

Scott Foresman-Addison Wesley enVisionMATH, Grade 6 © 2009

Correlated to:

Washington Mathematics Standards for Grade 6

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

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	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