

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: <b>84-85, 122-123</b>
	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: <b>84-87, 128-129</b>
	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: <b>94-101, 134-135</b>
	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: <b>86-89, 124-125, 130-133</b>
	TE: 86A-89B, 124A-125B
5.1.E Mentally divide two-digit numbers by one-digit divisors and explain the strategies used.	SE: <b>84-85</b>
	TE: 84A-85B
5.1.F Solve single- and multi-step word problems involving multi-digit division and verify the solutions.	SE: <b>92, 110-113, 130-133</b>
	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: <b>234-248, 256-259, 266-267</b>
	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: <b>38-41</b>
	TE: 38A-41B
5.2.C Given two fractions with unlike denominators, rewrite the fractions with a common denominator.	SE: <b>260-263</b>

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**Correlated to:**

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	TE: 260A-263B
5.2.D Determine the greatest common factor and the least common multiple of two or more whole numbers.	SE: <b>232-233, 260-261</b>
	TE: 232A-233B
5.2.E Fluently and accurately add and subtract fractions, including mixed numbers.	SE: <b>256-269</b>
	TE: 256A-269B
5.2.F Fluently and accurately add and subtract decimals.	SE: <b>42-45</b>
	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: <b>62-63, 171, 174, 65 #23, 173 #22</b>
	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: <b>14-17, 34-37, 46-49</b>
	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: <b>206-207, 210-211</b>
	TE: 206A-207B, 210A-211B
5.3.B Identify, sketch, and measure acute, right, and obtuse angles.	SE: <b>204-205</b>
	TE: 204A-205B
5.3.C Identify, describe, and classify triangles by angle measure and number of congruent sides.	SE: <b>208-209</b>
	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: <b>306-307</b>
	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: <b>308-309</b>
	TE: 308A-309B
5.3.F Determine the perimeters and areas of triangles and parallelograms.	SE: <b>300-309</b>
	TE: 300A-309B

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5.3.G Draw quadrilaterals and triangles from given information about sides and angles.	Grade 6: SE: <b>274, 278, 276 #12-16, 280 #16-17</b>
	TE: 274A-274, 278A-278
5.3.H Determine the number and location of lines of symmetry in triangles and quadrilaterals.	SE: <b>464-467</b>
	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: <b>306-309, 314-315</b>
	TE: 306A-309B, 314A-315B
<i>5.4. Core Content: Representations of algebraic relationships (Operations, Geometry/Meaning, 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: <b>148-151</b>
	TE: 148A-151B
5.4.B Write a rule to describe the relationship between two sets of data that are linearly related.	SE: <b>148-157, 414-417</b>
	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: <b>146-147, 152-155, 420-421</b>
	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: <b>414-417, 420-421</b>
	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: <b>103-109</b>
	TE: 102A-109B
5.5.B Determine and interpret the mean of a small data set of whole numbers.	SE: <b>450-451</b>
	TE: 450A-451B
5.5.C Construct and interpret line graphs.	SE: <b>436-439</b>
	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: <b>138-139</b> , 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: <b>138-139</b>
	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: <b>212-213, 454-455, 478-479</b>
	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