

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the



**Massachusetts
Mathematics Curriculum
Framework**

Grades K–6

PEARSON

O/M-181

Introduction

This correlation shows the close alignment *between Scott Foresman – Addison Wesley enVisionMATH*, copyright 2009, to the *Massachusetts Mathematic Curriculum Framework*. 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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**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards**

Kindergarten

Number Sense and Operations

Massachusetts Learning Standards Kindergarten	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
K.N.1 Count by ones to at least 20.	These are some of the many examples. 51A–52C, 53A–54C, 55A–56C, 57A–58C, 75A–76C, 81A–82C, 87A–88C, 213A– 214C, 215A–216C, 217A–218C, 219A– 220C
K.N.2 Match quantities up to at least 10 with numerals and words	53A–54B, 57A–58C, 59A–60C, 69A–70C, 79A–80C, 85A–86C, 91A–92C, 101A– 102C, 103A–104C, 109A–110C
K.N.3 Identify positions of objects in sequences (e.g., first, second) up to fifth.	143A–144C
K.N.4 Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than) and order numbers.	63A–64C, 65A–66C, 67A–68C, 93A–94C, 101A–102C, 103A–104C, 105A–106C, 107A–108C, 109A–110C, 289A–290C
K.N.5 Understand the concepts of whole and half.	138A–139C, 140A–141C, 142A–143C
K.N.6 Identify U.S. coins by name.	237A–238C, 239A–240C, 241A–242C, 243A–244C, 245A–246C, 247A–248C
K.N.7 Use objects and drawings to	177A–178C, 179A–180C, 181A–182C,

Massachusetts Learning Standards Kindergarten	Scott Foresman – Addison Wesley enVisionMATH
model and solve related addition and subtraction problems to ten.	183A–184C, 185A–186C, 187A–188C, 189A–190C, 195A–196C, 197A–198C, 199A–200C, 201A–202C, 203A–204C, 205A–205C, 207A–208C
K.N.8 Estimate the number of objects in a group and verify results.	See Extension note on page 110.

Patterns, Relations, and Algebra

Massachusetts Learning Standards Kindergarten	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
K.P.1 Identify the attributes of objects as a foundation for sorting and classifying, e.g., a red truck, a red block, and a red ball share the attribute of being red; a square block, a square cracker, and a square book share the attribute of being square shaped.	5A–6C, 7A–8C, 9A–10C
K.P.2 Sort and classify objects by color, shape, size, number, and other properties.	5A–6C, 7A–8C, 9A–10C
K.P.3 Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB....	33A–34C, 35A–36C, 37A–38C, 39A–40C, 41A–42C, 43A–44C, 45A–46C, 225A–226C, 227A–228C, 229A–230C, 231A–232B
K.P.4 Count by fives and tens at least up to 50.	227A–228C, 229A–230C

Geometry

Massachusetts Learning Standards Kindergarten	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
K.G.1 Name, describe, sort, and draw simple two-dimensional shapes.	115A–116C, 117A–118B
K.G.2 Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.	115A–116C, 117A–118B
K.G.3 Name and compare three-dimensional shapes.	125A–126B
K.G.4 Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.	19A–20C, 21A–22C, 23A–24C, 25A–26C, 26A–28C

Measurement

Massachusetts Learning Standards Kindergarten	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
K.M.1 Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language, e.g., longer, taller, shorter, same length; heavier, lighter, same weight; holds more, holds less, holds the same amount.	153A–154C, 155A–156C, 161A–162C, 163A–164C, 167A–168C

Massachusetts Learning Standards Kindergarten	Scott Foresman – Addison Wesley enVisionMATH
K.M.2 Make and use estimates of measurements from everyday experiences.	171A–172C
K.M.3 Use nonstandard units to measure length, area, weight, and capacity.	159A–160C, 165A–166C, 169A–170C, 171A–172C

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards Kindergarten	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
K.D.1 Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.	291A–292C, 293A–294C, 295A–296C, 297A–298C, 301A–302C

**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards**

Grade One

Number Sense and Operations

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.N.1 Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.	These are some of the many examples. 3–6, 6B, 7–10, 10B, 11–14, 14B, 26, 35–38, 38B, 39–42, 42B, 267–270, 270B, 271–274, 274B, 275–278, 278B, 279–282, 282B, 343–346, 346B, 355–358, 358B
2.N.2 Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one) numbers, and numbers as labels and as measurements.	3–6, 6B, 7–10, 10B, 11–14, 14B, 26, 263–266, 266B, 267–270, 270B, 271–274, 274B, 275–278, 278B, 287–290, 290B, 407–410, 410B, 411–414, 414B, 423–426, 426B, 427–430, 430B, 435–438, 438B, 4339–442, 442B
2.N.3 Identify and represent common fractions (1/2, 1/3, 1/4) as parts of wholes, parts of groups, and numbers on the number line.	585–588, 588B, 589–592, 592B, 593–596, 596B, 597–600, 600B
2.N.4 Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).	339–342, 342B
2.N.5 Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.	261, 283–286, 286B

<p align="center">Massachusetts Learning Standards</p> <p align="center">Grade One</p>	<p align="center">Scott Foresman – Addison Wesley</p> <p align="center">enVisionMATH</p>
<p>2.N.6 Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.</p>	<p>367–370, 370B, 371–374, 374B, 375–378, 378B, 379–382, 382B, 383–386, 386B, 390</p>
<p>2.N.7 Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).</p>	<p>143–146, 146B, 147–150, 150B, 151–154, 154B, 155–158B, 159–162, 162B, 171–174, 174B, 175–178, 178B, 179–182, 182B, 183–186, 186B, 581–484B, 485–488, 488B, 489–492, 492B, 497–500, 500B, 501–504, 504B, 517–520, 520B, 521–524, 524B, 525–528, 528B, 529–532, 532B</p>
<p>2.N.8 Understand and use the inverse relationship between addition and subtraction (e.g., $8 + 6 = 14$ is equivalent to $14 - 6 = 8$ and is also equivalent to $14 - 8 = 6$) to solve problems and check solutions.</p>	<p>107–110, 110B, 175–178, 178B, 179–182, 182B, 183–186, 186B, 525–528, 528B</p>
<p>2.N.9 Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.</p>	<p>175–178, 178B, 179–182, 182B, 183–186, 186B</p>
<p>2.N.10 Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.</p>	<p>387-392</p>
<p>2.N.11 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).</p>	<p>See Extension note on pages 614, 618, 630</p>

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
2.N.12 Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.	609–612, 612B, 613–616, 616B, 617–620, 620B, 621–624, 624B, 625–628B, 629–632, 632B, 633–636, 636B

Patterns, Relations, and Algebra

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.P.1 Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.	15–18, 18B, 19–22, 22B, 205, 213, 229, 233, 243–246, 246B, 247–250, 250B, 251–254, 254B, 255–257, 258, 258B, 275–278, 278B, 279–282, 282B, 291–294, 294B, 295–298, 298B, 309, 345, 459, 463
2.P.2 Identify different patterns on the hundreds chart.	275–278, 278B, 345
2.P.3 Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....	275–278, 278B, 279–282, 282B, 291–294, 294B, 295–298, 298B, 309, 345, 613–616, 616B, 625–628, 628B
2.P.4 Skip count by twos, fives, and tens up to at least 50, starting at any number.	271–274, 274B, 275–278, 278B, 279–282, 282B
2.P.5 Construct and solve open sentences that have variables, e.g., $\square + 7 = 10$.	65, 85–86, 88, 93, 94B, 131–134, 149, 157, 161, 177, 184–185, 269, 321, 491, 523, 615

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
2.P.6 Write number sentences using +, −, <, =, and/or > to represent mathematical relationships in everyday situations.	These are some of the many examples. 64–66, 66B, 67–70, 70B, 71–74, 74B, 85, 86B, 89, 90B, 93, 94B, 95–98, 98B, 99–102, 102B, 103–106, 106B, 107–110, 110B, 147–148, 150B, 493–496, 496B, 525–526, 528B
2.P.7 Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel, four cups make one quart.	371, 374, 375–378, 378B, 379–382, 382B

Geometry

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.G.1 Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.	195–198, 198B, 199–202, 202B, 209–210, 210B, 227–230, 230B, 233–234, 234B, 235–238, 238B
2.G.2 Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.	195–198, 198B, 199–202, 202B
2.G.3 Recognize congruent shapes.	215–218, 218B

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
2.G.4 Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.	211–214, 214B
2.G.5 Identify symmetry in two-dimensional shapes.	219–222, 222B
2.G.6 Predict the results of putting shapes together and taking them apart.	203–206, 206B, 207–210, 210B
2.G.7 Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.	223–225, 226B, 231–234, 234B, 553-556

Measurement

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.M.1 Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.	469–472, 472B
2.M.2 Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.	Related content: 453-456, 457-460, 461–464, 464B
2.M.3 Compare the length, weight, area, and volume of two or more objects by using direct comparison.	395–398, 398B, 419–422, 422B, 431–434, 434B, 443–446, 446B
2.M.4 Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.	399–402, 402B, 403–406, 406B, 407–410B, 411–414, 414B

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
2.M.5 Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.	407–410B, 411–414, 414B, 423–426, 426B, 439–442, 442B
2.M.6 Make and use estimates of measurement, including time, volume, weight, and area.	399–402, 402B, 403–406, 406B, 407–410, 410B, 411–414, 414B Also see Extension note on pages 410, 414, 426, 430, 434, 446

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards Grade One	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.D.1 Use interviews, surveys, and observations to gather data about themselves and their surroundings.	557–560, 560B
2.D.2 Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.	557–560, 560B, 561–564, 564B, 565–568, 568B, 569–572, 572B
2.D.3 Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.	557–560, 560B, 561–564, 564B, 565–568, 568B, 569–572, 572B
2.D.4 Decide which outcomes of experiments are most likely.	577–580B, 580B

**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards**

Grade Two

Number Sense and Operations

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.N.1 Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.	These are some of the many examples. 99–102, 102B, 103–106, 106B, 107–110, 110B, 111–114, 114B, 115–118, 118B, 119–122, 122B, 123–126, 126B, 511–514, 514B, 515–518, 518B, 519–522, 522B, 535–538, 538B, 539–542, 542B
2.N.2 Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one) numbers, and numbers as labels and as measurements.	These are some of the many examples. 99–102, 102B, 103–106, 106B, 111–114, 114B, 391–394, 394B, 395–398, 398B, 511–514, 514B, 515–518, 518B, 519–522, 522B Also see Extension note in the Readiness section before Topic 1.
2.N.3 Identify and represent common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as parts of wholes, parts of groups, and numbers on the number line.	355–358, 358B, 359–362, 362B, 367–370, 370B
2.N.4 Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).	111–114, 114B, 115–118, 118B, 531–534
2.N.5 Identify odd and even numbers and determine whether a set of objects has an odd or even number of	131–134, 134B

<p align="center">Massachusetts Learning Standards</p> <p align="center">Grade Two</p>	<p align="center">Scott Foresman – Addison Wesley</p> <p align="center">enVisionMATH</p>
<p>elements.</p>	
<p>2.N.6 Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.</p>	<p>143–146, 146B, 147–150, 150B, 151–154, 154B, 155–158, 158B, 159–162, 162B, 163–166, 166B</p>
<p>2.N.7 Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).</p>	<p>3–6, 6B, 7–10, 10B, 11–14, 14B, 15–18, 18B, 19–22, 22B, 23–26, 26B, 27–30, 30B</p>
<p>2.N.8 Understand and use the inverse relationship between addition and subtraction (e.g., $8 + 6 = 14$ is equivalent to $14 - 6 = 8$ and is also equivalent to $14 - 8 = 6$) to solve problems and check solutions.</p>	<p>23–26, 26B, 271–274, 274B, 577</p>
<p>2.N.9 Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.</p>	<p>23–26, 26B, 577</p>
<p>2.N.10 Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.</p>	<p>559–562, 562B, 575–578, 578B, 579–582, 582B</p>
<p>2.N.11 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).</p>	<p>239–242, 242B, 559–562, 562B, 575–578, 578B, 579–582, 582B</p>

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
2.N.12 Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.	231–234, 234B, 235–238, 238B, 263–266, 266B, 267–270, 270B, 271–274, 274B, 287–290, 290B, 299–302, 302B

Patterns, Relations, and Algebra

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.P.1 Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.	127–130, 130B, 187–190, 190B, 357, 512, 527–530, 530B, 543–546, 546B
2.P.2 Identify different patterns on the hundreds chart.	127–130, 130B, 527–530, 530B
2.P.3 Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....	127–130, 130B, 187–190, 190B, 527–530, 530B, 543–546, 546B
2.P.4 Skip count by twos, fives, and tens up to at least 50, starting at any number.	101, 127–130, 130B, 590
2.P.5 Construct and solve open sentences that have variables, e.g., $\square + 7 = 10$.	5, 37, 45, 49, 53, 87–90, 90B, 177, 201, 553, 567–570, 570B, 577
2.P.6 Write number sentences using +,	These are some of the many examples.

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
–, <, =, and/or > to represent mathematical relationships in everyday situations.	3–6, 6B, 7–10, 10B, 11–14, 14B, 15–18, 18B, 23–26, 26B, 27–29, 29B, 63–66, 66B, 243–245, 245B, 591–594, 594B, 595–598, 598B
2.P.7 Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel, four cups make one quart.	155–158, 158B, 163–166, 166B

Geometry

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.G.1 Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.	315–318, 318B, 319–322, 322B, 323–326, 326B, 327–330, 330B, 343–346, 346B
2.G.2 Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.	323-326, 327-330, 330B, 343-348
2.G.3 Recognize congruent shapes.	331–334, 334B
2.G.4 Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.	335–338, 338B
2.G.5 Identify symmetry in two-dimensional shapes.	339–342, 342B

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
2.G.6 Predict the results of putting shapes together and taking them apart.	323–326, 326B, 327–330, 330B, 346
2.G.7 Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.	595–598, 598B, 632

Measurement

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.M.1 Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.	463–466, 466B
2.M.2 Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.	455–456, 458B
2.M.3 Compare the length, weight, area, and volume of two or more objects by using direct comparison.	432–434, 434B
2.M.4 Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.	391–394, 394B, 395–398, 398B
2.M.5 Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.	396, 398B, 437–438, 438B, 441–442, 442B

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
2.M.6 Make and use estimates of measurement, including time, volume, weight, and area.	416, 419–421, 422B, 459–462, 462B

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards Grade Two	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
2.D.1 Use interviews, surveys, and observations to gather data about themselves and their surroundings.	479, 483, 487
2.D.2 Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.	479–482, 482B, 483–486, 486B, 487–490, 490B, 503–506, 506B, 583–586, 586B
2.D.3 Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.	479–482, 482B, 483–486, 486B, 487–490, 490B, 503–506, 506B, 583–586, 586B
2.D.4 Decide which outcomes of experiments are most likely.	495–498, 498B

**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards**

Grade Three

Number Sense and Operations

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.N.1 Exhibit an understanding of the base ten number system by reading, modeling, writing, and interpreting whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.	4B, 4–5, 5B, 6B, 6–7, 7B, 8B, 8–9, 9B, 10B, 10–11, 11B, 12B, 12–14, 15B, 16B, 16–17, 17B
4.N.2 Represent, order, and compare large numbers (to at least 100,000) using various forms, including expanded notation, e.g., $853 = 8 \times 100 + 5 \times 10 + 3$.	4B, 4–5, 5B, 6B, 6–7, 7B, 8B, 8–9, 9B, 10B, 10–11, 11B, 12B, 12–14, 15B, 16B, 16–17, 17B
4.N.3 Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.	278B, 278–279, 279B, 280B, 280–281, 281B, 282B, 282–283, 283B, 284B, 284–287, 287B, 288B, 288–289, 289B, 290B, 290–291, 293B
4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.	282B, 282–283, 283B, 284B, 284–287, 287B, 288B, 288–289, 289B, 290B, 290–291, 293B, 306B, 306–307, 307B

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4.N.5 Identify and generate equivalent forms of common decimals and fractions less than one whole (halves, quarters, fifths, and tenths).	284B, 284–287, 287B, 306B, 306–307, 307B
4.N.6 Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.	306B, 306–307, 307B, 308B, 308–311, 311B
4.N.7 Recognize classes (in particular, odds, evens; factors or multiples of a given number; and squares) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.	121, 122B, 122–123, 125B, 126B, 126–127, 127B, 128B, 128–129, 129B
4.N.8 Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.	108B, 108–109, 109B, 110B, 110–113, 113B, 114B, 114–115, 115B, 125, 164B, 164–164–165, 165B, 170B, 170–171, 171B, 184B, 184–185, 185B, 186B, 186–188, 189B, 190B, 190–191, 191B, 192B, 192–193, 193B
4.N.9 Select, use, and explain the commutative, associative, and identity properties of operations on whole numbers in problem situations, e.g., $37 \times 46 = 46 \times 37$, $(5 \times 7) \times 2 = 5 \times (7 \times 2)$.	32B, 32–33, 33B, 95, 110–112, 113B, 130B, 130–131, 131B, 152B, 152–153, 153B
4.N.10 Select and use an appropriate operation(s) (addition, subtraction, multiplication, and division) to solve problems, including those involving money.	These are some of the many examples. 58B, 58–59, 59B, 78B, 78–79, 79B, 98B, 98–100, 101B, 113, 118B, 118–119, 121B, 132B, 132–133, 133B, 147, 154B, 154–156, 157B, 426B, 426–428, 429B
4.N.11 Know multiplication facts through 12×12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3×5 is related to 30×50, 300×5, and 30×500.	These are some of the many examples. 108B, 108–109, 109B, 110B, 110–113, 113B, 114B, 114–115, 115B, 122B, 122–124, 125B, 130B, 130–131, 131B, 140B, 140–141, 141B, 142B, 142–143, 143B, 144B, 144–146, 147B, 148B, 148–149,

<p align="center">Massachusetts Learning Standards</p> <p align="center">Grade Three</p>	<p align="center">Scott Foresman – Addison Wesley</p> <p align="center">enVisionMATH</p>
<p>(continued)</p>	<p>149B, 184B, 184–185, 185B, 186B, 186–188, 189B, 190B, 190–191, 191B, 192B, 192–193, 193B</p>
<p>4.N.12 Add and subtract (up to five-digit numbers) and multiply (up to three digits by two digits) accurately and efficiently.</p>	<p>These are some of the many examples. 34B, 34–35, 35B, 36B, 36–38, 39B, 48B, 48–49, 49B, 50B, 50–53, 53B, 54B, 54–55, 55B, 56B, 56–57, 57B, 90B, 90–91, 91B, 92B, 92–94, 95B, 96B, 96–97, 97B, 412B, 412–413, 413B, 416B, 416–417, 417B, 418B, 418–419, 419B, 420B, 420–421, 421B, 422B, 422–424, 425B</p>
<p>4.N.13 Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders.</p>	<p>436B, 436–437, 437B, 440B, 440–443, 443B, 444B, 444–445, 445B, 446B, 446–447, 447B</p>
<p>4.N.14 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition and subtraction (up to five-digit numbers), and multiplication (up to three digits by two digits).</p>	<p>These are some of the many examples. 34B, 34–35, 35B, 36B, 36–38, 39B, 48B, 48–49, 49B, 50B, 50–53, 53B, 54B, 54–55, 55B, 56B, 56–57, 57B, 90B, 90–91, 91B, 92B, 92–94, 95B, 96B, 96–97, 97B, 412B, 412–413, 413B, 416B, 416–417, 417B, 418B, 418–419, 419B, 420B, 420–421, 421B, 422B, 422–424, 425B</p>
<p>4.N.15 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).</p>	<p>436B, 436–437, 437B, 440B, 440–443, 443B, 444B, 444–445, 445B, 446B, 446–447, 447B</p>
<p>4.N.16 Round whole numbers through 100,000 to the nearest 10, 100, 1000, 10,000, and 100,000.</p>	<p>40B, 40–42, 43B, 45, 47B, 74B, 74–75, 77B</p>
<p>4.N.17 Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.</p>	<p>44B, 44–46, 47B, 48, 49, 49B, 54, 55B, 56, 59, 74B, 74–76, 77B, 78B, 78–79, 79B, 146, 207, 221, 223, 267, 307, 338B, 338–339, 339B, 340B, 340–341, 341B, 354, 356B, 356–357, 357B, 358B, 358, 359B, 378B, 378–379, 379B, 382, 394, 414B, 414–415, 415B, 438B, 438–439, 439B, 445</p>

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4.N.18 Use concrete objects and visual models to add and subtract common fractions.	294B, 294–295, 295B, 296B, 296–297, 297B, 316B, 317, 318, 319B

Patterns, Relations, and Algebra

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.P.1 Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,	206B, 206–207, 207B, 208B, 208–209, 209B, 210B, 210–211, 211B, 212B, 212–214, 215B, 218B, 218–221, 221B, 227, 298B, 298–299, 299B
4.P.2 Use symbol and letter variables (e.g., Δ, x) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use =, <, >).	These are some of the many examples. 32B, 32–33, 33B, 36B, 36–38, 39, 39B, 71, 73, 95, 108B, 108–109, 109B, 111–112, 113B, 184, 185B, 222B, 222–223, 223B, 425
4.P.3 Determine values of variables in simple equations, e.g., $4106 - \nabla = 37$, $5 = \mu + 3$, and $\mu - = 3$	These are some of the many examples. 32B, 32–33, 33B, 36B, 36–38, 39, 39B, 71, 73, 95, 108B, 108–109, 109B, 111–112, 113B, 184, 185B, 222B, 222–223, 223B, 425
4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.	These are some of the many examples. 109, 118–120, 129, 131, 147, 196–198, 210–211, 218–221, 298B, 298–299, 299B 315, 316B, 316–318, 319B, 360B, 360–361, 361B, 482B, 482–483, 483B

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).	Related content: 210B, 210–211, 211B, 298B, 298–299, 299B Also see Grade 4 Extension note on page 224.
4.P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.	210B, 210–211, 211B, 212B, 212–214, 215B, 218B, 218–221, 221B, 227, 298B, 298–299, 299B, 360B, 360–361, 361B

Geometry

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.G.1 Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.	234B, 234–237, 237B, 238B, 238–240, 241B, 246B, 246–247, 247B, 248B, 248–249, 249B, 250B, 250–251, 251B, 252B, 252–253, 253B
4.G.2 Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons—especially triangles and quadrilaterals—cubes, spheres, and pyramids.	234B, 234–237, 237B, 238B, 238–240, 241B, 246B, 246–247, 247B, 248B, 248–249, 249B, 250B, 250–251, 251B, 252B, 252–253, 253B
4.G.3 Recognize similar figures.	Related content: 260B, 260–262, 263, 263B

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
	Also see Grade 4 Lesson 19-7
4.G.4 Identify angles as acute, right, or obtuse.	244B, 244–245, 245B, 292
4.G.5 Describe and draw intersecting, parallel, and perpendicular lines.	242B, 242–243, 243B, 245
4.G.6 Using ordered pairs of numbers and/or letters, graph, locate, identify points, and describe paths (first quadrant).	468B, 468–470, 471B
4.G.7 Describe and apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	260B, 260–261, 263, 263B
4.G.8 Identify and describe line symmetry in two-dimensional shapes.	264B, 264–265, 265B, 266B, 266–267, 267B
4.G.9 Predict and validate the results of partitioning, folding, and combining two- and three-dimensional shapes.	237, 241, 264B, 264–265, 265B, 266B, 266–267, 267B, 268B, 268–269, 269B

Measurement

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.M.1 Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.	328B, 328–331, 331B, 332B, 332–333, 333B, 334B, 334–337, 337B, 340B, 340–341, 341B, 350B, 350–351, 352B, 352–354, 355, 355B, 358B, 358–359, 359B, 376B, 376–377, 377B, 378B, 378–379, 379B, 380B, 380–383, 383B

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
4.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.	334B, 334–337, 337B, 352B, 352–354, 355, 355B, 398B, 398–399, 399B
4.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock (e.g., hours and minutes since...) and using a calendar (e.g., days since...).	392, 396B, 396–397, 397B, 400B, 400–401, 401B
4.M.4 Estimate and find area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring.	368B, 368–369, 369B, 370B, 370–371, 372B, 372–373, 373B, 376B, 376–377, 377B, 378B, 378–379, 379B, 383, 384B, 384–385, 385B, 397, 465
4.M.5 Identify and use appropriate metric and English units and tools (e.g., ruler, angle ruler, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.	These are some of the many examples. 334B, 334–337, 337B, 340B, 340–341, 341B, 352B, 352–354, 355B, 368B, 368–369, 369B, 370B, 370–371, 371B, 378B, 378–379, 379B, 380B, 380–382, 383B, 384B, 384–385, 385B

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards Grade Three	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.D.1 Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.	458B, 458–459, 459B, 464B, 464–465, 465B, 466B, 466–467, 467B, 468B, 468–471, 471B, 476B, 476–477, 477B, 478B, 478–481, 481B, 482B, 482–483, 483B

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4.D.2 Match a representation of a data set with the actual set of data.	459 (problem 16), 460B, 464B, 464–465, 465B
4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, circle graphs, pictographs, line graphs, line plots, and tallies.	460B, 460–463, 463B, 464B, 464–465, 465B, 466B, 466–467, 467B, 468B, 468–471, 471B, 478B, 478–481, 481B, 482B, 482–483, 483B
4.D.4 Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.	476B, 476—477, 477B
4.D.5 List and count the number of possible combinations of objects from three sets, e.g., how many different outfits can one make from a set of three shirts, a set of two skirts, and a set of two hats?	See Grade 4, Lesson 20-1
4.D.6 Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.	472B, 472–475, 475B

**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards—2004 Supplement**

Grade Three

Number Sense and Operations

Massachusetts Learning Standards 2004 Supplement Grade Three	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
3.N.1 Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.	4B, 4–5, 5B, 6B, 6–7, 7B, 8B, 8–9, 9B, 10B, 10–11, 11B, 12B, 12–14, 15B, 16B, 16–17, 17B
3.N.2 Represent, order, and compare numbers through 9,999. Represent numbers using expanded notation (e.g., $853 = 8 \times 100 + 5 \times 10 + 3$), and written out in words (e.g., eight hundred fifty-three).	4B, 4–5, 5B, 6B, 6–7, 7B, 8B, 8–9, 9B, 10B, 10–11, 11B, 12B, 12–14, 15B, 16B, 16–17, 17B
3.N.3 Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction, e.g., $1 \frac{2}{3}$, $3 \frac{1}{2}$.	278B, 278–279, 279B, 280B, 280–281, 281B, 282B, 282–283, 283B, 284B, 284–287, 287B, 288B, 288–289, 289B, 290B, 290–291, 293B
3.N.4 Locate on the number line and compare fractions (between 0 and 1 with denominators 2, 3, or 4, e.g., $\frac{2}{3}$).	288B, 288–289, 289B, 290B, 290–291, 293B
3.N.5 Recognize classes to which a number may belong (odd numbers, even numbers, and multiples of numbers through 10). Identify the numbers in those classes, e.g., the	121, 122B, 122–123, 125B, 126B, 126–127, 127B, 128B, 128–129, 129B

<p style="text-align: center;">Massachusetts Learning Standards 2004 Supplement</p> <p style="text-align: center;">Grade Three</p>	<p style="text-align: center;">Scott Foresman – Addison Wesley enVisionMATH</p>
<p>class of multiples of 7 between 1 and 29 consists of 7, 14, 21, 28.</p>	
<p>3.N.6 Select, use, and explain various meanings and models of multiplication (through 10×10). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent 5×6 and $30 \div 6$.</p>	<p>108B, 108–109, 109B, 110B, 110–113, 113B, 114B, 114–115, 115B, 125, 184B, 184–185, 185B, 186B, 186–188, 189B, 190B, 190–191, 191B, 192B, 192–193, 193B</p>
<p>3.N.7 Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.</p>	<p>32B, 32–33, 33B, 95, 110–112, 113B</p>
<p>3.N.8 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money. <i>This standard is intentionally the same as standard 4.N.10.</i></p>	<p>These are some of the many examples. 58B, 58–59, 59B, 78B, 78–79, 79B, 98B, 98–100, 101B, 113, 118B, 118–119, 121B, 132B, 132–133, 133B, 147, 154B, 154–156, 157B, 426B, 426–428, 429B</p>
<p>3.N.9 Know multiplication facts through 10×10 and related division facts, e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., 3×5 is related to 3×50.</p>	<p>These are some of the many examples. 108B, 108–109, 109B, 110B, 110–113, 113B, 114B, 114–115, 115B, 122B, 122–124, 125B, 130B, 130–131, 131B, 140B, 140–141, 141B, 142B, 142–143, 143B, 144B, 144–146, 147B, 148B, 148–149, 149B, 184B, 184–185, 185B, 186B, 186–188, 189B, 190B, 190–191, 191B, 192B, 192–193, 193B</p>
<p>3.N.10 Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.</p>	<p>These are some of the many examples. 34B, 34–35, 35B, 36B, 36–38, 39B, 48B, 48–49, 49B, 50B, 50–53, 53B, 54B, 54–55, 55B, 56B, 56–57, 57B, 90B, 90–91, 91B, 92B, 92–94, 95B, 96B, 96–97, 97B, 412B, 412–413, 413B, 416B, 416–417, 417B, 418B, 418–419, 419B, 420B, 420–421, 421B, 422B, 422–424, 425B</p>
<p>3.N.11 Round whole numbers through 1,000 to the nearest 10, 100, and 1,000.</p>	<p>40B, 40–42, 43B, 45, 47B, 74B, 74–75, 77B</p>

<p align="center">Massachusetts Learning Standards 2004 Supplement</p> <p align="center">Grade Three</p>	<p align="center">Scott Foresman – Addison Wesley enVisionMATH</p>
<p>3.N.12 Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100, and to judge the reasonableness of the answer.</p>	<p>44B, 44–46, 47B, 48, 49, 49B, 54, 55B, 56, 59, 74B, 74–76, 77B, 78B, 78–79, 79B, 146, 207, 221, 223, 267, 307, 338B, 338–339, 339B, 340B, 340–341, 341B, 354, 356B, 356–357, 357B, 358B, 358, 359B, 378B, 378–379, 379B, 382, 394, 414B, 414–415, 415B, 438B, 438–439, 439B, 445</p>
<p>3.N.13 Use concrete objects and visual models to add and subtract (only when the answer is greater than or equal to zero) common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.</p>	<p>294B, 294–295, 295B, 296B, 296–297, 297B, 316B, 317, 318, 319B</p>

Patterns, Relations, and Algebra

<p align="center">Massachusetts Learning Standards 2004 Supplement</p> <p align="center">Grade Three</p>	<p align="center">Scott Foresman – Addison Wesley enVisionMATH</p>
<p><i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i></p>	
<p>3.P.1 Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40....</p>	<p>206B, 206–207, 207B, 208B, 208–209, 209B, 210B, 210–211, 211B, 212B, 212–214, 215B, 218B, 218–221, 221B, 227, 298B, 298–299, 299B</p>
<p>3.P.2 Determine which symbol (<, >, or =) is appropriate for a given number sentence, e.g., 7×8 ? $. 49 + 6$.</p>	<p>43, 124, 125B, 131, 131B, 189, 222B, 222–223, 223B, 424</p>
<p>3.P.3 Determine the value of a variable (through 10) in simple equations involving addition, subtraction, or multiplication, e.g., $2 + \square = 9$; $5 \times$ [insert upside down capital delta here] = 35.</p>	<p>These are some of the many examples. 32B, 32–33, 33B, 36B, 36–38, 39, 39B, 71, 73, 95, 108B, 108–109, 109B, 111–112, 113B, 184, 185B, 222B, 222–223, 223B, 425</p>

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Grade Three	
3.P.4 Write number sentences using +, −, x, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.	196B, 196–197, 199B, 316B, 316–317, 319B

Geometry

Massachusetts Learning Standards 2004 Supplement	Scott Foresman – Addison Wesley enVisionMATH
Grade Three	
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
3.G.1 Compare and analyze attributes and other features (e.g., number of sides, corners, diagonals, and lines of symmetry) of two-dimensional geometric shapes.	234B, 234–237, 237B, 238B, 238–240, 241B, 246B, 246–247, 247B, 248B, 248–249, 249B, 250B, 250–251, 251B, 252B, 252–253, 253B
3.G.2 Describe, model, draw, compare, and classify two-dimensional shapes, e.g., circles, triangles, and quadrilaterals. Identify and describe simple three-dimensional shapes, e.g., cubes, spheres, and pyramids.	234B, 234–237, 237B, 238B, 238–240, 241B, 246B, 246–247, 247B, 248B, 248–249, 249B, 250B, 250–251, 251B, 252B, 252–253, 253B
3.G.3 Identify angles as right angles, less than a right angle, and greater than a right angle.	244B, 244–245, 245B, 292
3.G.4 Identify and draw parallel lines, perpendicular lines, and other intersecting lines.	242B, 242–243, 243B, 245
3.G.5 Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.	468B, 468–470, 471B

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Grade Three	
3.G.6 Identify and draw lines of symmetry in two-dimensional shapes.	264B, 264–265, 265B, 266B, 266–267, 267B
3.G.7 Predict and explain the results of taking apart and combining two-dimensional shapes.	237, 241, 264B, 264–265, 265B, 266B, 266–267, 267B, 268B, 268–269, 269B

Measurement

Massachusetts Learning Standards 2004 Supplement	Scott Foresman – Addison Wesley enVisionMATH
Grade Three	
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
3.M.1 Demonstrate an understanding of the attributes length, area, and weight, and select the appropriate type of unit for measuring each attribute using both the U.S. Customary (English) and metric systems.	328B, 328–331, 331B, 332B, 332–333, 333B, 334B, 334–337, 337B, 340B, 340–341, 341B, 350B, 350–351, 352B, 352–354, 355, 355B, 358B, 358–359, 359B, 376B, 376–377, 377B, 378B, 378–379, 379B, 380B, 380–383, 383B
3.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc. <i>This standard is intentionally the same as standard 4.M.2.</i>	334B, 334–337, 337B, 352B, 352–354, 355, 355B, 398B, 398–399, 399B
3.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time, using a clock for times less than one hour (i.e., minutes since), and using a calendar (e.g., days since).	392, 396B, 396–397, 397B, 400B, 400–401, 401B

Massachusetts Learning Standards 2004 Supplement	Scott Foresman – Addison Wesley enVisionMATH
Grade Three	
3.M.4 Estimate and find area and perimeter of a rectangle, using diagrams and grids, or by measuring.	368B, 368–369, 369B, 370B, 370–371, 372B, 372–373, 373B, 376B, 376–377, 377B, 378B, 378–379, 379B, 383, 384B, 384–385, 385B, 397, 465
3.M.5 Identify and use appropriate metric and U.S. Customary (English) units and tools (e.g., ruler, scale, thermometer, clock) to estimate, measure, and solve problems involving length, area, weight, temperature, and time.	These are some of the many examples. 334B, 334–337, 337B, 340B, 340–341, 341B, 352B, 352–354, 355B, 368B, 368–369, 369B, 370B, 370–371, 371B, 378B, 378–379, 379B, 380B, 380–382, 383B, 384B, 384–385, 385B

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards 2004 Supplement	Scott Foresman – Addison Wesley enVisionMATH
Grade Three	
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
3.D.1 Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data. <i>This standard is intentionally the same as standard 4.D.1.</i>	458B, 458–459, 459B, 464B, 464–465, 465B, 466B, 466–467, 467B, 468B, 468–471, 471B, 476B, 476–477, 477B, 478B, 478–481, 481B, 482B, 482–483, 483B
3.D.2 Match representations of a data set in the forms of tables, line plots, pictographs, tallies, or bar graphs with the actual data set.	460B, 464B, 464–465, 465B
3.D.3 Construct and draw conclusions from representations of data sets in the forms of tables, line plots, pictographs, tallies, and bar graphs.	460B, 460–463, 463B, 464B, 464–465, 465B, 466B, 466–467, 467B, 468B, 468–471, 471B, 478B, 478–481, 481B, 482B, 482–483, 483B

<p style="text-align: center;">Massachusetts Learning Standards 2004 Supplement</p> <p style="text-align: center;">Grade Three</p>	<p style="text-align: center;">Scott Foresman – Addison Wesley enVisionMATH</p>
<p>3.D.4 List and count the number of possible combinations of objects from two sets, e.g., how many different outfits can one make from a set of two sweaters and a set of three skirts?</p>	<p>24-28</p>

**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards**

Grade Four

Number Sense and Operations

Massachusetts Learning Standards Grade Four	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.N.1 Exhibit an understanding of the base ten number system by reading, modeling, writing, and interpreting whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.	4B, 4–6, 7B, 8B, 8–9, 9B, 10B, 10–13, 13B
4.N.2 Represent, order, and compare large numbers (to at least 100,000) using various forms, including expanded notation, e.g., $853 = 8 \times 100 + 5 \times 10 + 3$.	10B, 10–13, 13B
4.N.3 Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.	216B, 216–218, 219B, 220B, 220–221, 221B, 276B, 276–278, 279B
4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.	216B, 216–218, 219B, 224B, 224–226, 227B, 230B, 230–231, 233B, 268B, 268–269, 269B, 274B, 274–275, 275B

Massachusetts Learning Standards Grade Four	Scott Foresman – Addison Wesley enVisionMATH
4.N.5 Identify and generate equivalent forms of common decimals and fractions less than one whole (halves, quarters, fifths, and tenths).	274B, 274–275, 275B
4.N.6 Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.	268B, 268–269, 269B
4.N.7 Recognize classes (in particular, odds, evens; factors or multiples of a given number; and squares) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.	58B, 58–59, 59B, 182B, 182–183, 183B, 184B, 184–185, 185B
4.N.8 Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.	54B, 54–55, 57B, 76B, 76–77, 79B, 80B, 80–81, 81B
4.N.9 Select, use, and explain the commutative, associative, and identity properties of operations on whole numbers in problem situations, e.g., $37 \times 46 = 46 \times 37$, $(5 \times 7) \times 2 = 5 \times (7 \times 2)$.	60B, 60–61, 61B
4.N.10 Select and use an appropriate operation(s) (addition, subtraction, multiplication, and division) to solve problems, including those involving money.	44B, 44–46, 47B, 68B, 68–69, 69B, 86B, 86–88, 89B, 116B, 116–118, 119B
4.N.11 Know multiplication facts through 12×12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3×5 is related to 30×50, 300×5, and 30×500.	58B, 58–59, 59B, 96B, 96–97, 97B

<p align="center">Massachusetts Learning Standards</p> <p align="center">Grade Four</p>	<p align="center">Scott Foresman – Addison Wesley</p> <p align="center">enVisionMATH</p>
<p>4.N.12 Add and subtract (up to five-digit numbers) and multiply (up to three digits by two digits) accurately and efficiently.</p>	<p>These are some of the many examples. 28B, 28–29, 29B, 40B, 40–41, 41B, 42B, 42–43, 43B, 110B, 110–111, 113B, 114B, 114–115, 115B, 142B, 142–143, 143B, 146B, 146–148, 149B, 150B, 150–151, 151B</p>
<p>4.N.13 Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders.</p>	<p>164B, 164–165, 165B, 168B, 168–169, 169B, 170B, 170–172, 173B, 174B, 174–176, 177B, 178B, 178–179, 179B</p>
<p>4.N.14 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition and subtraction (up to five-digit numbers), and multiplication (up to three digits by two digits).</p>	<p>These are some of the many examples. 28B, 28–29, 29B, 40B, 40–41, 41B, 42B, 42–43, 43B, 110B, 110–111, 113B, 114B, 114–115, 115B, 142B, 142–143, 143B, 146B, 146–148, 149B, 150B, 150–151, 151B</p>
<p>4.N.15 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).</p>	<p>164B, 164–165, 165B, 168B, 168–169, 169B, 170B, 170–172, 173B, 174B, 174–176, 177B, 178B, 178–179, 179B</p>
<p>4.N.16 Round whole numbers through 100,000 to the nearest 10, 100, 1000, 10,000, and 100,000.</p>	<p>14B, 14–15, 15B</p>
<p>4.N.17 Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.</p>	<p>32B, 32–33, 33B, 100B, 100–101, 101B, 144–145, 166–167, 294–295, 300–301, 303B, 316B, 316–317, 317B</p>
<p>4.N.18 Use concrete objects and visual models to add and subtract common fractions.</p>	<p>250B, 250–253, 253B</p>

Patterns, Relations, and Algebra

Massachusetts Learning Standards Grade Four	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.P.1 Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,	58B, 58–59, 59B, 128B, 128–129, 129B, 130B, 130–131, 131B, 132B, 132–133, 133B, 356B, 356–357, 357B
4.P.2 Use symbol and letter variables (e.g., Δ, x) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use =, <, >).	31, 44B, 44–45, 47B, 68B, 68–69, 69B, 79, 80B, 80–81, 81B, 86B, 86–88, 89B, 116B, 116–118, 119B, 258B, 258–259, 261B, 303, 432B, 432–433, 433B, 434B, 434–435, 435B, 436B, 436–437, 437B
4.P.3 Determine values of variables in simple equations, e.g., $4106 - \nabla = 37$; $5 - \mu = 3$ and $4 + 5 = \mu + 3$.	31, 44B, 44–45, 47B, 68B, 68–69, 69B, 79, 80B, 80–81, 81B, 86B, 86–88, 89B, 116B, 116–118, 119B, 258B, 258–259, 261B, 303, 432B, 432–433, 433B, 434B, 434–435, 435B, 436B, 436–437, 437B
4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.	These are some of the many examples. 44B, 44–46, 47B, 68B, 68–69, 69B, 86B, 86–88, 89B, 116B, 116–118, 119B, 128B, 128–129, 129B, 130B, 130–131, 131B, 132B, 132–133, 133B, 170B, 170–172, 173B, 296B, 296–298, 299B
4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).	Related content: 132B, 132–133, 133B Also see Extension note on page 224

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4.P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.	128B, 128–129, 129B, 130B, 130–131, 131B, 132B, 132–133, 133B

Geometry

Massachusetts Learning Standards Grade Four	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.G.1 Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.	202B, 202–203, 203B, 204B, 204–205, 205B, 206B, 206–207, 207B, 208B, 208–209, 209B, 346B, 346–348, 349B 350B, 350–351, 351B, 352B, 352–353, 353B
4.G.2 Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons—especially triangles and quadrilaterals—cubes, spheres, and pyramids.	202B, 202–203, 203B, 204B, 204–205, 205B, 206B, 206–207, 207B, 208B, 208–209, 209B, 346B, 346–348, 349B 350B, 350–351, 351B, 352B, 352–353, 353B
4.G.3 Recognize similar figures.	460B, 460-461
4.G.4 Identify angles as acute, right, or obtuse.	198B, 198–199, 199B
4.G.5 Describe and draw intersecting, parallel, and perpendicular lines.	196B, 196–197, 197B
4.G.6 Using ordered pairs of numbers and/or letters, graph, locate, identify points, and describe paths (first quadrant).	408B, 408–409, 409B

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4.G.7 Describe and apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	454B, 454–455, 455B
4.G.8 Identify and describe line symmetry in two-dimensional shapes.	456B, 456–457, 457B
4.G.9 Predict and validate the results of partitioning, folding, and combining two- and three-dimensional shapes.	346B, 346–348, 349B 350B, 350–351, 351B, 352B, 352–353, 353B, 456B, 456–457, 457B See Extension notes on pages346-353

Measurement

Massachusetts Learning Standards Grade Four	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.M.1 Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.	These are some of the many examples. 316B, 316–317, 317B, 318B, 318–319, 319B, 320B, 320–322, 322B, 323B, 324–325, 325B, 326B, 326–327, 327B, 354B, 354–355, 355B, 364B, 364–365, 365B, 368B, 368–369, 369B, 374B, 374–375, 375B
4.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.	370B, 370–371, 373B, 380B, 380–381, 383, 383B, 384B, 384–385, 385B
4.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock (e.g., hours and minutes since...)	386B, 386–389, 389B

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and using a calendar (e.g., days since...).	
4.M.4 Estimate and find area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring.	316B, 316–317, 317B, 318B, 318–319, 319B, 320B, 320–322, 322B, 323B, 324–325, 325B, 326B, 326–327, 327B, 328B, 328–330, 330B, 331B, 332B, 332–333, 333B, 334B, 334–335, 335B, 339
4.M.5 Identify and use appropriate metric and English units and tools (e.g., ruler, angle ruler, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.	These are some of the many examples. 318B, 318–319, 319B, 320B, 320–322, 322B, 323B, 324–325, 325B, 326B, 326–327, 327B, 354B, 354–355, 355B, 364B, 364–365, 365B, 368B, 368–369, 369B, 374B, 374–375, 375B, 390B, 390–391, 391B

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards Grade Four	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
4.D.1 Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.	402B, 402–403, 403B
4.D.2 Match a representation of a data set with the actual set of data.	420B, 420–421, 423B
4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, circle graphs, pictographs, line graphs, line plots, and tallies.	402B, 402–403, 403B, 404B, 404–405, 405B, 406B, 406–407, 407B, 410B, 410–411, 411B, 416B, 416–417, 417B, 418B, 418–419, 419B, 420B, 420–423, 423B

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4.D.4 Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.	470B, 470–471, 471B
4.D.5 List and count the number of possible combinations of objects from three sets, e.g., how many different outfits can one make from a set of three shirts, a set of two skirts, and a set of two hats?	468B, 468–469, 469B
4.D.6 Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.	472B, 472–474, 475B

**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards**

Grade Five

Number Sense and Operations

Massachusetts Learning Standards Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.N.1 Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten, e.g., 10^2, 10^5.	72B, 72–73, 73B
6.N.2 Demonstrate an understanding of place value to billions and thousandths.	4B, 4–5, 5B, 10B, 10–11, 11B
6.N.3 Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.	4B, 4–5, 5B, 6B, 6–9, 9B, 10B, 10–11, 11B
6.N.4 Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line.	220B, 220–221, 223B, 244B, 244–245, 245B
6.N.5 Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.	226B, 226–227, 227B, 228B, 228–229, 229B, 242B, 242–243, 243B, 398B, 398–399, 399B, 400B, 400–401, 401B

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6.N.6 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.	224–225, 225B, 244B, 244–245, 245B, 412B, 412–413, 413B
6.N.7 Compare and order integers (including negative integers), and positive fractions, mixed numbers, decimals, and percents.	12B, 12–13, 13B, 230B, 230–231, 231B
6.N.8 Apply number theory concepts—including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10—to the solution of problems.	102B, 102–104, 105B, 106B, 106–108, 109, 109B, 232B, 232–233, 260B, 260–261, 261B
6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.	These are some of the many examples. 34B, 34–36, 37B, 46B, 46–48, 49B, 74B, 74–76, 77B, 96, 110B, 110–112, 113B, 161, 188B, 188–190, 191B, 237, 288B, 288–289, 299B, 402B, 402–403, 403B
6.N.10 Use the number line to model addition and subtraction of integers, with the exception of subtracting negative integers.	See Grade 6, Lessons 10-4, 10-5
6.N.11 Apply the Order of Operations for expressions involving addition, subtraction, multiplication, and division with grouping symbols (+, −, ×, ÷).	67, 158B, 158–160, 161B
6.N.12 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.	376B, 376–377, 377B

Massachusetts Learning Standards Grade Five	Scott Foresman – Addison Wesley enVisionMATH
6.N.13 Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.	42B, 42–43, 43B, 44B, 44–45, 45B, 49, 172B, 172–173, 173B, 174B, 174–175, 176B, 176–177, 177B, 180B, 180–181, 183B, 186B, 186–187, 187B
6.N.14 Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.	256B, 256–258, 259, 259B, 262B, 262–263, 263B, 264B, 264–265, 265B, 266B, 266–267, 267B, 268B, 268–269, 269B, 278B, 278–279, 279B, 280B, 280–283, 283B, 284B, 284–285, 285B, 286B, 286–287, 287B, 288B, 288–289, 289B
6.N.15 Add and subtract integers, with the exception of subtracting negative integers.	See Grade 6, Lessons 10-4, 10-5, 10-10
6.N.16 Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.	30–32, 32B, 62B, 62–63, 63B, 86B, 86–87, 87B, 130–131, 174B 174–175, 175B, 184B, 184–185, 185B

Patterns, Relations, and Algebra

Massachusetts Learning Standards Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13 ...; 3, 9, 27,	14B, 14–15, 17B, 33, 77, 148B, 203, 325, 382B, 382–383, 385B, 404B, 404–405, 405B
6.P.2 Replace variables with given values and evaluate/simplify, e.g., $2(\mu) + 3$ when $\mu = 4$.	148B, 148–149, 151B, 152B, 152–154, 155B, 376B, 376–377, 377B, 378B, 378–379, 379B, 382B, 382–383, 385B, 420B, 420–421, 421B

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6.P.3 Use the properties of equality to solve problems, e.g., if $\square + 7 = 13$, then $\square = 13 - 7$, therefore $\square = 6$; if $3 \times \square = 15$, then $\frac{1}{3} \times 3 \times \square = \frac{1}{3} \times 15$, therefore $\square = 5$.	376B, 376–377, 377B, 378B, 378–379, 379B, 386B–386–388, 389B
6.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.	These are some of the many examples. 6B, 6–8, 9B, 12B, 12–13, 13B, 230B, 230–231, 231B, 259, 389, 432B, 432–435, 435B, 436B, 436–438, 439, 439B, 444B, 444–445, 445B, 446–448, 449, 449B, 454B, 454–455, 455B
6.P.5 Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.	110B, 110–112, 113B, 380B, 380–381, 381B, 420B, 420–421, 421B
6.P.6 Produce and interpret graphs that represent the relationship between two variables in everyday situations.	432B, 432–435, 435B, 436B, 436–438, 439, 439B, 444B, 444–445, 445B, 446–448, 449, 449B, 454B, 454–455, 455B
6.P.7 Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.	Related content: 420B, 420–421, 421B Also see Extension note in Grade 6, Lesson 15-6.

Geometry

Massachusetts Learning Standards Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.G.1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms,	206B, 206–207, 207B, 208B, 208–209, 209B, 210B, 210–211, 211B

Massachusetts Learning Standards Grade Five	Scott Foresman – Addison Wesley enVisionMATH
trapezoids, and isosceles, equilateral, and right triangles.	
6.G.2 Identify three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.	322B, 322–322, 325B
6.G.3 Identify relationships among points, lines, and planes, e.g., intersecting, parallel, perpendicular.	200B, 200–202, 203B
6.G.4 Graph points and identify coordinates of points on the Cartesian coordinate plane.	414B, 414–416, 417B, 418–419, 419B
6.G.5 Find the distance between two points on horizontal or vertical number lines.	418B, 418–419, 419B
6.G.6 Predict, describe, and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.	464B, 464–467, 467B, 468B, 468–469, 469B, 470B, 470–471, 471B, 472B, 472–473, 473B
6.G.7 Identify types of symmetry, including line and rotational.	474B, 474–476, 477B
6.G.8 Determine if two shapes are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.	472B, 472–473, 473B
6.G.9 Match three-dimensional objects and their two-dimensional representations, e.g., nets, projections, and perspective drawings.	326B, 326–327, 327B, 338

Measurement

Massachusetts Learning Standards Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.M.1 Apply the concepts of perimeter and area to the solution of problems. Apply formulas where appropriate.	300B, 300–302, 303B, 304B, 304–305, 305B, 306B, 306–307, 307B, 308B, 308–309, 309B
6.M.2 Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals.	204B, 204–205, 205B, 206B, 206–207, 207B, 208B, 208–209, 209B, 210B, 210–211, 211B
6.M.3 Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed.	354B, 354–355, 355B, 356B, 356–357, 357B
6.M.4 Find areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area. Develop strategies to find the area of more complex shapes.	304B, 304–305, 305B, 306B, 306–307, 307B, 308B, 308–309, 309B
6.M.5 Identify, measure, and describe circles and the relationships of the radius, diameter, circumference, and area (e.g., $d = 2r$, $\pi = C/d$), and use the concepts to solve problems.	310B, 310–312, 313, 313B
6.M.6 Find volumes and surface areas of rectangular prisms.	328B, 328–329, 329B, 332B, 332–334, 335B
6.M.7 Find the sum of the interior angles in simple polygons (up to eight sides) with and without measuring the angles.	208-209, 210, 211B

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.D.1 Describe and compare data sets using the concepts of median, mean, mode, maximum and minimum, and range.	450B, 450–451, 451B, 452B, 452–453, 453B
6.D.2 Construct and interpret stem-and-leaf plots and line plots.	440B, 440–442, 443B
6.D.3 Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyze the outcomes.	486B, 486–487, 487B
6.D.4 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.	488B, 488–489, 491B, 492B, 492–493, 493B

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Learning Standards—2004 Supplement**

Grade Five

Number Sense and Operations

Massachusetts Learning Standards 2004 Supplement Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
5.N.1 Demonstrate an understanding of (positive integer) powers of ten, e.g., 10^2, 10^5.	72B, 72–73, 73B
5.N.2 Demonstrate an understanding of place value through millions and thousandths.	4B, 4–5, 5B, 10B, 10–11, 11B
5.N.3 Represent and compare large (millions) and small (thousandths) positive numbers in various forms, such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.	4B, 4–5, 5B, 6B, 6–9, 9B, 10B, 10–11, 11B
5.N.4 Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line. <i>This standard is intentionally the same as standard 6.N.4.</i>	220B, 220–221, 223B, 244B, 244–245, 245B

<p style="text-align: center;">Massachusetts Learning Standards 2004 Supplement</p> <p style="text-align: center;">Grade Five</p>	<p style="text-align: center;">Scott Foresman – Addison Wesley enVisionMATH</p>
<p>5.N.5 Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, and percents (through one hundred percent), e.g., $\frac{3}{4} = 0.75 = 75\%$.</p>	<p>226B, 226–227, 227B, 228B, 228–229, 229B, 242B, 242–243, 243B, 398B, 398–399, 399B, 400B, 400–401, 401B</p>
<p>5.N.6 Find and position whole numbers, positive fractions, positive mixed numbers, and positive decimals on a number line.</p>	<p>224–225, 225B, 244B, 244–245, 245B, 412B, 412–413, 413B</p>
<p>5.N.7 Compare and order whole numbers, positive fractions, positive mixed numbers, positive decimals, and percents.</p>	<p>12B, 12–13, 13B, 230B, 230–231, 231B</p>
<p>5.N.8 Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.</p>	<p>102B, 102–104, 105B, 106B, 106–108, 109, 109B, 232B, 232–233, 260B, 260–261, 261B</p>
<p>5.N.9 Solve problems involving multiplication and division of whole numbers, and multiplication of positive fractions with whole numbers.</p>	<p>These are some of the many examples. 58B, 58–59, 59B, 60B, 60–61, 61B, 64B, 64–65, 67B, 68B, 68–69, 69B, 70B, 70–71, 71B, 84B, 84–85, 85B, 94B, 94–95, 97B, 98B, 98–99, 101B, 130B, 130–131, 133B, 278B, 278–279, 279B</p>
<p>5.N.10 Demonstrate an understanding of how parentheses affect expressions involving addition, subtraction, and multiplication, and use that understanding to solve problems, e.g., $3 \times (4 + 2) = 3 \times 6$.</p>	<p>67, 158B, 158–160, 161B</p>

<p style="text-align: center;">Massachusetts Learning Standards 2004 Supplement</p> <p style="text-align: center;">Grade Five</p>	<p style="text-align: center;">Scott Foresman – Addison Wesley enVisionMATH</p>
<p>5.N.11 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems. <i>This standard is intentionally the same as standard 6.N.12.</i></p>	<p>376B, 376–377, 377B</p>
<p>5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.</p>	<p>42B, 42–43, 43B, 44B, 44–45, 45B, 49, 172B, 172–173, 173B, 180B, 180–181, 183B</p>
<p>5.N.13 Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor.</p>	<p>These are some of the many examples. 256B, 256–258, 259, 259B, 262B, 262–263, 263B, 264B, 264–265, 265B, 266B, 266–267, 267B, 268B, 268–269, 269B, 278B, 278–279, 279B, 280B, 280–283, 283B, 284B, 284–285, 285B</p>
<p>5.N.14 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge the reasonableness of the answer.</p>	<p>30–32, 32B, 62B, 62–63, 63B, 86B, 86–87, 87B, 130–131, 174B 174–175, 175B, 184B, 184–185, 185B</p>

Patterns, Relations, and Algebra

Massachusetts Learning Standards 2004 Supplement Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
5.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13...; 3, 9, 27... This standard is intentionally the same as standard 6.P.1.	14B, 14–15, 17B, 33, 77, 148B, 203, 325, 382B, 382–383, 385B, 404B, 404–405, 405B
5.P.2 Replace variables with given values and evaluate/simplify, e.g., $2(\bigcirc) + 3$ when $\bigcirc = 4$. This standard is intentionally the same as standard 6.P.2.	148B, 148–149, 151B, 152B, 152–154, 155B, 376B, 376–377, 377B, 378B, 378–379, 379B, 382B, 382–383, 385B, 420B, 420–421, 421B
5.P.3 Use the properties of equality to solve problems with whole numbers, e.g., if $\square + 7 = 13$, then $\square = 13 - 7$, therefore $\square = 6$; if $3 \times \square = 15$, then $\square = 15 \div 3$, therefore $\square = 5$.	376B, 376–377, 377B, 378B, 378–379, 379B, 386B–386–388, 389B
5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables. This standard is intentionally the same as standard 6.P.4.	These are some of the many examples. 6B, 6–8, 9B, 12B, 12–13, 13B, 230B, 230–231, 231B, 259, 389, 432B, 432–435, 435B, 436B, 436–438, 439, 439B, 444B, 444–445, 445B, 446–448, 449, 449B, 454B, 454–455, 455B
5.P.5 Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.	354B, 354–355, 355B, 356B, 356–357, 357B, 420B, 420–421, 421B
5.P.6 Interpret graphs that represent the relationship between two variables in everyday situations.	432B, 432–435, 435B, 436B, 436–438, 439, 439B, 444B, 444–445, 445B, 446–448, 449, 449B, 454B, 454–455, 455B

Massachusetts Learning Standards 2004 Supplement Grade Five	Scott Foresman – Addison Wesley enVisionMATH
(continued)	Also see Extension note on pages 435, 439, 442, 445, 448.

Geometry

Massachusetts Learning Standards 2004 Supplement Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
5.G.1 Identify, describe, and compare special types of triangles (isosceles, equilateral, right) and quadrilaterals (square, rectangle, parallelogram, rhombus, trapezoid), e.g., recognize that all equilateral triangles are isosceles, but not all isosceles triangles are equilateral.	208B, 208–209, 209B, 210B, 210–211, 211B
5.G.2 Identify, describe, and compare special types of three-dimensional shapes (cubes, prisms, spheres, pyramids) based on their properties, such as edges and faces.	322B, 322–322, 325B
5.G.3 Identify relationships among points and lines, e.g., intersecting, parallel, perpendicular.	200B, 200–202, 203B
5.G.4 Using ordered pairs of whole numbers (including zero), graph, locate, and identify points, and describe paths on the Cartesian coordinate plane.	414B, 414–416, 417B, 418–419, 419B

<p align="center">Massachusetts Learning Standards 2004 Supplement</p> <p align="center">Grade Five</p>	<p align="center">Scott Foresman – Addison Wesley enVisionMATH</p>
<p>5.G.5 Describe and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.</p>	<p>464B, 464–467, 467B, 468B, 468–469, 469B, 470B, 470–471, 471B, 472B, 472–473, 473B</p>
<p>5.G.6 Identify and describe line symmetry in two-dimensional shapes, including shapes that have multiple lines of symmetry.</p>	<p>474B, 474–476, 477B</p>
<p>5.G.7 Determine if two triangles or two quadrilaterals are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.</p>	<p>472B, 472–473, 473B</p>

Measurement

<p align="center">Massachusetts Learning Standards 2004 Supplement</p> <p align="center">Grade Five</p>	<p align="center">Scott Foresman – Addison Wesley enVisionMATH</p>
<p><i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i></p>	
<p>5.M.1 Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.</p>	<p>300B, 300–302, 303B, 304B, 304–305, 305B, 306B, 306–307, 307B, 308B, 308–309, 309B</p>
<p>5.M.2 Identify, measure, describe, classify, and draw various angles. Draw triangles given two sides and the angle between them, or given two angles and the side between them, e.g., draw a triangle with one right angle and two</p>	<p>204B, 204–205, 205B</p>

Massachusetts Learning Standards 2004 Supplement Grade Five	Scott Foresman – Addison Wesley enVisionMATH
sides congruent.	
5.M.3 Solve problems involving simple unit conversions within a system of measurement.	354B, 354–355, 355B, 356B, 356–357, 357B
5.M.4 Find volumes and surface areas of rectangular prisms. <i>This standard is intentionally the same as standard 6.M.6.</i>	328B, 328–329, 329B, 332B, 332–334, 335B
5.M.5 Find the sum of the measures of the interior angles in triangles by measuring the angles, and without measuring the angles.	210, 211B

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards 2004 Supplement Grade Five	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
5.D.1 Given a set of data, find the median, mean, mode, maximum, minimum, and range, and apply to solutions of problems.	450B, 450–451, 451B, 452B, 452–453, 453B
5.D.2 Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs.	430B, 430–431, 431B, 432B, 432–435, 435B, 436B, 436–439, 439B, 446B, 446–448, 449, 449B, 454B, 454–455, 455B

<p style="text-align: center;">Massachusetts Learning Standards 2004 Supplement</p> <p style="text-align: center;">Grade Five</p>	<p style="text-align: center;">Scott Foresman – Addison Wesley enVisionMATH</p>
<p>5.D.3 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a number cube) and test the predictions.</p>	<p>488B, 488–489, 491B, 492B, 492–493, 493B</p>

**Scott Foresman – Addison Wesley enVisionMATH
to the
Massachusetts Mathematics Curriculum Framework
Learning Standards**

Grade Six

Number Sense and Operations

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.N.1 Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten, e.g., 10^2, 10^5.	10B, 10–12, 13B
6.N.2 Demonstrate an understanding of place value to billions and thousandths.	4B, 4–6, 7B, 8B, 8–9, 9B, 10B, 10–12, 13B, 14B, 14–16, 17B
6.N.3 Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.	4B, 4–6, 7B, 8B, 8–9, 9B, 10B, 10–12, 13B, 14B, 14–16, 17B
6.N.4 Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line.	128B, 128–130, 131B
6.N.5 Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.	132B, 132–133, 133B, 134B, 134–135, 135B, 150B, 150–151, 153B, 229, 348B, 348–349, 349B

<p align="center">Massachusetts Learning Standards</p> <p align="center">Grade Six</p>	<p align="center">Scott Foresman – Addison Wesley</p> <p align="center">enVisionMATH</p>
<p>6.N.6 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.</p>	<p>22B, 22–23, 23B, 128B, 128–130, 131B, 222B, 222–223, 223B, 224B, 225, 225B, 226B, 226–227, 229B</p>
<p>6.N.7 Compare and order integers (including negative integers), and positive fractions, mixed numbers, decimals, and percents.</p>	<p>8B, 8–9, 9B, 22B, 22–23, 23B, 224B, 224–225, 225B</p>
<p>6.N.8 Apply number theory concepts—including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10—to the solution of problems.</p>	<p>120B, 120–122, 123, 123B, 124B, 124–125, 125B, 126B, 126–127, 127B, 164B, 164–165, 165B</p>
<p>6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.</p>	<p>These are some of the many examples. 64B, 64–65, 65B, 70B, 70–72, 73B, 76B, 76–77, 77B, 78B, 78–79, 79B, 162B, 162–163, 163B, 166B, 166–168, 169B, 172B, 172–173, 173B, 190B, 190–191, 191B, 204B, 204–205, 205B, 210B, 210–211, 211B</p>
<p>6.N.10 Use the number line to model addition and subtraction of integers, with the exception of subtracting negative integers.</p>	<p>230B, 230–232, 233, 233B, 234B, 234–236, 237, 237B</p>
<p>6.N.11 Apply the Order of Operations for expressions involving addition, subtraction, multiplication, and division with grouping symbols (+, −, ×, ÷).</p>	<p>36B, 36–38, 39, 39B, 80B, 80–81, 81B</p>
<p>6.N.12 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.</p>	<p>97, 250B, 250–251, 253B, 357</p>

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
6.N.13 Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.	64B, 64–65, 65B, 70B, 70–72, 73, 73B, 74B, 74–75, 75B, 76B, 76–77, 77B
6.N.14 Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.	172B, 172–173, 173B, 174B, 174–176, 177, 177B, 192B, 192–193, 193B, 206B, 206–207, 207B, 210B, 210–211, 211B
6.N.15 Add and subtract integers, with the exception of subtracting negative integers.	230B, 230–232, 233, 233B, 234B, 234–236, 237, 237B
6.N.16 Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.	62B, 62–63, 63B, 66B, 66–67, 69B, 170B, 170–171, 171B, 188B, 188–189, 189B, 208B, 208–209, 209B, 352B, 352–353, 353B, 375

Patterns, Relations, and Algebra

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13 ...; 3, 9, 27,	48B, 48–49, 49B, 214B, 214–215, 215B, 290B, 290–291, 291B, 376B, 376–377, 377B, 378B, 378–379, 379B, 527
6.P.2 Replace variables with given values and evaluate/simplify, e.g., $2(\mu) + 3$ when $\mu = 4$.	46B, 46–47, 47B, 50B, 50–52, 53, 53B, 238B, 238–239, 239B, 240B, 240, 241B

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
6.P.3 Use the properties of equality to solve problems, e.g., if $\square + 7 = 13$, then $\square = 13 - 7$, therefore $\square = 6$; if $3 \times \square = 15$, then $\frac{1}{3} \times 3 \times \square = \frac{1}{3} \times 15$, therefore $\square = 5$.	96B, 96–97, 97B, 101, 372
6.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.	50B, 50–52, 53, 53B, 178B, 290B, 290–291, 291B, 376B, 376–377, 377B, 378B, 378–379, 379B, 386B, 386–387, 389B, 390B, 390–391, 391B
6.P.5 Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.	372B, 372–373, 375B, 380B, 380–381, 381B, 382B, 382–384, 385, 385B, 479
6.P.6 Produce and interpret graphs that represent the relationship between two variables in everyday situations.	476B, 476–478, 479, 479B, 488B, 488–489, 489B
6.P.7 Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.	386B, 386–387, 389B Also see Extension note on page 386.

Geometry

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.G.1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms, trapezoids, and isosceles, equilateral,	274B, 274–276, 277B, 278B, 278–281, 281B

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
and right triangles.	
6.G.2 Identify three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.	454B, 454–456, 457B, 458, 469
6.G.3 Identify relationships among points, lines, and planes, e.g., intersecting, parallel, perpendicular.	262B, 262–264, 265B
6.G.4 Graph points and identify coordinates of points on the Cartesian coordinate plane.	246B, 246–248, 249, 249B
6.G.5 Find the distance between two points on horizontal or vertical number lines.	230B, 230–232, 233, 233B Also see the Guiding Question in the Visual Learning Bridge on pages 223, 247
6.G.6 Predict, describe, and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.	284B, 284–286, 287B
6.G.7 Identify types of symmetry, including line and rotational.	288B, 288–289, 289B
6.G.8 Determine if two shapes are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.	284B, 284–286, 287B
6.G.9 Match three-dimensional objects and their two-dimensional representations, e.g., nets, projections, and perspective drawings.	455–456, 457B, 458

Measurement

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.M.1 Apply the concepts of perimeter and area to the solution of problems. Apply formulas where appropriate.	426B, 426–428, 429, 429B, 430B, 430–432, 433B, 434B, 434–436, 437, 437B
6.M.2 Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals.	266B, 266–268, 269, 269B, 270B, 270–272, 273, 273B, 274B, 274–276, 277B, 278B, 278–281, 281B
6.M.3 Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed.	322B, 322–323, 323B, 324B, 324–325, 325B, 326B, 326–327, 327B, 334B, 334–336, 337, 337B, 400B, 400–402, 403B, 404B, 404–406, 407B
6.M.4 Find areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area. Develop strategies to find the area of more complex shapes.	430B, 430–432, 433B, 434B, 434–436, 437, 437B
6.M.5 Identify, measure, and describe circles and the relationships of the radius, diameter, circumference, and area (e.g., $d = 2r$, $\pi = C/d$), and use the concepts to solve problems.	282B, 282–283, 283B, 438B, 438–441, 441B, 447
6.M.6 Find volumes and surface areas of rectangular prisms.	458B, 458–460, 461B, 462B, 462–463, 463B
6.M.7 Find the sum of the interior angles in simple polygons (up to eight sides) with and without measuring the angles.	274B, 274–275, 277B, 279–281, 281B

Data Analysis, Statistics, and Probability

Massachusetts Learning Standards Grade Six	Scott Foresman – Addison Wesley enVisionMATH
<i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i>	
6.D.1 Describe and compare data sets using the concepts of median, mean, mode, maximum and minimum, and range.	490B, 490–492, 493, 493B, 500B, 500–501, 501B
6.D.2 Construct and interpret stem-and-leaf plots and line plots.	4498B, 498–499, 499B
6.D.3 Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyze the outcomes.	520B, 520–522, 523, 523B, 524B, 524–526, 527B
6.D.4 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.	528B, 528–529, 529B, 530B, 530–532, 533, 533B