

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

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to the

**Washington Mathematics
Standards**

Grades K - 6



M/M-157

Introduction

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Table of Contents

<u>Kindergarten</u>	1
<u>Grade One</u>	3
<u>Grade Two</u>	6
<u>Grade Three</u>	9
<u>Grade Four</u>	12
<u>Grade Five</u>	16
<u>Grade Six</u>	20

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Correlated to:

Washington Mathematics Standards for Grade K

WASHINGTON MATHEMATICS STANDARDS FOR GRADE K	PAGE(S) WHERE TAUGHT
<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.	TE: 19A-32C, 45A-50C, 59A-84C, 151A-160C, 176A-176C SE: 19-32, 45-50, 59-84, 151-160, 176-176
K.1.B Read aloud numerals from 0 to 31.	TE: 19A-32C, 45A-50C, 59A-84C, 151A-160C, 176A-176C SE: 19-32, 45-50, 59-84, 151-160, 176-176
K.1.C Fluently compose and decompose numbers to 5.	TE: 25A-26C, 29A-30C SE: 25-26, 29-30
K.1.D Order numerals from 1 to 10.	TE: 49A-52C, 107A-108C SE: 49-52, 107-108
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.	TE: 19A-32C, 45A-50C, 59A-84C, 151A-160C SE: 19-32, 45-50, 59-84, 151-160, 176-176
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.	TE: 39A-44C, 91A-96C, 99A-106C SE: 39-44, 91-96, 99-106
K.1.G Locate numbers from 1 to 31 on the number line.	TE: 181A-182C SE: 181-182
K.1.H Describe a number from 1 to 9 using 5 as a benchmark number.	TE: 23A-24C, 27A-28C, 69A-70C, 73A-74C SE: 23-24, 27-28, 69-70, 73-74
<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	TE: 161A-162C, 187A-200C SE: 161-162, 187-200
K.2.B Translate a pattern among sounds, symbols, movements, and physical objects.	TE: 187A-200C SE: 187-200
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.	TE: 115A-126C, 133A-144C SE: 115-126, 133-144
K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.	TE: 115A-126C, 133A-144C SE: 115-126, 133-144
<i>K.3. Core Content: Objects and their locations (Geometry/Masurement)</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.	TE: 205A-214C SE: 205-214

WASHINGTON MATHEMATICS STANDARDS FOR GRADE K	PAGE(S) WHERE TAUGHT
K.3.B Sort shapes using a sorting rule and explain the sorting rule.	TE: 3A-14C, 215A-220C SE: 3-14, 215-220
K.3.C Describe the location of one object relative to another object using words such as <i>in</i> , <i>out</i> , <i>over</i> , <i>under</i> , <i>above</i> , <i>below</i> , <i>between</i> , <i>next to</i> , <i>behind</i> , and <i>in front of</i> .	This objective is taught in Grade 1: TE: 223A-226B SE: 223-226
<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.	TE: 225A-234C, 243A-256C SE: 225-234, 243-256
<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.	TE: 85A-86C, 127A-128C, 145A-146C, 181A-182C SE: 85-86, 127-128, 145-146, 181-182
K.5.B Identify the given information that can be used to solve a problem.	TE: 53A-54C, 127A-128C, 199A-200C, 219A-220C, 301A-302C SE: 53-54, 127-128, 199-200, 219-220, 301-302
K.5.C Recognize when additional information is required to solve a problem.	This objective is taught in Grade 2: TE: 207A-210B SE: 207-210
K.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	TE: 13A-14C, 33A-34C, 85A-86C, 109A-110C, 127A-128C, 145A-146C, 181A-182C, 219A-220C, 234A-238C, 255A-256C, 273A-274C, 287A-288C, 301A-302C SE: 13-14, 33-34, 85-86, 109-110, 127-128, 145-146, 181-182, 219-220, 234-238, 255-256, 273-274, 287-288, 301-302
K.5.E Answer the question(s) asked in a problem.	TE: 33A-34C, 53A-54C, 85A-86C, 145A-146C, 181A-182C, 219A-220C, 255A-256C, 287A-288C SE: 33-34, 53-54, 85-86, 145-146, 181-182, 219-220, 255-256, 287-288
K.5.F Describe how a problem was solved.	TE: 33A-34C, 85A-86C, 145A-146C SE: 33-34, 85-86, 145-146
K.5.G Determine whether a solution to a problem is reasonable.	TE: 33A-34C, 109A-110C, 127A-128C, 179A-180C, 235A-238C SE: 33-34, 109-110, 127-128, 179-180, 235-238

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Correlated to:
Washington Mathematics Standards for Grade 1

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 1	PAGE(S) WHERE TAUGHT
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.	TE: 3A-14B, 279A-306B, 335A-338B SE: 3-14, 279-306, 335-338
1.1.B Name the number that is one less or one more than any number given verbally up to 120.	TE: 143A-146B, 171A-174B, 283A-286B, 347A-350B SE: 143-146, 171-174, 283-286, 347-350
1.1.C Read aloud numerals from 0 to 1,000.	TE: 3A-14B SE: 3-14
1.1.D Order objects or events using ordinal numbers.	TE: 371A-374B SE: 371-374
1.1.E Write, compare, and order numbers to 120.	TE: 3A-14B, 31A-42B, 351A-354B, 367A-370B SE: 3-14, 31-42, 351-354, 367-370
1.1.F Fluently compose and decompose numbers to 10.	TE: 15A-22B, 51A-74B, 83A-114B SE: 15-22, 51-74, 83-114
1.1.G Group numbers into tens and ones in more than one way.	TE: 331A-334B SE: 331-334
1.1.H Group and count objects by tens, fives, and twos.	TE: 287A-290B, 299A-306B SE: 287-290, 299-306
1.1.I Classify a number as odd or even and demonstrate that it is odd or even.	TE: 307A-310B SE: 307-310
<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.	TE: 51A-74B, 83A-114B SE: 51-74, 83-114
1.2.B Use the equal sign (=) and the word <i>equals</i> to indicate that two expressions are equivalent.	TE: 63A-74B, 95A-114B SE: 63-74, 95-114
1.2.C Represent addition and subtraction on the number line.	TE: 174B SE: 174
1.2.D Demonstrate the inverse relationship between addition and subtraction by undoing an addition problem with subtraction and vice versa.	TE: 107A-110B, 143A-154B, 175A-186B, 387A-410B, 423A-438B, 431A-438B, 451A-458B SE: 107-110, 143-154, 175-186, 387-410, 423-438, 431-438, 451-458
1.2.E Add three or more one-digit numbers using the commutative and associative properties of addition.	TE: 411A-414B SE: 411-414

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 1	PAGE(S) WHERE TAUGHT
1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.	TE: 107A-110B, 143A-154B, 175A-186B, 387A-410B, 423A-438B, 431A-438B, 451A-458B SE: 107-110, 143-154, 175-186, 387-410, 423-438, 431-438, 451-458
1.2.G Quickly recall addition facts and related subtraction facts for sums equal to 10.	TE: 107A-110B, 143A-154B, 175A-186B SE: 107-110, 143-154, 175-186
1.2.H Solve and create word problems that match addition or subtraction equations.	TE: 75A-78B, 111A-114B, 163A-166B, 459A-461B SE: 75-78, 111-114, 163-166, 459-461
1.2.I Recognize, extend, and create number patterns.	TE: 235A-250B, 311A-314B SE: 235-250, 311-314
<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.	TE: 195A-202B, 215A-218B SE: 195-202, 215-218
1.3.B Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation.	TE: 195A-198B, 207A-210B SE: 195-198, 207-210
1.3.C Combine known shapes to create shapes and divide known shapes into other shapes.	TE: 195A-198B, 219A-222B SE: 195-198, 219-222
<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.	Related Content: TE: 535A-558B SE: 535-558
1.4.B Use a variety of non-standard units to measure length.	TE: 543A-546B SE: 543-546
1.4.C Compare lengths using the transitive property.	Related Content: TE: 535A-538B SE: 535-538
1.4.D Use non-standard units to compare objects according to their capacities or weights.	TE: 547A-550B SE: 547-550
1.4.E Describe the connection between the size of the measurement unit and the number of units needed to measure something.	TE: 543A-546B SE: 543-546
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.	This objective is taught in Grade K: TE: 279A-288B SE: 279-288
<i>1.5. Additional Key Content (Data/Statistics/Probability)</i>	
Performance Expectations	

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WASHINGTON MATHEMATICS STANDARDS FOR GRADE 1	PAGE(S) WHERE TAUGHT
<i>Students are expected to:</i>	
1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.	TE: 467A-498B SE: 467-498
1.5.B Ask and answer comparison questions about data.	TE: 467A-498B SE: 467-498
<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.	TE: 23A-26B, 111A-114B, 135A-138B, 163A-166B, 203A-206B, 247A-250B, 311A-314B, 339A-342B, 415A-418B SE: : 23-26, 111-114, 135-138, 163-166, 203-206, 247-250, 311-314, 339-342, 415-418
1.6.B Identify the given information that can be used to solve a problem.	TE: 43A-46B, 75A-78B, 111A-114B, 163A-166B, 311A-314B SE: 43-46, 75-78, 111-114, 163-166, 311-314
1.6.C Recognize when additional information is required to solve a problem.	This objective is taught in Grade 2: TE: 207A-210B SE: 207-210
1.6.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	TE: 23A-26B, 43A-46B, 75A-78B, 111A-114B, 135A-138B, 187A-190B, 203A-206B, 339A-342B, 439A-442B, 495A-498B SE: 23-26, 43-46, 75-78, 111-114, 135-138, 187-190, 203-206, 339-342, 439-442, 495-498
1.6.E Answer the question(s) asked in a problem.	TE: 23A-26B, 111A-114B, 135A-138B, 311A-314B, 415A-418B SE: 23-26, 111-114, 135-138, 311-314, 415-418
1.6.F Identify the answer(s) to the question(s) in a problem.	TE: 43A-46B, 111A-114B, 187A-190B, 203A-206B, 339A-342B, 439A-442B, 595A-598B SE: 43-46, 111-114, 187-190, 203-206, 339-342, 439-442, 595-598
1.6.G Describe how a problem was solved.	TE: 75A-78B, 135A-138B, 163A-166B, 187A-190B, 339A-342B, 439A-442B, 459A-462B, 555A-558B SE: 75-78, 135-138, 163-166, 187-190, 339-342, 439-442, 459-462, 555-558
1.6.H Determine whether a solution to a problem is reasonable.	TE: 23A-26B, 75A-78B, 111A-114B, 379A-382B, 527A-530B SE: 23-26, 75-78, 111-114, 379-382, 527-530

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 2	PAGE(S) WHERE TAUGHT
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.	TE: 127A-130B SE: 127-130
2.1.B Connect place value models with their numerical equivalents to 1,000.	TE: 415A-426B SE: 415-426
2.1.C Identify the ones, tens, and hundreds place in a number and the digits occupying them.	TE: 103A-106B, 415A-426B SE: 103-106, 415-426
2.1.D Write three-digit numbers in expanded form.	TE: 415A-418B SE: 415-418
2.1.E Group three-digit numbers into hundreds, tens, and ones in more than one way.	Related Content: TE: 487A-494B, 503A-510B SE: 487-494, 503-510
2.1.F Compare and order numbers from 0 to 1,000.	TE: 111A-126B, 427A-438B SE: 111-126, 427-438
<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.	TE: 3A-26B, 35A-62B, 71A-90B SE: 3-26, 35-62, 71-90
2.2.B Solve addition and subtraction word problems that involve joining, separating, and comparing and verify the solution.	TE: 3A-30B, 63A-66B, 91A-94B SE: 3-30, 63-66, 91-94
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.	TE: 167A-186B, 191A-206B, 247A-258B, 275A-290B SE: 167-186, 191-206, 247-258, 275-290
2.2.D Add and subtract two-digit numbers mentally and explain the strategies used.	TE: 167A-186B, 191A-206B, 247A-258B, 275A-290B SE: 167-186, 191-206, 247-258, 275-290
2.2.E Estimate sums and differences.	TE: 215A-230B SE: 215-230
2.2.F Create and state a rule for patterns that can be generated by addition and extend the pattern.	TE: 183A-186B, 559A-562B, 595A-598B SE: 183-186, 559-562, 595-598
2.2.G Solve equations in which the unknown number appears in a variety of positions.	TE: 39A-42B, 75A-90B, 203A-206B SE: 39-42, 75-90, 203-206
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.	TE: 447A-474B SE: 447-474

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 2	PAGE(S) WHERE TAUGHT
2.2.I Determine the value of a collection of coins totaling less than \$1.00.	TE: 447A-474B SE: 447-474
<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.	TE: 295A-318B SE: 295-318
2.3.B Estimate length using metric and U.S. customary units.	TE: 303A-318B SE: 303-308
2.3.C Measure length to the nearest whole unit in both metric and U.S. customary units.	TE: 303A-318B SE: 303-308
2.3.D Describe the relative size among minutes, hours, days, weeks, months, and years.	TE: 355A-370B, 375A-382B SE: 355-370, 375-382
2.3.E Use both analog and digital clocks to tell time to the minute.	TE: 355A-374B SE: 355-374
<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.	TE: 143A-162B SE: 143-162
2.4.B Collect, organize, represent, and interpret data in bar graphs and picture graphs.	TE: 391A-410B, 511A-514B SE: 391-410, 511-514
2.4.C Model and describe multiplication situations in which sets of equal size are joined.	TE: 519A-542B SE: 519-542
2.4.D Model and describe division situations in which sets are separated into equal parts.	TE: 567A-578B SE: 567-578
2.4.E Interpret a fraction as a number of equal parts of a whole or a set.	TE: 323A-350B SE: 323-350
<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.	TE: 27A-30B, 63A-66B, 91A-94B, 159A-162B, 227A-230B, 287A-290B, 347A-350B, 383A-386B, 511A-514B, 595A-598B SE: : 27-30, 63-66, 91-94, 159-162, 227-230, 287-290, 347-350, 383-386, 511-514, 595-598
2.5.B Identify the given information that can be used to solve a problem.	TE: 27A-30B, 63A-66B, 135A-138B, 183A-186B, 207A-210B, 255A-258B, 347A-350B, 407A-410B, 511A-514B SE: 27-30, 63-66, 135-138, 183-186, 207-210, 255-258, 347-350, 407-410, 511-514

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 2	PAGE(S) WHERE TAUGHT
2.5.C Recognize when additional information is required to solve a problem.	TE: 207A-210B SE: 207-210
2.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	TE: 27A-30B, 63A-66B, 135A-138B, 159A-162B, 227A-230B, 315A-318B, 407A-410B, 471A-474B, 511A-514B, 539A-542B, 595A-598B SE: 27-30, 63-66, 135-138, 159-162, 227-230, 315-318, 407-410, 471-474, 511-514, 539-542, 595-598
2.5.E Identify the answer(s) to the question(s) in a problem.	TE: 27A-30B, 63A-66B, 159A-162B, 255A-258B, 383A-386B, 559A-562B SE: : 27-30, 63-66, 159-162, 255-258, 383-386, 559-562
2.5.F Describe how a problem was solved.	TE: 27A-30B, 63A-66B, 91A-94B, 135A-138B, 227A-230B, 287A-290B, 315A-318B, 383A-386B SE: 27-30, 63-66, 91-94, 135-138, 227-230, 287-290, 315-318, 383-386
2.5.G Determine whether a solution to a problem is reasonable.	TE: 91A-94B, 183A-186B, 255A-258B, 439A-442B, 595A-598B SE: 91-94, 183-186, 255-258, 439-442, 595-598

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 3	PAGE(S) WHERE TAUGHT
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.	TE: 6A-15B SE: 6-12, 14-15
3.1.B Round whole numbers through 10,000 to the nearest ten, hundred, and thousand.	TE: 24A-31B SE: 24-28, 30-31
3.1.C Fluently and accurately add and subtract whole numbers using the standard regrouping algorithms.	TE: 50A-59B, 78A-93B SE: 50-59, 78-93
3.1.D Estimate sums and differences to approximate solutions to problems and determine reasonableness of answers.	TE: 48A-59B, 74A-93B SE: 48-59, 74-93
3.1.E Solve single- and multi-step word problems involving addition and subtraction of whole numbers and verify the solutions.	TE: 50A-59B, 74A-93B SE: 50-59, 74-93
<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.	TE: 128A-137B SE: 128-137
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.	TE: 188A-193B SE: 188-193
3.2.C Determine products, quotients, and missing factors using the inverse relationship between multiplication and division.	TE: 204A-215B SE: 204-215
3.2.D Apply and explain strategies to compute multiplication facts to 10 X 10 and the related division facts.	TE: 14A8-157B, 166A-177B, 204A-205B SE: 148-157, 166-177, 204-205
3.2.E Quickly recall those multiplication facts for which one factor is 1, 2, 5, or 10 and the related division facts.	TE: 148A-158B, 204A-215B SE: 148-158, 204-215
3.2.F Solve and create word problems that match multiplication or division equations.	TE: 128A-137B, 188A-193B, 204A-215B SE: 128-137, 188-193, 204-215
3.2.G Multiply any number from 11 through 19 by a single-digit number using the distributive property and place value concepts.	TE: 294A-312B SE: 294-312
3.2.H Solve single- and multi-step word problems involving multiplication and division and verify the solutions.	TE: 128A-137B, 188A-193B, 204A-215B, 312A-315B, 340A-343B SE: 128-137, 188-193, 204-215, 312-315, 340-343

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 3	PAGE(S) WHERE TAUGHT
<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.	TE: 248A-255B SE: 248-255
3.3.B Compare and order fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	TE: 256A-257B, 262A-265B SE: 256-257, 262-265
3.3.C Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.	TE: 258A-265B SE: 258-265
3.3.D Solve single- and multi-step word problems involving comparison of fractions and verify the solutions.	TE: 250A-265B SE: 250-265
<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.	TE: 110A-113B SE: 110-113
3.4.B Identify and sketch right angles.	TE: 110A-113B SE: 110-113
3.4.C Identify and describe special types of quadrilaterals.	TE: 118A-119B SE: 118-119
3.4.D Measure and calculate perimeters of quadrilaterals.	TE: 396A-399B SE: 396-399
3.4.E Solve single- and multi-step word problems involving perimeters of quadrilaterals and verify the solutions.	TE: 396A-399B SE: 396-399
<i>3.5. Additional Key Content (Algebra, Geometry/Measurement, 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.	TE: 29, 209, 236A-237B, 283, 337 SE: 29, 209, 236-237, 283, 337
3.5.B Measure temperature in degrees Fahrenheit and degrees Celsius using a thermometer.	Related Content Grade 4: TE: 336A-337B SE: 336-337
3.5.C Estimate, measure, and compare weight and mass using appropriate-sized U.S. customary and metric units.	TE: 360A-361B, 384A-385B SE: 360-361, 384-385
3.5.D Estimate, measure, and compare capacity using appropriate-sized U.S. customary and metric units.	TE: 358A-359B, 382A-383B SE: 358-359, 382-383

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 3	PAGE(S) WHERE TAUGHT
3.5.E Construct and analyze pictographs, frequency tables, line plots, and bar graphs.	TE: 438A-453B SE: 438-453
<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.	TE: 32A-33B, 90A-93B, 158A-159B, 178A-181B, 216A-219B, 388A-399B SE: 32-33, 90-93, 158-159, 178-181, 216-219, 388-399
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.	TE: 32A-33B, 90A-93B, 216A-219BB, 284A-287B, 312A-315B, 340A-343B, 408A-409B SE: 32-33, 90-93, 216-219B, 284-287, 312-315, 340-343, 408-409
3.6.C Identify missing information that is needed to solve a problem.	TE: 430A-431B SE: 430-431
3.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	TE: 58A-59B, 90A-93B, 138A-141B, 158A-159B, 238A-241B, 408A-409B SE: 58-59, 90-93, 138-141, 158-159, 238-241, 408-409
3.6.E Select and use one or more appropriate strategies to solve a problem.	TE: 16A-17B, 90A-93B, 238A-241B, 266A-267B, 312A-315B, 368A-369B SE: 16-17, 90-93, 238-241, 266-267, 312-315, 368-369
3.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	TE: 16A-17B, 90A-93B, 120A-121B, 194A-197B, 216A-219B, 238A-241B SE: 16-17, 90-93, 120-121, 194-197, 216-219, 238-241
3.6.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	TE: 16A-17B, 194A-197B, 216A-219B, 284A-287B, 368A-369B, 388A-389B SE: 16-17, 194-197, 216-219, 284-287, 368-369, 388-389
3.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	TE: 32A-33B, 58A-59B, 90A-93B, 216A-219B, 312A-315B, 340A-343B SE: 32-33, 58-59, 90-93, 216-219, 312-315, 340-343
3.6.I Summarize mathematical information, draw conclusions, and explain reasoning.	TE: 32A-33B, 58A-59B, 138A-141B, 238A-241B, 408A-409B, 452A-453B SE: 32-33, 58-59, 138-141, 238-241, 408-409, 452-453
3.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.	TE: 120A-121B, 452A-453B, 440A-445B SE: 120-121, 452-453, 440-445

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT
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.	TE: 60A-67B, 74A-79B, 90A-91B, 158A-159B SE: 60-67, 74-79, 90-91, 158-159
4.1.B Identify factors and multiples of a number.	TE: 178A-181B SE: 178-181
4.1.C Represent multiplication of a two-digit number by a two-digit number with place value models.	TE: 96A-97B, 140A-149B SE: 96-97, 140-149
4.1.D Multiply by 10, 100, and 1,000.	TE: 90A-91B, 136A-137B SE: 90-91, 136-137
4.1.E Compare the values represented by digits in whole numbers using place value.	TE: 10A-15B SE: 10-15
4.1.F Fluently and accurately multiply up to a three-digit number by one- and two-digit numbers using the standard multiplication algorithm.	TE: 91A-105B, 140A-149B SE: 91-105, 140-149
4.1.G Mentally multiply two-digit numbers by numbers through 10 and by multiples of 10.	TE: 91A-93B, 136A-137B SE: 91-93, 136-137
4.1.H Estimate products to approximate solutions to problems and determine reasonableness of answers.	TE: 94A-95B, 108A-111B, 138A-139B SE: 94-95, 108-111, 138-139
4.1.I Solve single- and multi-step word problems involving multi-digit multiplication and verify the solutions.	TE: 108A-111B, 140A-151B, 182A-185B SE: 108-111, 140-151, 182-185
4.1.J Solve single- and multi-step word problems involving division and verify the solutions.	TE: 80A-83B, 160A-177B, 182A-185B SE: 80-83, 160-177, 182-185
<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.	TE: 270A-271B, 276A-283B SE: 270-271, 276-283
4.2.B Read, write, compare, and order decimals through hundredths.	TE: 272A-275B SE: 272-275
4.2.C Convert a mixed number to a fraction and vice versa, and visually represent the number.	TE: 236A-237B SE: 236-237
4.2.E Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols $<$, $>$, or $=$.	TE: 238A-241B SE: 238-241
4.2.F Write a fraction equivalent to a given fraction.	TE: 230A-233B SE: 230-233

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT
4.2.G Simplify fractions using common factors.	TE: 234A-235B SE: 234-235
4.2.H Round fractions and decimals to the nearest whole number.	TE: 292A-297B SE: 292-297
4.2.I Solve single- and multi-step word problems involving comparison of decimals and fractions (including mixed numbers), and verify the solutions.	TE: 272A-285B SE: 272-285
<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.	TE: 438A-439B SE: 438-439
4.3.B Determine the approximate area of a figure using square units.	TE: 364A-367B SE: 364-367
4.3.C Determine the perimeter and area of a rectangle using formulas, and explain why the formulas work.	TE: 358A-371B, 418A-419B SE: 358-371, 418-419
4.3.D Determine the areas of figures that can be broken down into rectangles.	TE: 364A-367B SE: 364-367
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.	TE: 368A-371B SE: 368-371
4.3.F Solve single- and multi-step word problems involving perimeters and areas of rectangles and verify the solutions.	TE: 358A-371B SE: 358-371
<i>4.4. Additional Key Content (Geometry/Measurement, 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.	TE: 31, 73, 118A-121B, 233, 305, 320A-327B, 353, 420A-429B, 459 SE: 31, 73, 118-121, 233, 305, 320-327, 353, 420-429, 459
4.4.B Solve single- and multi-step problems involving familiar unit conversions, including time, within either the U.S. customary or metric system.	TE: 350A-357B SE: 350-357
4.4.C Estimate and determine elapsed time using a calendar, a digital clock, and an analog clock.	This objective is taught in Grade 3: TE: 366A-367B SE: 366-367
4.4.D Graph and identify points in the first quadrant of the coordinate plane using ordered pairs.	TE: 402A-407B SE: 402-407

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT
4.4.E Determine the median, mode, and range of a set of data and describe what each measure indicates about the data.	TE: 390A-391B SE: 390-391
4.4.F Describe and compare the likelihood of events.	TE: 454A-459B SE: 454-459
4.4G Determine a simple probability from a context that includes a picture.	TE: 454A-459B SE: 454-459
4.4.H Display the results of probability experiments and interpret the results.	TE: 454A-459B SE: 454-459
<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.	TE: 16A-17B, 68A-69B, 126A-129B, 150A-151B, 182A-185B SE: 16-17, 68-69, 126-129, 150-151, 182-185
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.	TE: 16A-17B, 34A-35B, 126A-129B, 150A-151B SE: 16-17, 34-35, 126-129, 150-151
4.5.C Identify missing information that is needed to solve a problem.	TE: 34A-35B, 150A-151B, 182A-185B SE: 34-35, 150-151, 182-185
4.5.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	TE: 16A-17B, 34A-35B, 80A-83B, 126A-129B, 372A-375B, 410A-411B, 430A-431B SE: 16-17, 34-35, 80-83, 126-129, 372-375, 410-411, 430-431
4.5.E Select and use one or more appropriate strategies to solve a problem and explain why that strategy was chosen.	TE: 16A-17B, 68A-69B, 80A-83B, 126A-129B, 214A-215B, 261A-263B, 310A-311B, 444A-445B SE: 16-17, 68-69, 80-83, 126-129, 214-215, 261-263, 310-311, 444-445
4.5.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	TE: 80A-83B, 150A-151B, 242A-243B, 260A-263B, 284A-285B, 342A-343B, 392A-395B, 430A-431B, 460A-461B SE: 80-83, 150-151, 242-243, 260-263, 284-285, 342-343, 392-395, 430-431, 460-461
4.5.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	TE: 16A-17B, 68A-69B, 182A-185B, 284A-285B, 328A-329B, 372A-375B SE: 16-17, 68-69, 182-185, 284-285, 328-329, 372-375
4.5.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	TE: 68A-69B, 108A-111B, 150A-151B, 310A-311B, 430A-431B, 444A-445B, 460A-461B SE: 68-69, 108-111, 150-151, 310-311, 430-431, 444-445, 460-461
4.5.I Summarize mathematical information, draw conclusions, and explain reasoning.	TE: 34A-35B, 80A-83B, 150A-151B, 214A-215B, 242A-245B, 410A-411B, 460A-461B SE: 34-35, 80-83, 150-151, 214-215, 242-245, 410-411, 460-461

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 4	PAGE(S) WHERE TAUGHT
4.5.J Make and test conjectures based on data (or information) collected from explorations and experiments.	TE: 452A-461B SE: 452-461

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 5	PAGE(S) WHERE TAUGHT
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.	TE: 82A-85B SE: 82-85
5.1.B Determine quotients for multiples of 10 and 100 by applying knowledge of place value and properties of operations.	TE: 78A-79B, 154A-155B SE: 78-79, 154-155
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.	TE: 86A-101B SE: 86-101
5.1.D Estimate quotients to approximate solutions and determine reasonableness of answers in problems involving up to two-digit divisors.	TE: 80A-81B SE: 80-81
5.1.E Mentally divide two-digit numbers by one-digit divisors and explain the strategies used.	TE: 86A-101B SE: 86-101
5.1.F Solve single- and multi-step word problems involving multi-digit division and verify the solutions.	TE: 78A-101B SE: 78-101
<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.	TE: 248A-251B, 254A-261B SE: 248-251, 254-261
5.2.B Represent addition and subtraction of decimals using place value models and connect the representation to the related equation.	TE: 38A-41B SE: 38-41
5.2.C Given two fractions with unlike denominators, rewrite the fractions with a common denominator.	TE: 254A-257B SE: 254-257
5.2.D Determine the greatest common factor and the least common multiple of two or more whole numbers.	TE: 204A-205B, 252A-253B SE: 204-205, 252-253
5.2.E Fluently and accurately add and subtract fractions, including mixed numbers.	TE: 248A-251B, 254A-263B SE: 248-251, 254-263
5.2.F Fluently and accurately add and subtract decimals.	TE: 38A-41B SE: 38-41
5.2.G Estimate sums and differences of fractions, mixed numbers, and decimals to approximate solutions to problems and determine reasonableness of answers.	TE: 30A-33B SE: 30-33

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 5	PAGE(S) WHERE TAUGHT
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.	TE: 34A-45B, 248A-251B, 254A-253B SE: 34-45, 248-251, 254-253
<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.	TE: 184A-187B SE: 184-187
5.3.B Identify, sketch, and measure acute, right, and obtuse angles.	TE: 178A-179B SE: 178-179
5.3.C Identify, describe, and classify triangles by angle measure and number of congruent sides.	TE: 182A-183B SE: 182-183
5.3.D Determine the formula for the area of a parallelogram by relating it to the area of a rectangle.	TE: 306A-307B SE: 306-307
5.3.E Determine the formula for the area of a triangle by relating it to the area of a parallelogram.	TE: 308A-309B SE: 308-309
5.3.F Determine the perimeters and areas of triangles and parallelograms.	TE: 300A-311B SE: 300-311
5.3.G Draw quadrilaterals and triangles from given information about sides and angles.	TE: 182A-187B SE: 182-187
5.3.H Determine the number and location of lines of symmetry in triangles and quadrilaterals.	This objective is taught in Grade 4: TE: 440A-441B SE: 440-441
5.3.I Solve single- and multi-step word problems about the perimeters and areas of quadrilaterals and triangles and verify the solutions.	TE: 300A-311B SE: 300-311
<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.	TE: 33, 159, 217, 262A-293B, 321 SE: 33, 159, 217, 262-293, 321
5.4.B Write a rule to describe the relationship between two sets of data that are linearly related.	TE: 370A-375B SE: 370-375
5.4.C Write algebraic expressions that represent simple situations and evaluate the expressions, using substitution when variables are involved.	TE: 112A-121B, 354A-355B SE: 112-121, 354-355
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.	TE: 410A-411B SE: 410-411
<i>5.5. Additional Key Content (Numbers, Data/Statistics/Probability)</i>	

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 5	PAGE(S) WHERE TAUGHT
Performance Expectations	
<i>Students are expected to:</i>	
5.5.A Classify numbers as prime or composite.	TE: 198A-201B SE: 198-201
5.5.B Determine and interpret the mean of a small data set of whole numbers.	TE: 432A-433B SE: 432-433
5.5.C Construct and interpret line graphs.	TE: 406A-409B SE: 406-409
<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.	TE: 68A-71B, 102A-105B, 164A-167B, 282A-283B, 368A-369B, 442A-443B SE: 68-71, 102-105, 164-167, 282-283, 368-369, 442-443
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.	TE: 42A-45B, 68A-71B, 102A-105B, 164A-167B, 206A-207B, 282A-283B, 368A-369B, 442A-443B SE: 42-45, 68-71, 102-105, 164-167, 206-207, 282-283, 368-369, 442-443
5.6.C Determine whether additional information is needed to solve the problem.	TE: 102A-105B, 282A-283B SE: 102-105, 282-283
5.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	TE: 42A-45B, 146A-147B, 288A-289B, 310A-311B, 442A-443B SE: 42-45, 146-147, 288-289, 310-311, 442-443
5.6.E Select and use one or more appropriate strategies to solve a problem, and explain the choice of strategy.	TE: 14A-17B, 102A-105B, 128A-129B, 206A-207B, 310A-311B, 334A-335B, 394A-395B, 412A-413B, 430A-431B SE: 14-17, 102-105, 128-129, 206-207, 310-311, 334-335, 394-395, 412-413, 430-431
5.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.	TE: 42A-45B, 128A-129B, 186A-187B, 238A-239B, 288A-289B, 310A-311B, 334A-335B, 368A-369B, 376A-379B, 394A-395B, 462A-463B SE: 42-45, 128-129, 186-187, 238-239, 288-289, 310-311, 334-335, 368-369, 376-379, 394-395, 462-463
5.6.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.	TE: 102A-105B, 128A-129B, 206A-207B, 334A-335B, 368A-369B, 394A-395B, 412A-413B SE: 102-105, 128-129, 206-207, 334-335, 368-369, 394-395, 412A-413
5.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	TE: 102A-105B, 146A-147B, 206A-207B, 262A-263B, 288A-289B, 376A-379B SE: 102-105, 146-147, 206-207, 262-263, 288-289, 376-379

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 5	PAGE(S) WHERE TAUGHT
5.6.I Summarize mathematical information, draw conclusions, and explain reasoning.	TE: 42A-45B, 68A-71B, 128A-129B, 186A-187B, 206A-207B, 334A-335B, 368A-369B SE: 42-45, 68-71, 128-129, 186-187, 206-207, 334-335, 38-369
5.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.	TE: 186A-187B, 420A-425B, 430A-435B SE: 186-187, 420-425, 430-435

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 6	PAGE(S) WHERE TAUGHT
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 $=$.	TE: 18A-19B, 112A-113B, 202A-205B SE: 18-19, 112-113, 202-205
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.	TE: 66A-73B, 238A-243B SE: 66-73, 238-243
6.1.C Estimate products and quotients of fractions and decimals.	TE: 62A-63B, 244A-247B SE: 62-63, 244-247
6.1.D Fluently and accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division with fractions.	TE: 238A-243B, 248A-251B SE: 238-243, 248-251
6.1.E Multiply and divide whole numbers and decimals by 1000, 100, 10, 1, 0.1, 0.01, and 0.001.	TE: 368A-371B SE: 368-371
6.1.F Fluently and accurately multiply and divide non-negative decimals.	TE: 66A-75B SE: 66-75
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.	Related Content: TE: 70A-73B SE: 70-73
6.1.H Solve single- and multi-step word problems involving operations with fractions and decimals and verify the solutions.	TE: 64A-79B, 214A-231B SE: 64-79, 214-231
<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.	TE: 28A-29B, 86A-103B SE: 28-29, 86-103
6.2.B Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation.	TE: 348A-353B SE: 348-353
6.2.C Evaluate mathematical expressions when the value for each variable is given.	TE: 42A-43B SE: 42-43
6.2.D Apply the commutative, associative, and distributive properties, and use the order of operations to evaluate mathematical expressions.	TE: 30A-37B SE: 30-37

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 6	PAGE(S) WHERE TAUGHT
6.2.E Solve one-step equations and verify solutions.	TE: 86A-103B, 126A-129B, 252A-253B SE: 86-103, 126-129, 252-253
6.2.F Solve word problems using mathematical expressions and equations and verify solutions.	TE: 86A-103B, 126A-129B, 252A-253B SE: 86-103, 126-129, 252-253
<i>6.3. Core Content: Ratios, rates, and percents (Numbers, Operations, Geometry/Meaning, 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.	TE: 264A-273B SE: 264-273
6.3.B Write ratios to represent a variety of rates.	TE: 264A-273B SE: 264-273
6.3.C Represent percents visually and numerically, and convert between the fractional, decimal, and percent representations of a number.	TE: 308A-315B SE: 308-315
6.3.D Solve single- and multi-step word problems involving ratios, rates, and percents, and verify the solutions.	TE: 264A-277B, 286A-291B, 308A-327B SE: 264-277, 286-291, 308-327
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 .	TE: 392A-395B SE: 392-395
6.3.F Determine the experimental probability of a simple event using data collected in an experiment.	TE: 486A-491B SE: 486-491
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.	TE: 486A-491B SE: 486-491
<i>6.4. Core Content: Two- and three-dimensional figures (Geometry/Meaning, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
6.4.A Determine the circumference and area of circles.	TE: 392A-397B SE: 392-397
6.4.B Determine the perimeter and area of a composite figure that can be divided into triangles, rectangles, and parts of circles.	Related Content: TE: 382A-397B SE: 382-397
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.	TE: 382A-397B SE: 382-397
6.4.D Recognize and draw two-dimensional representations of three-dimensional figures.	TE: 408A-411B SE: 408-411

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 6	PAGE(S) WHERE TAUGHT
6.4.E Determine the surface area and volume of rectangular prisms using appropriate formulas and explain why the formulas work.	TE: 412A-413B SE: 412A-413
6.4.F Determine the surface area of a pyramid.	Related Content: TE: 386A-391B, 408A-411B SE: 386-391, 408-411
6.4.G Describe and sort polyhedra by their attributes: parallel faces, types of faces, number of faces, edges, and vertices.	TE: 408A-411B SE: 408-411
<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.	TE: 38A-41B SE: 38-41
6.5.B Locate positive and negative integers on the number line and use integers to represent quantities in various contexts.	TE: 110A-121B SE: 110-121
6.5.C Compare and order positive and negative integers using the number line, lists, and the symbols $<$, $>$, or $=$.	TE: 112A-113B SE: 112-113
<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.	TE: 20A-21B, 46A-49B, 76A-79B, 206A-207B, 230A-231B, 254A-255B, 354A-355B SE: 20-21, 46-49, 76-79, 206-207, 230-231, 254-255, 354-355
6.6.B Identify relevant, missing, and extraneous information related to the solution to a problem.	TE: 92A-95B, 100A-103B, 130A-133B, 254A-255B, 354A-355B, 374A-375B, 498A-499B SE: 92-95, 100-103, 130-133, 254-255, 354-355, 374-375, 498-499
6.6.C Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.	TE: 46A-49B, 92A-95B, 100A-103B, 130A-133B, 162A-163B, 498A-499B SE: 46-49, 92-95, 100-103, 130-133, 162-163, 498-499
6.6.D Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution.	TE: 76A-79B, 92A-95B, 100A-103B, 230A-231B, 254A-255B, 278A-279B, 326A-327B, 468A-469B SE: 76-79, 92-95, 100-103, 230-231, 254-255, 278-279, 326-327, 468-469
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.	TE: 76A-79B, 92A-95B, 100A-103B, 326A-327B, 436A-437B SE: 76-79, 92-95, 100-103, 326-327, 436-437

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 6	PAGE(S) WHERE TAUGHT
6.6.F Apply a previously used problem-solving strategy in a new context.	TE: 20A-21B, 130A-133B, 230A-231B, 326A-327B, 416A-419B SE: 20-21, 130-133, 230-231, 326-327, 416-419
6.6.G Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	TE: 92A-95B, 100A-103B, 184A-185B, 206A-207B, 230A-231B, 278A-279B, 292A-293B, 354A-355B, 398A-399B, 436A-437B SE: 92-95, 100-103, 184-185, 206-207, 230-231, 278-279, 292-293, 354-355, 398-399, 436-437
6.6.H Make and test conjectures based on data (or information) collected from explorations and experiments.	TE: 184A-185B, 466A-467B SE: 184-185, 466-467