transform geometric figures using reflections, translations, and rotations to explore congruence.

5: Translations, 464A-467B; Reflections, 468A-469B; Rotations, 470A-471B; Test, 480-481; Reteaching, 482-483

6: Transformations and Congruence, 284A-286B, 294

STANDARD 5. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

5.1. Students will estimate, use, and describe measures of distance, perimeter, area, volume, capacity, weight, mass, and angle comparison.

5: Distance, 296A-297B, 298A-298B; Perimeter, 300A-303B, 310A-313B; Area, 304A-305B, 306A-307B, 308A-309B; Volume, 332A-335B; Capacity, 348A-349B, 350A-351B; Weight and Mass, 352A-353B; Angle Comparison, 204A-205B

6: Measurement, 400A-403B, 404A-407B, 408A-411B, 412A-413B, 414A-417B; Perimeter, 426A-429B, 438A-441B; Area, 430A-433B, 434A-437B, 442A-443B; Angle Comparison, 266A-269B, 270A-273B

5.2. Students will estimate, make, and use direct and indirect measurements to describe and make comparisons.

5: Measurement, 296A-297B, 298A-298B, 300A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B, 348A-349B, 350A-351B, 354A-355B, 356A-357B, 358A-361B, 362A-363B, 364A-365B

6: Measurement, 400A-403B, 404A-407B, 408A-411B, 412A-413B, 414A-417B, 426A-429B, 430A-433B, 434A-437B, 438A-441B, 442A-443B

5.3. Students will read and interpret various scales including those based on number lines, graphs, and maps.

5: Opportunities to address this objective may be found on the following: Scale and Graphs, 432-433, 436-439, 446-449; Number Line, 224-225, 244-245, 380-381, 418-419

6: Maps and Scale Drawings, 334A-337B; also see: Reading and Making Graphs, 476A-479B; Circle Graphs, 480A-483B; Comparing Graphs, 484A-487B

5.4. Students will develop and use formulas and procedures to solve problems involving measurement.

5: Measurement, 300A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B, 348A-349B, 350A-351B, 354A-355B, 356A-357B

6: Measurement, 296A-297B, 298A-298B, 300A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B, 348A-349B, 350A-351B, 354A-355B, 356A-357B, 358A-361B, 362A-363B, 364A-365B

5.5. Students will describe how a change in an object's linear dimensions affects its perimeter, area, and volume.

5: For related information see: Perimeter, 300A-302; Area, 304-305, 306-307, 308-309

6: For related information see: Perimeter, 426A-429B, 438A-441B; Area, 430A-433B, 434A-437B, 442A-443B; Volume, 462A-463B, 464A-465B

5.6. Students will select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem solving situation.

5: Problem Solving, 297, 299, 302, 305, 307, 309, 312, 349, 351, 353, 355, 357, 360, 363, 365; Close/Assess and Differentiate, 297A-297B, 299A-299B, 302A-303B, 305A-305B, 307A-307B, 309A-309B, 313A-313B, 349A-349B, 351A-351B, 353A-353B, 355A-355B, 357A-357B, 361A-361B, 363A-363B, 365A-365B

6: Problem Solving, 402, 406, 410, 413, 416, 428, 433, 436, 440, 443, 463, 465; Close/Assess and Differentiate, 403A-403B, 407A-407B, 411A-411B, 413A-413B, 417A-417B, 429A-429B, 433A-433B, 437A-437B, 441A-441B, 443A-443B, 463A-463B, 465A-465B

STANDARD 6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving them

6.1. Students will use models to explain how ratios, proportions, and percents can be used to solve real-world problems.

5: Understanding Ratios, 396A-397B; Understanding Percent, 398A-399B; Percent, Fractions, and Decimals, 400A-401B; Finding Percent of a Whole Number, 402A-403B; Test, 406-407; Reteaching, 408-409

6: Understanding Ratios, 300A-301B; Equal Ratios and Proportions, 302A-305B; Understanding Rates and Unit Rates, 306A-307B; Comparing Rates, 308A-309B; Distance, Rate, and Time, 310A-313B; Using Ratio Tables, 322A-323B; Using Unit Rates, 324A-325B; Ways to Solve Proportions, 326A-327B; also see: Understanding Percent, 344A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-357B, 358A-361B

6.2. Students will construct, use, and explain procedures to compute and estimate with whole numbers, fractions, decimals, and integers.

5: Addition and Subtraction of Whole Numbers and Decimals, 24A-52; Multiplying Whole Numbers, 56A-80; Division, 82A-116, 120A-142; Multiplying and Dividing Decimals, 168A-194; Adding and Subtracting Fractions and Mixed Numbers, 254A-274; Multiplying Fractions and Mixed Numbers, 276A-292

6: Operations with Decimals, 60A-90; Adding and Subtracting Fractions and Mixed Numbers, 160A-182; Multiplying Fractions and Mixed Numbers, 184A-198; Dividing Fractions and Mixed Numbers, 200A-218; Integers, 220A-256

6.3. Students will develop, apply, and explain a variety of different estimation strategies in problem-solving situations, and explain why an estimate may be acceptable in place of an exact answer.

5: Estimation, 17, 28-29, 30-31, 62-63, 66, 85, 86-87, 89, 130-131, 155, 157, 174-175, 184-15, 209, 263, 265

6: Estimating Sums and Differences, 62A-63B; Estimating Products and Quotients, 66A-69B; Estimating Sums and Differences of Mixed Numbers, 170A-171B; Estimating Products, 188A–189B; Estimating Quotients, 208A-209B; Estimating Percent, 352A-353B; also see: Estimating, 25, 65, 74, 77, 81, 87, 108, 113, 123, 130, 179, 202-203, 209, 211, 244, 309, 312, 325, 327, 332, 334, 346, 349, 356, 360

6.4. Students will select and use appropriate algorithms for computing with commonly used fractions and decimals, percents, and integers in problem-solving and determine whether the results are reasonable.

5: Problem Solving, 258, 261, 263, 265, 267, 269, 279, 282, 285, 287, 399, 401, 403, 413, 416, 419, 421; Close/Assess and Differentiate, 259A-259B, 261A-261B, 263A-263B, 265A-265B, 267A-267B, 269A-269B, 279A-279B, 283A-283B, 285A-285B, 287A-287B, 399A-399B, 401A-401B, 403A-403B, 413A-413B, 417A-417B, 421A-421B

6: Problem Solving, 63, 65, 68, 69, 72, 75, 79, 163, 165, 168, 171, 173, 176, 187, 189, 191, 193, 203, 205, 207, 209, 211, 232, 236, 239, 241, 346, 349, 351, 353, 356, 360; Close/Assess and Differentiate, 63A-63B, 65A-65B, 69A-69b, 73A-73B, 75A-75B, 79A-79B, 163A-163B, 165A-165B, 169A-169B, 171A-171B, 173A-173B, 177A-177B, 187A-187B, 189A-189B, 191A-191B, 193A-193B, 203A-203B, 205A-205B, 207A-207B, 209A-209B, 211A-211B, 233A-233B, 237A-237B, 239A-239B, 241A-241B, 347A-347B, 349A-349B, 351A-351B, 353A-353B, 357A-357B, 361A-361B