

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

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to the

Washington
Mathematics Standards
Grades K - 6



MM151A

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2011, to the *Washington Mathematics Standards (2008)*. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

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

Personalized Curriculum

enVisionMATH™ 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

enVisionMATH™ 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. enVisionMATH™ 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

enVisionMATH™ 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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Correlated to:

Washington Mathematics Standards for Grade K

WASHINGTON MATHEMATICS STANDARDS FOR GRADE K	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<i>Kindergarten K.1. Core Content: Whole numbers (Numbers, Operations)</i>	
Performance Expectations GP0046062271	
<i>Students are expected to:</i>	
K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1.	SE: 213-220, 223-224
K.1.B Read aloud numerals from 0 to 31.	SE: 277-281, 213-220 (to 20)
K.1.C Fluently compose and decompose numbers to 5.	SE: 195-196
K.1.D Order numerals from 1 to 10.	SE: 143-146
K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.	SE: 213-220
	TE: 37A Daily Spiral Review
K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set.	SE: 101-106
K.1.G Locate numbers from 1 to 31 on the number line.	SE: 93-94 (to 10)
	TE: 278A Additional Activity
K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.	SE: 103-104
<i>K.2. Core Content: Patterns and operations (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.2.A Copy, extend, describe, and create simple repetitive patterns	SE: 33-46
K.2.B Translate a pattern among sounds, symbols, movements, and physical objects.	SE: 41-42
K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects.	SE: 177-188, 195-206
K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.	SE: 203-204
	TE: 188C, 196C, 206C On Level
<i>K.3. Core Content: Objects and their locations (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.	SE: 115-118, 125-126

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE K	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
K.3.B Sort shapes using a sorting rule and explain the sorting rule.	SE: 115-118, 121-122, 126-128, 129-130
K.3.C Describe the location of one object relative to another object using words such as <i>in, out, over, under, above, below, between, next to, behind, and in front of.</i>	SE: 17-26
	TE: 15I-15J
<i>K.4. Additional Key Content (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.	SE: 153-160, 163-170
<i>K.5. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
K.5.A Identify the question(s) asked in a problem.	SE: 291-292
	TE: 140C, 246C
K.5.B Identify the given information that can be used to solve a problem.	TE: 137 Pose the Problem, 299 Pose the Problem
K.5.C Recognize when additional information is required to solve a problem.	SE: 259-260
	TE: 259 Pose the Problem
K.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	SE: 11-12, 109-110, 147-148, 247-248
	TE: 183 Extend
K.5.E Answer the question(s) asked in a problem.	SE: 95-96, 207-208, 301-302
	TE: 257 Pose the Problem , 188A Additional Activity
K.5.F Describe how a problem was solved.	SE: 179 Model
	TE: 64C On Level, 165 Pose the Problem
K.5.G Determine whether a solution to a problem is reasonable.	TE: 167 Interactive Learning, 163 Extend, 277 Interactive Learning

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Correlated to:

Washington Mathematics Standards for Grade 1

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 1	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 1	
<i>1.1. Core Content: Whole number relationships (Numbers, Operations)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.	SE: 263-294 [to 100 not 120]
1.1.B Name the number that is one less or one more than any number given verbally up to 120.	SE: 331-334, 343-346
1.1.C Read aloud numerals from 0 to 1,000.	SE: 331-346
1.1.D Order objects or events using ordinal numbers.	SE: 287-290
1.1.E Write, compare, and order numbers to 120.	SE: 39-42, 339-346
1.1.F Fluently compose and decompose numbers to 10.	SE: 51-62, 83-94
1.1.G Group numbers into tens and ones in more than one way.	SE: 303-314, 319-322
1.1.H Group and count objects by tens, fives, and twos.	SE: 275-282, 481-492
1.1.I Classify a number as odd or even and demonstrate that it is odd or even.	SE: 283-286
<i>1.2. Core Content: Addition and subtraction (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.2.A Connect physical and pictorial representations to addition and subtraction equations.	SE: 64-66, 95-98
1.2.B Use the equal sign (=) and the word <i>equals</i> to indicate that two expressions are equivalent.	SE: 63-66, 164-166, 187-190
1.2.C Represent addition and subtraction on the number line.	SE: 347-350 , 143A Daily Spiral Review*
1.2.D Demonstrate the inverse relationship between addition and subtraction by undoing an addition problem with subtraction and vice versa.	SE: 175-186
1.2.E Add three or more one-digit numbers using the commutative and associative properties of addition.	SE: 505-508
1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.	SE: 481-504
1.2.G Quickly recall addition facts and related subtraction facts for sums equal to 10.	SE: 27B-27C

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE 1	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
1.2.H Solve and create word problems that match addition or subtraction equations.	SE: 66 #12, 174 #13, 504 #9, 508, 616 #15
1.2.I Recognize, extend, and create number patterns.	SE: 243-258, 295-299
<i>1.3. Core Content: Geometric attributes (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.	SE: 195-198, 226-239
1.3.B Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation.	SE: 195-202
1.3.C Combine known shapes to create shapes and divide known shapes into other shapes.	SE: 203-210
<i>1.4. Core Content: Concepts of measurement (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.4.A Recognize that objects used to measure an attribute (length, weight, capacity) must be consistent in size.	SE: 399-402, 423-430, 435-442
1.4.B Use a variety of non-standard units to measure length.	SE: 395-398
1.4.C Compare lengths using the transitive property.	SE: 398 , 448A Test Item 1 , 449 Set A
1.4.D Use non-standard units to compare objects according to their capacities or weights.	TE: 419-422, 431-434
1.4.E Describe the connection between the size of the measurement unit and the number of units needed to measure something.	TE: 404-406
1.4.F Name the days of the week and the months of the year, and use a calendar to determine a day or month.	TE: 469-472
<i>1.5. Additional Key Content (Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.	SE: 541-552, 557-560, 565-568
1.5.B Ask and answer comparison questions about data.	SE: 542-543, 550-551, 566-567 , 558

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE 1	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<i>1.6. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.6.A Identify the question(s) asked in a problem.	SE: 24-25, 188-189 Sample citations; addressed throughout the program.
1.6.B Identify the given information that can be used to solve a problem.	SE: 184 Do You Understand, 216-217, 378 #12, 475-476, 596 #12 Sample citations; addressed throughout the program.
1.6.C Recognize when additional information is required to solve a problem.	SE: 493-396, 494 Do You Understand Sample citations; addressed throughout the program.
1.6.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	SE: 44-45, 76-77, 296-298, 324-325, 570-571 Additional citations: 638-639 , 88 Do You Understand Sample citations; addressed throughout the program.
1.6.E Answer the question(s) asked in a problem.	SE: 42 #11, 250 #8, 312 Do You Understand, 370 #8 Sample citations; addressed throughout the program.
1.6.F Identify the answer(s) to the question(s) in a problem.	SE: 110 #8, 470 Do You Understand, 630 Do You Understand, 632 #15 Sample citations; addressed throughout the program.
1.6.G Describe how a problem was solved.	SE: 204 Do You Understand, 416 Do You Understand, 594 Do You Understand Sample citations; addressed throughout the program.
1.6.H Determine whether a solution to a problem is reasonable.	SE: 280 Do You Understand, 346 Do You Understand, 372 Do You Understand Sample citations; addressed throughout the program.

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Washington Mathematics Standards for Grade 2

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 2	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 2	
<i>2.1. Core Content: Place value and the base ten system (Numbers)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.1.A Count by tens or hundreds forward and backward from 1 to 1,000, starting at any number.	SE: 515-517
2.1.B Connect place value models with their numerical equivalents to 1,000.	SE: 223-234
2.1.C Identify the ones, tens, and hundreds place in a number and the digits occupying them.	SE: 99-110, 511-522, 527-530
2.1.D Write three-digit numbers in expanded form.	SE: 519-522
2.1.E Group three-digit numbers into hundreds, tens, and ones in more than one way.	SE: 519-522
2.1.F Compare and order numbers from 0 to 1,000.	SE: 111-126, 531-542
<i>2.2. Core Content: Addition and subtraction (Operations, Geometry/Masurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.2.A Quickly recall basic addition facts and related subtraction facts for sums through 20.	SE: 81-91 Teacher Resource Master Topic 1
2.2.B Solve addition and subtraction word problems that involve joining, separating, and comparing and verify the solution.	SE: 38, 42, 230, 242, 302, Additional citations: 306, 570, 582
2.2.C Add and subtract two-digit numbers efficiently and accurately using a procedure that works with all two-digit numbers and explain why the procedure works.	SE: 219-242, 251-270
2.2.D Add and subtract two-digit numbers mentally and explain the strategies used.	SE: 35-62, 207-210, 255-258, 263-266
2.2.E Estimate sums and differences.	SE: 287-290, 299-302, 555-558, 571-574
2.2.F Create and state a rule for patterns that can be generated by addition and extend the pattern.	SE: 187-190, 635-638
2.2.G Solve equations in which the unknown number appears in a variety of positions.	SE: 72-74, 76-78, 80-82, 84-90
2.2.H Name each standard U.S. coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same total value.	SE: 143-162
2.2.I Determine the value of a collection of coins totaling less than \$1.00.	SE: 143-146, 151-154

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE 2	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<i>2.3. Core Content: Measurement (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.3.A Identify objects that represent or approximate standard units and use them to measure length.	SE: 379-386, 391-394
2.3.B Estimate length using metric and U.S. customary units.	SE: 391-394, 395-398
	TE: 391-398
2.3.C Measure length to the nearest whole unit in both metric and U.S. customary units.	enVision 3rd Grade: SE: 328-331, 350-351 , 345 #8, 362 #6, 369 #14 Additional citation: 370 #5-6
2.3.D Describe the relative size among minutes, hours, days, weeks, months, and years.	SE: 451-458, 463-466
2.3.E Use both analog and digital clocks to tell time to the minute.	SE: 455-458
<i>2.4. Additional Key Content (Numbers, Operations, Geometry/Measurement, Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.4.A Solve problems involving properties of two- and three-dimensional figures.	SE: 315-342
2.4.B Collect, organize, represent, and interpret data in bar graphs and picture graphs.	SE: 479-490
2.4.C Model and describe multiplication situations in which sets of equal size are joined.	SE: 591-602
2.4.D Model and describe division situations in which sets are separated into equal parts.	SE: 619-626
2.4.E Interpret a fraction as a number of equal parts of a whole or a set.	SE: 351-354
<i>2.5. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.5.A Identify the question(s) asked in a problem and any other questions that need to be answered in order to solve the problem.	SE: 308-309, 344-346, 472-473
2.5.B Identify the given information that can be used to solve a problem.	SE: 212-214, 504-505 , 130 #6
2.5.C Recognize when additional information is required to solve a problem.	SE: 212-214
2.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	SE: 65-66, 164-165 , 106 #9, 582, #8
2.5.E Identify the answer(s) to the question(s) in a problem.	SE: 28-29, 136-137, 188-189, 612-613

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 2	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
2.5.F Describe how a problem was solved.	SE: 66 #7, 178 #14, 638 #10
2.5.G Determine whether a solution to a problem is reasonable.	SE: 300-302, 365-366

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Washington Mathematics Standards for Grade 3

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 3	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 3	
<i>3.1. Core Content: Addition, subtraction, and place value (Numbers, Operations)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
3.1.A Read, write, compare, order, and represent numbers to 10,000 using numbers, words, and symbols.	SE: 4-17
	TE: 4A-17B
3.1.B Round whole numbers through 10,000 to the nearest ten, hundred, and thousand.	SE: 40-43
	TE: 40A-43B
3.1.C Fluently and accurately add and subtract whole numbers using the standard regrouping algorithms.	SE: 48-57
	TE: 48A-57B
3.1.D Estimate sums and differences to approximate solutions to problems and determine reasonableness of answers.	SE: 44-46, 74-77 , 55 #12-19
	TE: 44A-46, 74A-77B
3.1.E Solve single- and multi-step word problems involving addition and subtraction of whole numbers and verify the solutions.	SE: 49 #28, 69 #6-8, 51 #5, 57#20, 87 #22
<i>3.2. Core Content: Concepts of multiplication and division (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
3.2.A Represent multiplication as repeated addition, arrays, counting by multiples, and equal jumps on the number line, and connect each representation to the related equation.	SE: 140-146, 148-153
	TE: 140A-146, 148A-153B
3.2.B Represent division as equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects, and connect each representation to the related equation.	SE: 164-173
	TE: 164A-173B
3.2.C Determine products, quotients, and missing factors using the inverse relationship between multiplication and division.	SE: 184-193, 412-424
	TE: 184A-193B, 412A-424
3.2.D Apply and explain strategies to compute multiplication facts to 10 X 10 and the related division facts.	SE: 436-446 , 148 #7 Teacher Resource Manual: 135-140
	TE: 436A-446

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 3	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
3.2.E Quickly recall those multiplication facts for which one factor is 1, 2, 5, or 10 and the related division facts.	SE: 122-127, 186-189
	TE: 122A-127B, 186A-189B
3.2.F Solve and create word problems that match multiplication or division equations.	SE: 116-117, 172-173, 441 #2-5
	TE: 116A-117B, 172A-173B
3.2.G Multiply any number from 11 through 19 by a single-digit number using the distributive property and place value concepts.	SE: 418-421
	TE: 418A-421B
3.2.H Solve single- and multi-step word problems involving multiplication and division and verify the solutions.	SE: 165 #14, 185 #21, 193 #37, 221 #17 #21, 448-450
<i>3.3. Core Content: Fraction concepts (Numbers, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.	SE: 276-283, 290-293
	TE: 276A-283B, 290A-293B
3.3.B Compare and order fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	SE: 284-289
	TE: 284A-289B
3.3.C Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	SE: 284-287
	TE: 284A-287B
3.3.D Solve single- and multi-step word problems involving comparison of fractions and verify the solutions.	SE: 277 #5-19, 278-279 #5-20, 295 #18 #20
<i>3.4. Core Content: Geometry (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
3.4.A Identify and sketch parallel, intersecting, and perpendicular lines and line segments.	SE: 242-245
	TE: 242A-245B
3.4.B Identify and sketch right angles.	SE: 244-245
	TE: 244A-245B
3.4.C Identify and describe special types of quadrilaterals.	SE: 250-251
	TE: 250A-251B

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 3	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
3.4.D Measure and calculate perimeters of quadrilaterals.	SE: 368-371
	TE: 368A-371B
3.4.E Solve single- and multi-step word problems involving perimeters of quadrilaterals and verify the solutions.	SE: 374 #4, 377 #13-14
<i>3.5. Additional Key Content (Algebra, Geometry/Masurement, Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
3.5.A Determine whether two expressions are equal and use "=" to denote equality.	SE: 222-223
	TE: 222A-223B
3.5.B Measure temperature in degrees Fahrenheit and degrees Celsius using a thermometer.	SE: 402-403
	TE: 402A-403B
3.5.C Estimate, measure, and compare weight and mass using appropriate-sized U.S. customary and metric units.	SE: 338-339, 358-359
	TE: 338A-339B, 358A-359B
3.5.D Estimate, measure, and compare capacity using appropriate-sized U.S. customary and metric units.	SE: 340-341, 356-357
	TE: 340A-341B, 356A-357B
3.5.E Construct and analyze pictographs, frequency tables, line plots, and bar graphs.	SE: 458-471
	TE: 458A-471B
<i>3.6. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
3.6.A Determine the question(s) to be answered given a problem situation.	SE: 15 #14, 155 #2-3, 399 #20
	TE: 456F
3.6.B Identify information that is given in a problem and decide whether it is necessary or unnecessary to the solution of the problem.	SE: 320-321 , 25 #12,
	TE: 320A-321B
3.6.C Identify missing information that is needed to solve a problem.	SE: 320-321
	TE: 320A-321B
3.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	SE: 100 #10-11, 173 #14, 272 #22

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Washington Mathematics Standards for Grade 3

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 3	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
3.6.E Select and use one or more appropriate strategies to solve a problem.	SE: 98-99, 224-225, 268-269, 298-299, 384-385 Additional citations: 404-405
	TE: 98A-99, 224A-225, 268A-269B, 298A-299B, 384A-385B
3.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	SE: 111 #10-12, 119 #3, 198 #9-10, 278 #17-18
3.6.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	SE: 69 #7, 197 #2, 267 #11, 483 #15
3.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	SE: 78-79 , 89 #23, 123 #12, 469 #8
	TE: 78A-79B
3.6.I Summarize mathematical information, draw conclusions, and explain reasoning.	SE: 47, 239 #7-10 , 249 #22, 331 #30, 381 #5
3.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.	SE: 252-253 , 357 #10-12, #14, 341 #20, 477 #8
	TE: 252A-253B

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Washington Mathematics Standards for Grade 4

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 4	
<i>4.1. Core Content: Multi-digit multiplication (Numbers, Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.1.A Quickly recall multiplication facts through 10 X 10 and the related division facts.	SE: 98-99
	TE: 98A-99B
4.1.B Identify factors and multiples of a number.	SE: 62-67, 182-183
	TE: 62A-67B, 182A-182B
4.1.C Represent multiplication of a two-digit number by a two-digit number with place value models.	SE: 150-153
	TE: 150A-153B
4.1.D Multiply by 10, 100, and 1,000.	SE: 96-97
	TE: 96A-97B
4.1.E Compare the values represented by digits in whole numbers using place value.	SE: 4-13
	TE: 4A-13B
4.1.F Fluently and accurately multiply up to a three-digit number by one- and two-digit numbers using the standard multiplication algorithm.	SE: 106-115, 150-155
	TE: 106A-115B, 150A-155B
4.1.G Mentally multiply two-digit numbers by numbers through 10 and by multiples of 10.	SE: 150-151
	TE: 150A-151B
4.1.H Estimate products to approximate solutions to problems and determine reasonableness of answers.	SE: 144-145
	TE: 144A-145B
4.1.I Solve single- and multi-step word problems involving multi-digit multiplication and verify the solutions.	SE: 156-157
	TE: 156A-159B
4.1.J Solve single- and multi-step word problems involving division and verify the solutions.	SE: 186-187, 176 #31
	TE: 186A-187B
<i>4.2. Core Content: Fractions, decimals, and mixed numbers (Numbers, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.2.A Represent decimals through hundredths with place value models, fraction equivalents, and the number line.	SE: 268-281

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TE: 268A-281B
4.2.B Read, write, compare, and order decimals through hundredths.	SE: 268-281
	TE: 268A-281B
4.2.C Convert a mixed number to a fraction and vice versa, and visually represent the number.	SE: 230-233
	TE: 230A-233B
4.2.D Convert a decimal to a fraction and vice versa, and visually represent the number.	SE: 274-281
	TE: 274A-281B
4.2.E Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols $<$, $>$, or $=$.	SE: 280-281
	TE: 280A-281B
4.2.F Write a fraction equivalent to a given fraction.	SE: 224-227, 234-235
	TE: 224A-227B, 234A-235B
4.2.G Simplify fractions using common factors.	SE: 228-229
	TE: 228A-229B
4.2.H Round fractions and decimals to the nearest whole number.	SE: 290-293
	TE: 290A-293B
4.2.I Solve single- and multi-step word problems involving comparison of decimals and fractions (including mixed numbers), and verify the solutions.	SE: 238-241, 258-261, 282-283, 308-309
	TE: 238A-241B, 258A-261B, 282A-283B, 308A-309B
<i>4.3. Core Content: Concept of area (Geometry/Measurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.3.A Determine congruence of two-dimensional figures.	SE: 454-455
	TE: 454A-454B
4.3.B Determine the approximate area of a figure using square units.	SE: 316-317, 320-323
	TE: 316A-317B, 320A-323B
4.3.C Determine the perimeter and area of a rectangle using formulas, and explain why the formulas work.	SE: 318-319
	TE: 318A-319B
4.3.D Determine the areas of figures that can be broken down into rectangles.	SE: 320-323
	TE: 320A-323B

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
4.3.E Demonstrate that rectangles with the same area can have different perimeters, and that rectangles with the same perimeter can have different areas.	SE: 332-335
	TE: 332A-335B
4.3.F Solve single- and multi-step word problems involving perimeters and areas of rectangles and verify the solutions.	SE: 336-339
	TE: 336A-339B
<i>4.4. Additional Key Content (Geometry/Masurement, Algebra, Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.4.A Represent an unknown quantity in simple expressions, equations, and inequalities using letters, boxes, and other symbols.	SE: 128-133, 432-439
	TE: 128A-133B, 432A-439B
4.4.B Solve single- and multi-step problems involving familiar unit conversions, including time, within either the U.S. customary or metric system.	SE: 364-391
	TE: 364A-391B
4.4.C Estimate and determine elapsed time using a calendar, a digital clock, and an analog clock.	SE: 384-389
	TE: 384A-389B
4.4.D Graph and identify points in the first quadrant of the coordinate plane using ordered pairs.	SE: 408-409
	TE: 408A-409B
4.4.E Determine the median, mode, and range of a set of data and describe what each measure indicates about the data.	SE: 414-415
	TE: 414A-415B
4.4.F Describe and compare the likelihood of events.	SE: 468-475
	TE: 468A-475B
4.4G Determine a simple probability from a context that includes a picture.	SE: 468-475
	TE: 468A-475B
4.4.H Display the results of probability experiments and interpret the results.	SE: 468-475
	TE: 468A-475B

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<i>4.5. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
4.5.A Determine the question(s) to be answered given a problem situation.	SE: 420 #6
	TE: 283B DI, 441B DI
4.5.B Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.	SE: 34-35
	TE: 34A-35B, 236A #5
4.5.C Identify missing information that is needed to solve a problem.	SE: 34-35, 403 11-12
	TE: 34A-35B, 236A #5
4.5.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	SE: 134 4-5, 417 #15
	TE: 339B Practice Master, 461B PM
4.5.E Select and use one or more appropriate strategies to solve a problem and explain why that strategy was chosen.	SE: 379 #16, 227 #15
	TE: 461B DI
4.5.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	SE: 130-133 , 86 #2-4, 435 #24
	TE: 320A 7, 130A-133B
4.5.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	SE: 17 #15, 407 #16
4.5.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	SE: 420-423 , 67 #28, 219 16-20, 323 #22-27, 414 #20
	TE: 420A-423B
4.5.I Summarize mathematical information, draw conclusions, and explain reasoning.	SE: 411 #16, 238 #1-2
4.5.J Make and test conjectures based on data (or information) collected from explorations and experiments.	SE: 422 #17 #19, 477 #6, 133 #17

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 5	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 5	
<i>5.1. Core Content: Multi-digit division (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
5.1.A Represent multi-digit division using place value models and connect the representation to the related equation.	SE: 84-85, 122-123
	TE: 84A-85B, 122A-123B
5.1.B Determine quotients for multiples of 10 and 100 by applying knowledge of place value and properties of operations.	SE: 84-87, 128-129
	TE: 84A-87B, 128A-129B
5.1.C Fluently and accurately divide up to a four-digit number by one- or two-digit divisors using the standard long-division algorithm.	SE: 94-101, 134-135
	TE: 94A-101B
5.1.D Estimate quotients to approximate solutions and determine reasonableness of answers in problems involving up to two-digit divisors.	SE: 86-89, 124-125, 130-133
	TE: 86A-89B, 124A-125B
5.1.E Mentally divide two-digit numbers by one-digit divisors and explain the strategies used.	SE: 84-85
	TE: 84A-85B
5.1.F Solve single- and multi-step word problems involving multi-digit division and verify the solutions.	SE: 92, 110-113, 130-133
	TE: 90-92
<i>5.2. Core Content: Addition and subtraction of fractions and decimals (Numbers, Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
5.2.A Represent addition and subtraction of fractions and mixed numbers using visual and numerical models, and connect the representation to the related equation.	SE: 234-248, 256-259, 266-267
	TE: 234A-248, 256A-259B, 266A-267B
5.2.B Represent addition and subtraction of decimals using place value models and connect the representation to the related equation.	SE: 38-41
	TE: 38A-41B
5.2.C Given two fractions with unlike denominators, rewrite the fractions with a common denominator.	SE: 260-263

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE 5	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TE: 260A-263B
5.2.D Determine the greatest common factor and the least common multiple of two or more whole numbers.	SE: 232-233, 260-261
	TE: 232A-233B
5.2.E Fluently and accurately add and subtract fractions, including mixed numbers.	SE: 256-269
	TE: 256A-269B
5.2.F Fluently and accurately add and subtract decimals.	SE: 42-45
	TE: 42A-45B
5.2.G Estimate sums and differences of fractions, mixed numbers, and decimals to approximate solutions to problems and determine reasonableness of answers.	Grade 6: SE: 62-63, 171, 174, 65 #23, 173 #22
	TE: 62A-63B, 171-171B, 174A-174
5.2.H Solve single- and multi-step word problems involving addition and subtraction of whole numbers, fractions (including mixed numbers), and decimals, and verify the solutions.	SE: 14-17, 34-37, 46-49
	TE: 14A-17B, 34A-37B, 46A-49B
<i>5.3. Core Content: Triangles and quadrilaterals (Geometry/Measurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
5.3.A Classify quadrilaterals.	SE: 206-207, 210-211
	TE: 206A-207B, 210A-211B
5.3.B Identify, sketch, and measure acute, right, and obtuse angles.	SE: 204-205
	TE: 204A-205B
5.3.C Identify, describe, and classify triangles by angle measure and number of congruent sides.	SE: 208-209
	TE: 208A-209B
5.3.D Determine the formula for the area of a parallelogram by relating it to the area of a rectangle.	SE: 306-307
	TE: 306B-307B
5.3.E Determine the formula for the area of a triangle by relating it to the area of a parallelogram.	SE: 308-309
	TE: 308A-309B
5.3.F Determine the perimeters and areas of triangles and parallelograms.	SE: 300-309
	TE: 300A-309B

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 5	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
5.3.G Draw quadrilaterals and triangles from given information about sides and angles.	Grade 6: SE: 274, 278, 276 #12-16, 280 #16-17
	TE: 274A-274, 278A-278
5.3.H Determine the number and location of lines of symmetry in triangles and quadrilaterals.	SE: 464-467
	TE: 464A-467B
5.3.I Solve single- and multi-step word problems about the perimeters and areas of quadrilaterals and triangles and verify the solutions.	SE: 306-309, 314-315
	TE: 306A-309B, 314A-315B
<i>5.4. Core Content: Representations of algebraic relationships (Operations, Geometry/Measurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
5.4.A Describe and create a rule for numerical and geometric patterns and extend the patterns.	SE: 148-151
	TE: 148A-151B
5.4.B Write a rule to describe the relationship between two sets of data that are linearly related.	SE: 148-157, 414-417
	TE: 148A-157B, 414A-417B
5.4.C Write algebraic expressions that represent simple situations and evaluate the expressions, using substitution when variables are involved.	SE: 146-147, 152-155, 420-421
	TE: 146A-147B, 152A-155B, 420A-421B
5.4.D Graph ordered pairs in the coordinate plane for two sets of data related by a linear rule and draw the line they determine.	SE: 414-417, 420-421
	TE: 414A-417B, 420A-421B
<i>5.5. Additional Key Content (Numbers, Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
5.5.A Classify numbers as prime or composite.	SE: 103-109
	TE: 102A-109B
5.5.B Determine and interpret the mean of a small data set of whole numbers.	SE: 450-451
	TE: 450A-451B
5.5.C Construct and interpret line graphs.	SE: 436-439
	TE: 436A-439B
<i>5.6. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
5.6.A Determine the question(s) to be answered given a problem situation.	SE: 366 #3, 420-423

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	TE: 366, 420A-423B
5.6.B Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem.	This standard is addressed throughout the text. Sample citations follow: SE: 138-139 , 85 #36, 163 #6, 211 #17
	TE: 85, 138A-139B, 162-163, 210-211
5.6.C Determine whether additional information is needed to solve the problem.	SE: 138-139
	TE: 138A-139B
5.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	This standard is addressed throughout the text. Sample citations follow: SE: 179 #32, 315 #12
	TE: 178A-179B, 314-315
5.6.E Select and use one or more appropriate strategies to solve a problem, and explain the choice of strategy.	This standard is addressed throughout the text. Sample citations follow: SE: 212-213, 454-455, 478-479
	TE: 212A-213B, 454A-455B, 478A-479B
5.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	This standard is addressed throughout the text. Sample citations follow: SE: 335 #22, 495 #13
	TE: 335A-335B, 494-495B
5.6.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	This standard is addressed throughout the text. Sample citations follow: SE: 209 #15, 265 #31, 299 #15
	TE: 208-209B, 264-265, 299
5.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	This standard is addressed throughout the text. Sample citations follow: SE: 45 #25, 161 #5, 421 #17, 388 #9, 455 #8
	TE: 45, 160-161, 420-421, 386-388, 454A-455B
5.6.I Summarize mathematical information, draw conclusions, and explain reasoning.	This standard is addressed throughout the text. Sample citations follow: SE: 13 #7, 69 #26, 327 #13, 387
	TE: 12-13, 68-69, 326-327, 386-387
5.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.	This standard is addressed throughout the text. Sample citations follow: SE: 212-213, 341 #5 #7
	TE: 212A-213B, 340A-341B

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 6	
<i>6.1. Core Content: Multiplication and division of fractions and decimals (Numbers, Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.1.A Compare and order non-negative fractions, decimals, and integers using the number line, lists, and the symbols $<$, $>$, or $=$.	SE: 22-23, 224-229
	TE: 22A-23B, 224A-229B
6.1.B Represent multiplication and division of non-negative fractions and decimals using area models and the number line, and connect each representation to the related equation.	SE: 144-145, 186-187, 190-191, 202-207, 212-213
	TE: 144A-145B, 186A-187B, 190A-191B, 202A-207B, 212A-213B
6.1.C Estimate products and quotients of fractions and decimals.	SE: 188-189, 208-209, 66-79
	TE: 188A-189B, 208A-209B, 66A-79B
6.1.D Fluently and accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division with fractions.	SE: 186-187, 190-193
	TE: 186A-187B, 190A-193B
6.1.E Multiply and divide whole numbers and decimals by 1000, 100, 10, 1, 0.1, 0.01, and 0.001.	SE: 18-21
	TE: 18A-21B
6.1.F Fluently and accurately multiply and divide non-negative decimals.	SE: 70-78
	TE: 70A-78
6.1.G Describe the effect of multiplying or dividing a number by one, by zero, by a number between zero and one, and by a number greater than one.	SE: 203 #12, 213 #19
6.1.H Solve single- and multi-step word problems involving operations with fractions and decimals and verify the solutions.	SE: 85-87, 154-155, 194-195, 214-215
	TE: 85-87B, 154A-155B, 194A-195B, 214A-215B
<i>6.2. Core Content: Mathematical expressions and equations (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.2.A Write a mathematical expression or equation with variables to represent information in a table or given situation.	SE: 48-49, 242-245, 376-379
	TE: 48A-49B, 242A-245B, 376A-379B

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6.2.B Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation.	SE: 380-389
	TE: 380A-389B
6.2.C Evaluate mathematical expressions when the value for each variable is given.	SE: 46-49
	TE: 46A-49B
6.2.D Apply the commutative, associative, and distributive properties, and use the order of operations to evaluate mathematical expressions.	SE: 34-41, 80-81
	TE: 34A-41B, 80A-81B
6.2.E Solve one-step equations and verify solutions.	SE: 98-101, 106-109, 326-327
	TE: 98A-101B, 106A-109B, 326A-327B
6.2.F Solve word problems using mathematical expressions and equations and verify solutions.	SE: 110-113, 326-327
	TE: 110A-113B, 326A-327B
<i>6.3. Core Content: Ratios, rates, and percents (Numbers, Operations, Geometry/Measurement, Algebra, Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.3.A Identify and write ratios as comparisons of part-to-part and part-to-whole relationships.	SE: 322-323, 326-327
	TE: 322A-323B, 326A-327B
6.3.B Write ratios to represent a variety of rates.	SE: 324-325
	TE: 324A-325B
6.3.C Represent percents visually and numerically, and convert between the fractional, decimal, and percent representations of a number.	SE: 344-351
	TE: 344A-351B
6.3.D Solve single- and multi-step word problems involving ratios, rates, and percents, and verify the solutions.	SE: 354-361
	TE: 354A-361B
6.3.E Identify the ratio of the circumference to the diameter of a circle as the constant π and recognize $\frac{22}{7}$ and 3.14 as common approximations of π .	SE: 438-441
	TE: 438A-441B
6.3.F Determine the experimental probability of a simple event using data collected in an experiment.	SE: 525-533

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TE: 525-533B
6.3.G Determine the theoretical probability of an event and its complement and represent the probability as a fraction or decimal from 0 to 1 or as a percent from 0 to 100.	SE: 528-529, 534-535
	TE: 528A-529B, 534A-535B
<i>6.4. Core Content: Two- and three-dimensional figures (Geometry/Measurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.4.A Determine the circumference and area of circles.	SE: 438-443
	TE: 438A-443B
6.4.B Determine the perimeter and area of a composite figure that can be divided into triangles, rectangles, and parts of circles.	SE: 430-437
	TE: 430A-437B
6.4.C Solve single- and multi-step word problems involving the relationships among radius, diameter, circumference, and area of circles, and verify the solutions.	SE: 438-443
	TE: 438A-443B
6.4.D Recognize and draw two-dimensional representations of three-dimensional figures.	SE: 454-457
	TE: 454A-457B
6.4.E Determine the surface area and volume of rectangular prisms using appropriate formulas and explain why the formulas work.	SE: 458-461, 464-465, 463 #16
	TE: 458A-461B, 464A-465B
6.4.F Determine the surface area of a pyramid.	SE: 458-461
	TE: 458A-461B
6.4.G Describe and sort polyhedra by their attributes: parallel faces, types of faces, number of faces, edges, and vertices.	SE: 453-457
	TE: 453-457B
<i>6.5. Additional Key Content (Numbers, Operations)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.5.A Use strategies for mental computations with non-negative whole numbers, fractions, and decimals.	SE: 42-45
	TE: 42A-45B
6.5.B Locate positive and negative integers on the number line and use integers to represent quantities in various contexts.	SE: 224-229, 242-245

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	TE: 224A-229B, 242A-245B
6.5.C Compare and order positive and negative integers using the number line, lists, and the symbols $<$, $>$, or $=$.	SE: 222-225
	TE: 222A-225B
<i>6.6. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.6.A Analyze a problem situation to determine the question(s) to be answered.	SE: 85 #2-2, 194 # 1-4
	TE: 320F
6.6.B Identify relevant, missing, and extraneous information related to the solution to a problem.	SE: 407 #4
	TE: 530A Daily Spiral #3
6.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.	SE: 244 #26-33, 290 #1-4, 328 #1-4, 418 #1-9, 488 #2-3
6.6.D Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.	SE: 110 #1, 173 #22-23, 252 #14, 362-363
6.6.E Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.	SE: 50-51, 154-155, 376-377, 446 #27
6.6.F Apply a previously used problem-solving strategy in a new context.	SE: 17, 69, 249, 315 #5-11
6.6.G Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	SE: 48-49, 179 #11, 446 #27, 503 #10-17
6.6.H Make and test conjectures based on data (or information) collected from explorations and experiments.	SE: 125 #28, 136-137, 467 #8-11, 477 #2
	TE: 352A Daily Spiral #7