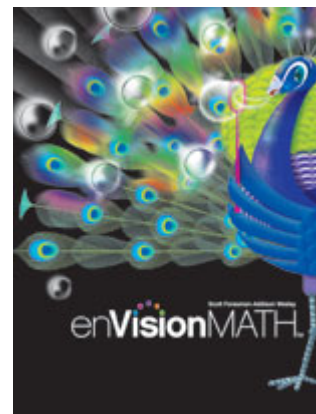
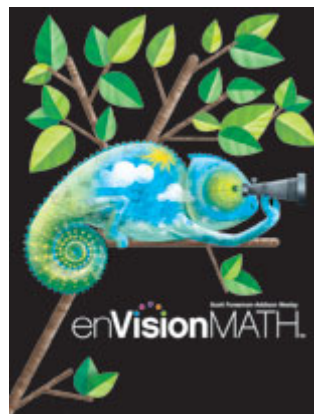
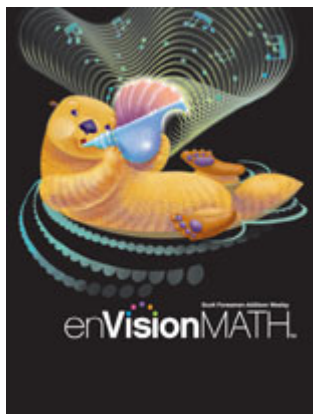


A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

© 2011



To the
**Department of Defense
Education Activity
Mathematics Content Standards
Grades 3–5**

PEARSON

INTRODUCTION

This correlation shows the close alignment between *Scott Foresman – Addison Wesley* enVisionMATH™, © 2011, to the Department of Defense Education Activity (DoDEA) Mathematics Content Standards, Grades 3-5 Scope and Sequence by Quarters. 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 ©2011
to the
DoDEA Mathematics Content Standards**

Grade 3

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M1 Numbers and Operations	
Standards:	
In Grade 3, all students should:	
<p>3.M.1a: read, write, and interpret the place value for each digit in whole numbers up to 10,000; Q1, Q2</p> <p>Example: Write 463 for the number stated verbally or written as “four hundred sixty-three.” Explain that the 6 in <u>4</u>63 represents 6 tens or 60.</p>	<p>Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 26A, 26-28</p> <p>Topic 2: 48A-49B, 50A-52B</p> <p>Topic 13: 306A-307B</p> <p>Topic 18: 412-413</p> <p>Topic 19: 436B-437A</p>
<p>3.M.1d: identify odd and even numbers up to 10,000, identify factors or multiples of a given number, and describe their characteristics; Q1, Q2, Q3</p> <p>Example: Find the even numbers: 37, 108, 253, 540, 739</p>	<p>Topic 1: 15</p> <p>Topic 5: 106B, 117, 122A-125B, 126A-127B, 128A-129B</p> <p>Topic 6: 140A-141B, 142A-143B, 144A-145B, 148A-149B, 150A-151B</p> <p>Topic 8: 184A-185B</p> <p>Topic 9: 204A-204C, 204, 208A-209B, 210A (Daily Spiral Review), 228, 230</p>
<p>3.M.1e: compare whole numbers, up to 10,000, using mathematical symbols ($>$, $<$, $=$) and words (greater than, less than, equal to) and arrange them in numerical order; Q1, Q2</p> <p>Example: What is the smallest whole number you can make using the digits 3, 9, 1? Use each digit exactly once.</p>	<p>Topic 1: 2B, 12A-15B, 16A-17B, 18A (Daily Spiral Review), 22A (Daily Spiral Review), 26, 28</p> <p>Topic 2: 43</p> <p>Topic 5: 114A-115B, 124, 131</p> <p>Topic 8: 189</p> <p>Topic 9: 222A-223B</p> <p>Topic 13: 315</p> <p>Topic 18: 424</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
<p>3.M.1g: explain and solve problems involving the sum or difference of two whole numbers up to 10,000; Q1, Q2</p> <p>Example: Subtract 236 from 632. Explain your method.</p>	<p>Topic 2: 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 40A-43B, 44A-47B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58A-59B, 60-62</p> <p>Topic 3: 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B, 74A-77B, 78A-79B, 80-82</p> <p>Topic 4: 84A-84F, 84-85, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B, 98A-101B, 102-104</p>
<p>3.M.1j: develop and use strategies to estimate the results of whole number addition and subtraction and verify; Q1, Q2</p> <p>Example: Joan says that $72 - 29 = 57$. Using estimation, explain why you think Joan's answer is right or wrong.</p>	<p>Topic 2: 44B-46, 47A-47B, 48, 54</p> <p>Topic 3: 74B-75, 77A-77B, 78B-79B</p> <p>Topic 4: 91 (Ex. 22)</p> <p>Topic 6: 146 (Ex. 29)</p> <p>Topic 8: 185</p> <p>Topic 9: 215 (Ex. 1), 221</p>
<p>3.M.1k: solve multi-step problems for using mathematical tools and strategies involving addition, subtraction, and multiplication; Q1, Q2, Q3</p> <p>Example: You have \$5.00. Can you buy two books that cost \$2.15 each? What is the highest price of book for which three can be purchased? Explain your answer.</p>	<p>Topic 5: 132A-133B</p> <p>Topic 6: 154A-156, 157A-157B, 169</p> <p>Topic 19: 448A-450, 451A-451B</p>

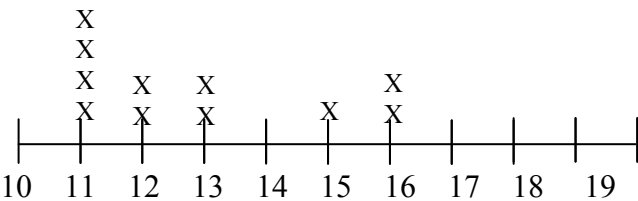
DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M2 Algebra	
<p>3.M.2a: identify, describe using their own words, and extend the rules of repeating, number, and growing patterns; Q1</p> <p>Example: What is the next number: 4, 8, 16, 32, ...? Explain how you found your answer. What is the 8th number in this pattern or sequence? Explain your answer.</p>	<p>Topic 1: 15 Topic 5: 106B, 122A-123, 124, 125B (Intervention), 126A, 127B (Reteaching), 128A, 129 Topic 9: 204A-204C, 204, 205, 208A-209B, 210A (Daily Spiral Review), 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-221B, 228-230 Topic 10: 238A (Daily Spiral Review), 247, 252A (Daily Spiral Review) Topic 12: 290A (Daily Spiral Review)</p>
<p>3.M.2b: make predictions, identify relationships, and solve problems by using a relationship between two quantities; Q1</p> <p>Example: A small cup of ice cream costs 40 cents. Find the costs of 2, 3, 4,... cups of ice cream. What is the pattern? Continue the pattern to find the cost of ice cream 15 students.</p>	<p>Topic 9: 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231 Topic 12: 298B-299B, 302, 303A Topic 17: 402A (Daily Spiral Review) Topic 20: 483 (Ex. 14)</p>
<p>3.M.2c: demonstrate mathematical relationships of quantity in the form of numeric expressions, equations, or inequalities with mathematical symbols; Q1</p> <p>Example: Joe’s mom gave him money to buy four drinks that cost 65 cents each. He gave 40 cents change to his mom. Write an equation to find the amount of money Joe’s mom originally gave him.</p>	<p>Topic 1: 12A-15B, 22A (Daily Spiral Review), 28 Topic 2: 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 43, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 60-62 Topic 3: 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B Topic 4: 95 Topic 5: 108A-109B, 110A-113B, 114A-115B, 116A-117B, 122A-125B, 126A-127B, 128A-129B, 130A-131B Topic 6: 140A-141B, 142A-143B, 148A-149B Topic 7: 164, 170A-171B Topic 8: 184A-185B, 189, 190A-191B, 192A-193B, 200, 201A, 203A Topic 9: 222A-223B Topic 13: 315 Topic 18: 424, 425</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
<p>3.M.2e: organize and order data in tables to discover patterns and make predictions; Q1, Q2</p> <p>Example: Keenan just started a jogging program. He jogs 4 miles the first week, 8 miles the second week, and 12 miles the third week. If he continues in the same pattern for two more weeks, how many miles will he jog the fifth week?</p>	<p>Topic 9: 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231</p> <p>Topic 12: 298B-299B, 302, 303A</p> <p>Topic 17: 402A (Daily Spiral Review)</p> <p>Topic 20: 483 (Ex. 14)</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 2	
Strand: M1 Numbers and Operations	
<p>3.M.1a: read, write, and interpret the place value for each digit in whole numbers up to 10,000; Q1, Q2</p> <p>Example: Write 463 for the number stated verbally or written as “four hundred sixty-three.” Explain that the 6 in 4<u>6</u>3 represents 6 tens or 60.</p>	<p>Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 26A, 26-28</p> <p>Topic 2: 48A-49B, 50A-52B</p> <p>Topic 13: 306A-307B</p> <p>Topic 18: 412-413</p> <p>Topic 19: 436B-437A</p>
<p>3.M.1b: read, write, and interpret the place value for each digit in decimal numbers between 0 and 1 through hundredths; Q2, Q3</p> <p>Example: Write .23 for the number stated verbally or written as “twenty-three hundredths.” Explain that the 3 in .<u>2</u>3 represents 3 hundredths.</p>	<p>Topic 1: 2E, 18B-21B, 22A-23B, 26-29</p> <p>Topic 13: 304A-304F, 304-305, 306A-307B, 308A-311B, 312A-315B, 316-317, 322-324</p>
<p>3.M.1d: identify odd and even numbers up to 10,000, identify factors or multiples of a given number, and describe their characteristics; Q1, Q2, Q3</p> <p>Example: Find the even numbers: 37, 108, 253, 540, 739</p>	<p>Topic 1: 15</p> <p>Topic 5: 106B, 117, 122A-125B, 126A-127B, 128A-129B</p> <p>Topic 6: 140A-141B, 142A-143B, 144A-145B, 148A-149B, 150A-151B</p> <p>Topic 8: 184A-185B</p> <p>Topic 9: 204A-204C, 204, 208A-209B, 210A (Daily Spiral Review), 228, 230</p>
<p>3.M.1e: compare whole numbers, up to 10,000, using mathematical symbols ($>$, $<$, $=$) and words (greater than, less than, equal to) and arrange them in numerical order; Q1, Q2</p> <p>Example: What is the smallest whole number you can make using the digits 3, 9, 1? Use each digit exactly once.</p>	<p>Topic 1: 2B, 12A-15B, 16A-17B, 18A (Daily Spiral Review), 22A (Daily Spiral Review), 26, 28</p> <p>Topic 2: 43</p> <p>Topic 5: 114A-115B, 124, 131</p> <p>Topic 8: 189</p> <p>Topic 9: 222A-223B</p> <p>Topic 13: 315</p> <p>Topic 18: 424</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
<p>3.M.1g: explain and solve problems involving the sum or difference of two whole numbers up to 10,000; Q1, Q2</p> <p>Example: Subtract 236 from 632. Explain your method.</p>	<p>Topic 2: 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 40A-43B, 44A-47B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58A-59B, 60-62</p> <p>Topic 3: 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B, 74A-77B, 78A-79B, 80-82</p> <p>Topic 4: 84A-84F, 84-85, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B, 98A-101B, 102-104</p>
<p>3.M.1h: explain and solve problems involving the multiplication of two whole numbers where factors are 99 or less; Q2, Q3</p> <p>Example: Multiply 36 times 52. Explain your method.</p>	<p>Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136</p> <p>Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160</p> <p>Topic 18: 412A-413B, 416A-417B, 418A-419B, 420A-421B, 426-427, 429</p>
<p>3.M.1j: develop and use strategies to estimate the results of whole number addition and subtraction and verify; Q1, Q2</p> <p>Example: Joan says that $72 - 29 = 57$. Using estimation, explain why you think Joan's answer is right or wrong.</p>	<p>Topic 2: 44B-46, 47A-47B, 48, 54</p> <p>Topic 3: 74B-75, 77A-77B, 78B-79B</p> <p>Topic 4: 91 (Ex. 22)</p> <p>Topic 6: 146 (Ex. 29)</p> <p>Topic 8: 185</p> <p>Topic 9: 215 (Ex. 1), 221</p>
<p>3.M.1k: solve multi-step problems for using mathematical tools and strategies involving addition, subtraction, and multiplication; Q1, Q2, Q3</p> <p>Example: You have \$5.00. Can you buy two books that cost \$2.15 each? What is the highest price of book for which three can be purchased? Explain your answer.</p>	<p>Topic 5: 132A-133B</p> <p>Topic 6: 154A-156, 157A-157B, 169</p> <p>Topic 19: 448A-450, 451A-451B</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 2	
Strand: M2 Algebra	
Standards: In Grade 3, all students should:	
3.M.2d: solve open sentences by representing an expression in more than one way using the commutative and associative properties of multiplication; Q2 Example: Multiply 8, 3, 6 in this order. Now multiply them in the order of 6, 3, 8. Which is easier and why?	Topic 5: 110-112, 113A-113B Topic 8: 186A-188, 189A-189B, 190A-191B, 192A-193B, 200
3.M.2e: organize and order data in tables to discover patterns and make predictions; Q1, Q2 Example: Keenan just started a jogging program. He jogs 4 miles the first week, 8 miles the second week, and 12 miles the third week. If he continues in the same pattern for two more weeks, how many miles will he jog the fifth week?	Topic 9: 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231 Topic 12: 298B-299B, 302, 303A Topic 17: 402A (Daily Spiral Review) Topic 20: 483 (Ex. 14)
3.M.2f: identify and describe the difference between qualitative and quantitative changes; Q2 Example: A survey asking 3 rd graders' favorite ice cream flavors includes chocolate, vanilla, cookies and cream, and strawberry. Will the data collected in the survey be qualitative or quantitative? Explain your answer.	Topic 9: 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231 Topic 10: 238A (Daily Spiral Review), 247, 252A (Daily Spiral Review) Topic 12: 290A (Daily Spiral Review), 298B-299B, 302, 303A Topic 14: 339B (Enrichment) Topic 15: 350A, 352, 354, 355A-355B, 360A-361B, 362-365 Topic 17: 402A (Daily Spiral Review) Topic 20: 468, 470-471, 471A-471B, 483 (Ex. 14)

DoDEA Mathematics Content Standards Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 2	
Strand: M5 Data Analysis and Probability	
Standards: In Grade 3, all students should:	
<p>3.M.5a: develop and implement a plan to collect and organize data to address a given question; Q2</p> <p>Example: Choose a question and develop a plan to collect data and analyze the results.</p>	<p>Topic 20: 456A, 456C-456D, 457, 458A-459B, 464A-465B, 466A-467B, 482A-483B, 484-487G</p>
<p>3.M.5b: translate information from one data representation to a graph or table, e.g., frequency table, bar graph, picture graph, line plot; Q2</p> <p>Example: Convert a tally chart into a bar graph.</p>	<p>Topic 5: 121 Topic 9: 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231 Topic 12: 298B-299B, 302, 303A Topic 17: 402A (Daily Spiral Review) Topic 20: 456A-456F, 456-457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B, 472A, 476A, 478A-481B, 482A-483B, 484-487G</p>
<p>3.M.5c: analyze and interpret information by writing at least one statement to support a conclusion or prediction with evidence from data; Q2</p> <p>Example: Summarize the data from the following graph which represent third grade student times in seconds for a race.</p> 	<p>Topic 5: 121 Topic 20: 456A-456F, 456-457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B, 472A, 476A, 478A-481B, 482A-483B, 484-487G</p>
<p>3.M.5d: organize and graphically display data using categories and intervals; Q2</p> <p>Example: Using the rainfall data for the month, create a graphic display.</p>	<p>Topic 5: 121 Topic 20: 456A-456F, 456-457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B, 472A, 476A, 478A-481B, 482A-483B, 484-487G</p>

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<p>3.M.5e: describe characteristics of graphically represented data, e.g., median, mode, range; Q2</p> <p>Example: Using your rainfall graph, describe data characteristics you notice.</p>	<p>Grade 3 students analyze graphs and other data displays to determine minimum and maximum data values, differences between data values, and most frequent data values.</p> <p>Topic 20: 456A-456F, 456-457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B, 472A, 476A, 478A-481B, 482A-483B, 484-487F, 487G (Extensions for Lesson 20-8)</p>

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<p>3.M.5f: examine graphs and tables that display the same set of data to identify what each representation contributes to the interpretation of data and conclusions drawn; Q2</p> <p>Example: Display the rainfall data in two additional ways and draw conclusions about the data.</p>	<p>Topic 5: 121</p> <p>Topic 20: 456A-456F, 456-457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B, 472A, 476A, 478A-481B, 482A-483B, 484-487F, 487G (Extension for Lesson 20-8)</p>
<p>3.M.5g: represent the possible outcomes for a simple probability situation. Q2</p> <p>Example: What is the probability of drawing a red marble from a bag containing four red marbles and three green marbles?</p>	<p>Topic 20: 456B, 456D, 472A-475B, 476A-477B, 478A-481B, 484-487G</p>


DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 3	
Strand: M1 Numbers and Operations	
<p>3.M.1b: read, write, and interpret the place value for each digit in decimal numbers between 0 and 1 through hundredths; Q2, Q3</p> <p>Example: Write .23 for the number stated verbally or written as “twenty-three hundredths.” Explain that the 3 in .2<u>3</u> represents 3 hundredths.</p>	<p>Topic 1: 2E, 18B-21B, 22A-23B, 26-29 Topic 13: 304A-304F, 304-305, 306A-307B, 308A-311B, 312A-315B, 316-317, 322-324</p>
<p>3.M.1d: identify odd and even numbers up to 10,000, identify factors or multiples of a given number, and describe their characteristics; Q1, Q2, Q3</p> <p>Example: Find the even numbers: 37, 108,253, 540, 739</p>	<p>Topic 1: 15 Topic 5: 106B, 117, 122A-125B, 126A-127B, 128A-129B Topic 6: 140A-141B, 142A-143B, 144A-145B, 148A-149B, 150A-151B Topic 8: 184A-185B Topic 9: 204A-204C, 204, 208A-209B, 210A (Daily Spiral Review), 228, 230</p>
<p>3.M.1f: explain the relationship between multiplication and division as inverse operations; Q3</p> <p>Example: Use the inverse relationship of $3 \times 2 = 6$ to find other related facts: Find $__ \times 3 = __$, $__ \div 3 = __$, and $__ \div __ = 3$.</p>	<p>Topic 8: 182A-182F, 182-183, 184A-185B, 186A-187, 189A-189B, 190A-191B, 192A-193B, 200-203C</p>
<p>3.M.1h: explain and solve problems involving the multiplication of two whole numbers where factors are 99 or less; Q2, Q3</p> <p>Example: Multiply 36 times 52. Explain your method.</p>	<p>Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136 Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160 Topic 18: 412A-413B, 416A-417B, 418A-419B, 420A-421B, 426-427, 429</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
<p>3.M.1i: demonstrate and explain multiplication and division through the use of representations and mathematical symbols where factors are 99 or less; Q3</p> <p>Example: Karen shared 10 cookies among 3 friends. Draw a picture to show how many cookies each friend receives. Karen eats 1 cookie for herself.</p>	<p>Sample References:</p> <p>Topic 5: 108A-109B, 110A-113B, 114A-115B, 116A-117B, 126A-127B, 130A-131B</p> <p>Topic 6: 150A-151B, 152A-153B</p> <p>Topic 7: 164A-165B, 166A-168, 169A-169B, 170A-171B, 172A-173B</p> <p>Topic 8: 184A-185B, 186A-188, 189A-189B, 194A-195B, 196A-198, 199A-199B</p> <p>Topic 18: 416A-417B, 418A-419B, 420A-421B</p> <p>Topic 19: 440A-442, 443A-443B, 444A-445B, 446A-447B</p>
<p>3.M.1k: solve multi-step problems for using mathematical tools and strategies involving addition, subtraction, and multiplication; Q1, Q2, Q3</p> <p>Example: You have \$5.00. Can you buy two books that cost \$2.15 each? What is the highest price of book for which three can be purchased? Explain your answer.</p>	<p>Topic 5: 132A-133B</p> <p>Topic 6: 154A-156, 157A-157B, 169</p> <p>Topic 19: 448A-450, 451A-451B</p>

DoDEA Mathematics Content Standards Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 3	
Strand: M3 Geometry	
Standards: In Grade 3, all students should:	
<p>3.M.3a: identify and compare two-dimensional shapes and three-dimensional objects using attributes and properties, e.g., sides and angles in two-dimensional shapes, faces and edges in three-dimensional objects; Q3, Q4</p> <p>Example: Draw a triangle on your paper. Describe using mathematical attributes and properties of two-dimensional shapes how you know it is a triangle.</p>	<p>Topic 10: 232A-232E, 232-233, 238A-239, 240-241, 241A-241B, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254-257</p> <p>Topic 11: 258A-258F, 258-259, 260A-263B, 264A-265B, 266A-267B, 268A-269B</p>
<p>3.M.3b: identify and describe the relative size of angles using right angles as a reference; Q3</p> <p>Example: In a collection of 3 different triangles, describe the size of angles of each triangle as <i>greater than</i>, <i>less than</i>, or <i>equal to</i> right angles.</p>	<p>Topic 10: 244A-245B, 246A (Daily Spiral Review), 254-255</p>
<p>3.M.3c: use coordinate systems to specify locations and describe paths; Q3</p> <p>Example: How do you use a coordinate grid to find a specific location on a map?</p>	<p>Topic 20: 468A-469, 470-471, 471A-471B, 484-487, 487D, 487F (Extensions for Lesson 20-5)</p>
<p>3.M.3d: verify if two-dimensional shapes have symmetry by drawing vertical, horizontal, and diagonal drawing lines; Q3</p> <p>Example: Write the capital letters of the alphabet and draw all the lines of symmetry that you see. Describe in your own words how you know these are lines of symmetry.</p>	<p>Topic 11: 258B, 258D, 259, 264A-265B, 266A-267B, 268A-268B, 269A, 270-272</p>
<p>3.M.3e: build, draw, and analyze two-dimensional shapes. Q3, Q4</p> <p>Example: Create a parallelogram from triangle pattern blocks.</p>	<p>Topic 10: 232B, 232D-232E, 232-233, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254-256</p> <p>Topic 11: 258A-258F, 258-259, 260A-263B, 264A-265B, 266A-267B, 268A-269B</p>

<p style="text-align: center;">DoDEA Mathematics Scope and Sequence Grade 3</p>	<p style="text-align: center;">Scott Foresman-Addison Wesley enVisionMATH</p>
<p>Quarter 4</p>	
<p>Strand: M1 Numbers and Operations</p>	
<p>3.M.1c: identify and generate equivalent forms of common fractions less than one whole, e.g., halves, thirds, quarters, fifths, and tenths; and explain their relationship to a whole; Q4</p> <p>Example: Draw pictures to show that $\frac{3}{5}$, $\frac{6}{10}$, and $\frac{9}{15}$ are equivalent fractions.</p>	<p>Topic 12: 274A, 275, 284A-286, 287A-287B, 288, 290A (Daily Spiral Review), 294B-295B, 296B-297B, 300-303C</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 4	
Strand: M3 Geometry	
Standard: In Grade 3, all students should:	
<p>3.M.3a: identify and compare two-dimensional shapes and three-dimensional objects using attributes and properties, e.g., sides and angles in two-dimensional shapes, faces and edges in three-dimensional objects; Q3, Q4</p> <p>Example: Draw a triangle on your paper. Describe using mathematical attributes and properties of two-dimensional shapes how you know it is a triangle.</p>	<p>Topic 10: 232A-232E, 232-233, 238A-239, 240-241, 241A-241B, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254-257</p> <p>Topic 11: 258A-258F, 258-259, 260A-263B, 264A-265B, 266A-267B, 268A-269B</p>
<p>3.M.3e: build, draw, and analyze two-dimensional shapes. Q3, Q4</p> <p>Example: Create a parallelogram from triangle pattern blocks.</p>	<p>Topic 10: 232B, 232D-232E, 232-233, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254-256</p> <p>Topic 11: 258A-258F, 258-259, 260A-263B, 264A-265B, 266A-267B, 268A-269B</p>

DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Quarter 4	
Strand: M4 Measurement	
Standards: In Grade 3, all students should:	
<p>3.M.4a: describe the relationship of units within the customary and metric measurement systems; Q4</p> <p>Example: How many minutes are in 2 hours?</p>	<p>Topic 14: 326A-326B, 326D-326F, 327, 334B-337B, 338B-339B, 340A-341B, 344-347A</p> <p>Topic 15: 348A-348F, 348-349, 350A-351B, 352A-355B, 360-361, 362-365A</p>
<p>3.M.4b: use accurate vocabulary to describe measurements of length, volume, and weight; Q4</p> <p>Example: Measure a table and record your answer using the correct label of measurement.</p>	<p>Topic 14: 326A-326B, 326D-326F, 327, 334B-337B, 338B-339B, 340A-341B, 344-347A</p> <p>Topic 15: 348A-348F, 348-349, 350A-351B, 352A-355B, 360-361, 362-365A</p>
<p>3.M.4c: select units, strategies, and tools to estimate and calculate perimeter and area of two-dimensional shapes; Q4</p> <p>Example: Find the perimeter of the top of your school desk. Describe your strategy for finding your answer.</p>	<p>Topic 14: 334A (Problem of the Day)</p> <p>Topic 16: 366A-366E, 367, 368A-369B, 370A-371B, 372A-373B, 376A-377B, 378A-379B, 380A (Daily Spiral Review), 383, 384A (Daily Spiral Review), 386-389C</p>
<p>3.M.4d: use measurement tools and techniques to construct a figure; Q4</p> <p>Example: Construct a cube. Describe the tools and methods you used.</p>	<p>Topic 10: 234B, 238B, 241, 244B, 246B</p> <p>Topic 11: 260B, 264B, 266B, 268B</p> <p>Topic 14: 242B-343B</p> <p>Topic 16: 368B, 372B, 383</p>
<p>3.M.4e: select standard units and tools to compare the attributes of two-dimensional shapes and three-dimensional objects; Q4</p> <p>Example: Compare a triangle and a pyramid.</p>	<p>Topic 14: 334A (Problem of the Day)</p> <p>Topic 16: 366A-366E, 367, 368A-369B, 370A-371B, 372A-373B, 376A-377B, 378A-379B, 380A-382, 383, 383A-383B, 384A-385B, 386-389E</p>
<p>3.M.4f: select units and develop strategies for estimating the perimeter of irregular two-dimensional shapes; Q4</p> <p>Estimate the perimeter of this figure.</p> <div style="text-align: center;">  </div>	<p>Topic 16: 369 (margin notes refer to Extensions on p. 389E), 389E</p>

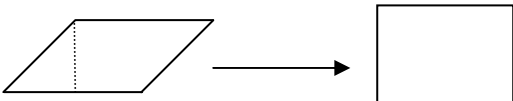
DoDEA Mathematics Scope and Sequence Grade 3	Scott Foresman-Addison Wesley enVisionMATH
<p>3.M.4g: measure temperature in Celsius and Fahrenheit; Q4</p> <p>Example: What is the temperature in the room?</p>	<p>Topic 17: 390D, 390-391, 402A-403B, 406-409A</p>
<p>3.M.4hi: tell time to the nearest minute and find how much time has elapsed; Q4</p> <p>Example: You begin recess at 11:20 and finish recess at 11:43. How long is your recess?</p>	<p>Topic 17: 390A-390F, 390-391, 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404B-404, 405B, 406-409A</p>

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to the
DoDEA Mathematics Content Standards**

Grade 4

DoDEA Mathematics Scope and Sequence Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M1 Numbers and Operations	
Standards:	
In Grade 4, all students should:	
<p>4.M.1a: identify verbally and in writing the place value for each digit in whole numbers up to 1,000,000 and decimals between 0 and 1, up to thousandths; Q1, Q2, Q3</p> <p>Example: Write 463,022 for the number stated verbally or written as “four hundred sixty-three thousand twenty-two.” Explain that the 3 in 463,022 represents 3 thousand or 3,000.</p>	<p>Topic 1: 2A-2H, 2-3, 4A-5, 6-7, 7A-7B, 8A-9B, 10A-11, 12-13, 13A-B, 14A-15B, 16A-17B, 18A-19B, 20A-21B, 22A-24</p> <p>Topic 12: 266A-266F, 266-267, 268A-269B, 270A-271, 272-273, 273A-273B, 274A-275B, 276A-277, 278-279, 279A-279B, 280A-281B, 282A-283B, 284-287C</p>
<p>4.M.1j: use the inverse relationships of addition and subtraction, and multiplication and division to solve problems and verify solutions; Q1</p> <p>Example: Bill added 14 baseball cards to his collection. If he now has 132 cards, how many cards were in the original collection?</p>	<p>Topic 2: 44B-46, 48-49, 50</p> <p>Topic 4: 74C, 75, 80A-81B, 82A, 82-83A, 84A-85B, 89, 90-93B</p> <p>Topic 6: 126F</p> <p>Topic 18: 430B, 430E-430F, 432-433, 434A-435B, 436A-437B, 438A (Daily Spiral Review), 440B, 442-445A</p>
<p>4.M.1k: use estimation to make predictions and check the reasonableness of result; Q1, Q3</p> <p>Example: You buy 2 CDs for \$14.95 each. The cashier tells you that will be \$49.90. Does that surprise you? Why or why not?</p>	<p>Topic 2: 32A-33B</p> <p>Topic 5: 100A-101B, 102A-104, 105A-105B</p> <p>Topic 7: 144A-145B</p> <p>Topic 8: 166A-167B</p> <p>Topic 10: 222A-223B</p> <p>Topic 13: 290A-292, 293A-293B, 294A-295B, 300-301</p> <p>Topic 14: 316-317</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M2 Algebra	
Standards: In Grade 4, all students should:	
<p>4.M.2a: use models and words to describe, extend, and generalize repeating, number, and growing patterns and relationships; Q1, Q2</p> <p>Example: To make brownies you need 1 tablespoon of water for every 3 tablespoons of flour. Explain how you can find the number of tablespoons of water needed if you have 27 tablespoons of flour.</p>	<p>Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 9: 205B (Enrichment) Topic 12: 278 Topic 14: 336-338, 339A, 342 Topic 15: 356A-357B, 361A Topic 19: 448, 462</p>
<p>4.M.2d: apply order of operations and the commutative and associative properties of addition and multiplication to numeric expressions; Q1</p> <p>Example: Solve the number sentence $8 \times 6 - 4 \div 2 = ?$</p>	<p>Topic 2: 28A-30, 31A-31B Topic 3: 52D-52F, 52-53, 60A-61B, 62B-63B, 66 (#5) Topic 4: 79 Topic 5: 98A-99B, 104, 105, 109 Topic 7: 150A-151B, 155 Topic 18: 430A, 436A (Problem of the Day)</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M3 Geometry	
Standard: In Grade 4, all students should:	
<p>4.M.3a: identify, draw representations, and describe the relationships between and among points, lines, line segments, and rays using appropriate mathematical tools; e.g., intersecting, parallel, and perpendicular lines; Q1</p> <p>Example: Use the markings on a football field to identify two lines that are parallel. Place a rope across the parallel lines and identify any acute angles created by the rope and the parallel lines.</p>	<p>Topic 9: 194A-194B, 195, 196A-197B, 198A-199B, 200A-201B, 202A, 204A, 208B-209B, 210-213A</p>
<p>4.M.3c: identify and draw congruent figures using appropriate mathematical tools; Q1</p> <p>Example: Using a ruler and pencil, draw a rectangle that is congruent to a given rectangle.</p>	<p>Topic 9: 208B</p> <p>Topic 19: 446B, 446-447, 448B-449B, 450B-451B, 452B-453B, 454A-455B, 456A (Daily Spiral Review), 462-464</p>
<p>4.M.3d: describe the results of subdividing, combining, and transforming shapes; Q1</p> <p>Example: Describe how you can transform a parallelogram into a rectangle in order to determine its area.</p> 	<p>Topic 9: 194C, 203B (Enrichment), 207B (Enrichment)</p> <p>Topic 19: 446A-446B, 446-447, 448A-449B, 450A-451B, 452A-453B, 454A-455B, 456A, 460A-461B, 462-464</p>

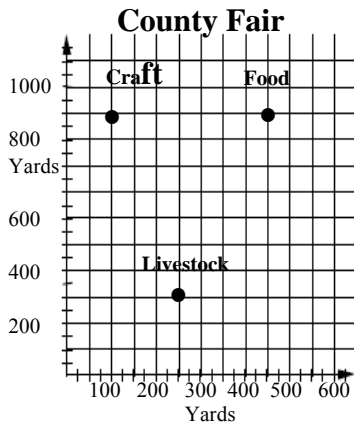
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Grade 4**

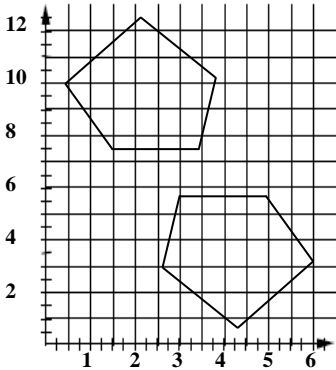
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enVisionMATH**

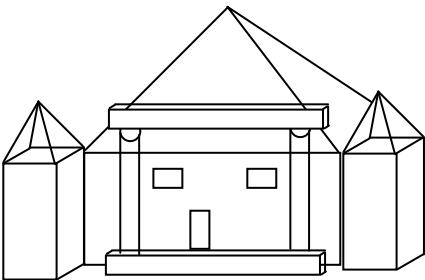
4.M.3e: find the distance between locations of points along horizontal and vertical lines of a coordinate grid; **Q1**

Topic 17: 408A-409B, 410A-411B, 424, 426, 429B (Extension for Lesson 17-4)


Example: The grid below shows the location of 3 areas at the County Fair. Determine the number of yards between the Crafts area and the Food area.



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<p>4.M.3f: predict and describe transformations (i.e., translation, reflection, and rotation) to show that two shapes are congruent;</p> <p>Example: John wants to place one of the pentagons on top of the other to show congruence. Describe the transformations necessary to get one of the pentagons on top of the other.</p> 	<p>Topic 19: 446A-446B, 446-447, 448A-449B, 450A-451B, 452A-453B, 454A-455B, 456A, 460A-461B, 462-464</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.3g: identify and describe line and rotational symmetry in two-dimensional shapes and designs; Q1</p> <p>Example: What kinds of symmetries have the letters O and S?</p>	<p>Topic 14: 336A (Daily Spiral Review) Topic 19: 446B-446D, 456A-457B, 458A-459B, 460A-461B, 462-464</p>
<p>4.M.3h: identify geometric solids which could be composed of other solids. Q1</p> <p>Example: Identify the figures used to construct the building.</p> 	<p>Topic 15: 352, 353B, 354B-355B, 358-360</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Quarter 2	
Strand: M1 Numbers and Operations	
Standards: In Grade 4, all students should:	
<p>4.M.1a: identify verbally and in writing the place value for each digit in whole numbers up to 1,000,000 and decimals between 0 and 1, up to thousandths; Q1, Q2, Q3</p> <p>Example: Write 463,022 for the number stated verbally or written as "four hundred sixty-three thousand twenty-two." Explain that the 3 in 463,022 represents 3 thousand or 3,000.</p>	<p>Topic 1: 2A-2H, 2-3, 4A-5, 6-7, 7A-7B, 8A-9B, 10A-11, 12-13, 13A-B, 14A-15B, 16A-17B, 18A-19B, 20A-21B, 22A-24</p> <p>Topic 12: 266A-266F, 266-267, 268A-269B, 270A-271, 272-273, 273A-273B, 274A-275B, 276A-277, 278-279, 279A-279B, 280A-281B, 282A-283B, 284-287C</p>
<p>4.M.1b: identify and generate equivalent representations for the same number by decomposing and composing the whole number up to 1,000,000; Q2</p> <p>Example: Using expanded form, write an equivalent representation for 263,754.</p>	<p>Topic 1: 2A-2H, 4A-5, 6-7, 7A-7B, 8-9, 9B, 23, 23A, 24, 25A</p> <p>Topic 3: 54B-56, 57A-57B, 58B, 61B (Enrichment), 62B-63B, 64B-65, 66B-67, 67B, 70, 72</p> <p>Topic 5: 98B-99B, 106B-108, 109A-109B, 116B-118, 119B</p> <p>Topic 7: 150B-151B</p> <p>Topic 8: 164B-165B, 182B-183B, 184B-185</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.1c: judge the size of fractions by using benchmarks, e.g., 0, $\frac{1}{2}$, 1; and use the terms greater than, less than, or equal to or appropriate mathematical symbols $>$, $<$, or $=$ to compare a fraction to the benchmark; Q2, Q3</p> <p>Example: Mrs. Johnson has a number line from 0 to 1 that hangs across the blackboard. At lunch time, someone came into class and took all the fractions off the number line! Help Ms. Johnson by putting the fractions back on the number line. [$\frac{1}{2}$ $\frac{3}{8}$ $\frac{1}{4}$ $\frac{7}{8}$ $\frac{3}{3}$ $\frac{5}{8}$ $\frac{0}{3}$]</p> 	<p>Topic 10: 222B-223B, 234A-235B, 236A-237B, 242-247</p>
<p>4.M.1d: identify and describe using their own words whole numbers according to their characteristics including primes, composites, and perfect squares; Q2</p> <p>Example: Between 4 and 14 find a number that is a square number; a prime number; a composite number.</p>	<p>Topic 8: 182A-183B, 184A-185B, 188-193E Topic 10: 227</p>
<p>4.M.1f: use models to represent division problems as the inverse of multiplication, as partitioning, or as successive subtraction and describe the meaning of remainders; Q2, Q3</p> <p>Example: Fifteen pieces of candy are to be shared between 4 friends. Draw a picture to model this problem. What is the meaning of the remainder?</p>	<p>Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C Topic 8: 162A-162F, 162-163, 164A-165B, 166A-167B, 168A-169B, 170A-171, 172-173, 173A-173B, 174A-175, 176-177, 177A-177B, 178A-179B, 180A-181B, 182A-183B, 184A-185B, 186A-187B, 188-193C</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.1i: divide two-digit whole numbers by one-digit divisors; Q2, Q3</p> <p>Example: Divide 24 crackers equally among 6 children. Divide 24 crackers equally to find out how many children receive 6 cookies.</p>	<p>Topic 8: 162A-162F, 168A-169B, 170A-171, 172, 173A-173B, 174A-175, 176, 177A-177B, 178A, 188-191, 193E</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Quarter 2	
Strand: M2 Algebra	
Standards: In Grade 4, all students should:	
4.M.2a: use models and words to describe, extend, and generalize repeating, number, and growing patterns and relationships; Q1, Q2 Example: To make brownies you need 1 tablespoon of water for every 3 tablespoons of flour. Explain how you can find the number of tablespoons of water needed if you have 27 tablespoons of flour.	Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 9: 205B (Enrichment) Topic 12: 278 Topic 14: 336-338, 339A, 342 Topic 15: 356A-357B, 361A Topic 19: 448, 462
4.M.2b: represent and analyze repeating, number, and growing patterns using words, tables, and graphs; Q2 Example: In a school food drive a local grocery store will donate 1 can for every 2 cans purchased. Create a table to show the first 5 donated cans and write an expression that generalizes for any number donated.	Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 9: 205B (Enrichment) Topic 12: 278 Topic 14: 336-338, 339A, 342 Topic 15: 356A-357B, 361A Topic 19: 448, 462
4.M.2c: represent and describe mathematical relationships using algebraic expressions, equations, or inequalities with mathematical symbols; Q2 Example: A falcon flies 3 times as fast as a hummingbird. Write an equation that represents this relationship.	Topic 2: 35, 44B-46, 48-49, 50 Topic 3: 62, 64A (Daily Spiral Review), 64, 66, 70, 71A Topic 6: 126C, 126E-126F, 128B-129B, 130A-131B, 132A-133B, 135, 136-138 Topic 18: 434A-435B, 436A-437B, 438A-439B, 440B, 442-444
4.M.2e: use and interpret variables, mathematical symbols, and properties of addition and multiplication (e.g., commutative, associative, and the distributive property) to write and simplify mathematical expressions and sentences; Q2 Example: A cab charges \$2.00 plus \$0.75 per mile. Write an expression to represent these charges.	Topic 2: 35, 44B-46, 48-49, 50 Topic 3: 52E-52F, 53, 60A-61B, 62, 64A (Daily Spiral Review), 64, 66, 70, 71A, Topic 4: 79 Topic 6: 126C, 126E-126F, 128B-129B, 130A-131B, 132A-133B, 135, 136-138 Topic 18: 434A-435B, 436A-437B, 438A-439B, 440B, 442-444

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.2f: write and solve algebraic equations or inequalities using variables that represent problem situations; Q2</p> <p>Example: The Arbor Club gives 7 small trees to every new member. How many trees are needed for 13 new members? Write and solve an equations that represents this problem.</p>	<p>Topic 1: 10A-11, 12-13, 13A-13B Topic 2: 44B-46, 47B, 48-49, 50 Topic 3: 62B, 64, 66, 70, 71A Topic 4: 86B-88, 89A-89B Topic 6: 126F, 128-129B, 132A-133B, 136-138 Topic 13: 303 Topic 18: 430B, 430E-430F, 432-433, 434A-435B, 436A-437B, 438A-439B, 440B, 442-445A</p>

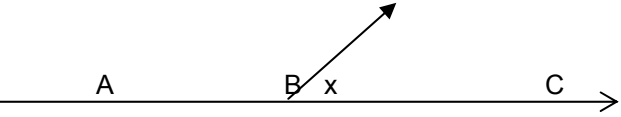
DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.1e: use models and symbols to recognize and generate equivalent forms of fractions, mixed numbers, and decimals; Q3, Q4</p> <p>Example: Using variety of models, show the relationship between the fraction $\frac{1}{4}$ and its decimal equivalent 0.25.</p>	<p>Topic 1: 16A-17B, 18A-19B Topic 10: 214B, 224A-226, 227A-227B, 228A-229B, 230A-231, 233A-233B, 241A-241B Topic 11: 248A-248C, 250A-250, 254A-255, 255B, 257, 257B, 262, 264 Topic 12: 266A-266F, 266-267, 268A-269B, 270A-271, 272-273, 273A-273B, 274A-275B, 276A-277, 278-279, 279A-279B, 280A-281B, 282A-283B, 284-287C</p>
<p>4.M.1f: use models to represent division problems as the inverse of multiplication, as partitioning, or as successive subtraction and describe the meaning of remainders; Q2, Q3</p> <p>Example: Fifteen pieces of candy are to be shared between 4 friends. Draw a picture to model this problem. What is the meaning of the remainder?</p>	<p>Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C Topic 8: 162A-162F, 162-163, 164A-165B, 166A-167B, 168A-169B, 170A-171, 172-173, 173A-173B, 174A-175, 176-177, 177A-177B, 178A-179B, 180A-181B, 182A-183B, 184A-185B, 186A-187B, 188-193C</p>
<p>4.M.1g: use models and equivalence to add and subtract fractions with like denominators of 12 or less; Q3, Q4</p> <p>Example: Use fraction pieces to model $\frac{2}{3} - \frac{1}{6}$.</p>	<p>Topic 11: 248A-248F, 248-249, 250A-251, 252-253, 253A-253B, 254A-255B, 256A-257B, 258A-259, 260-261, 262-264</p>
<p>4.M.1h: use models to add and subtract decimals through thousandths; Q3</p> <p>Example: Use coins to help you find \$0.72 - \$0.67.</p>	<p>Topic 1: 18A-19B, 22-25 Topic 13: 288B-288D, 296A-298, 299A-299B, 300A-302, 303A-303B, 304A (Problem of the Day), 308B-309B, 310-313</p>
<p>4.M.1k: use estimation to make predictions and check the reasonableness of result; Q1, Q3</p> <p>Example: You buy 2 CDs for \$14.95 each. The cashier tells you that will be \$49.90. Does that surprise you? Why or why not?</p>	<p>Topic 2: 32A-33B Topic 5: 100A-101B, 102A-104, 105A-105B Topic 7: 144A-145B Topic 8: 166A-167B Topic 10: 222A-223B Topic 13: 290A-292, 293A-293B, 294A-295B, 300-301 Topic 14: 316-317</p>



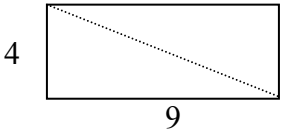
DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.1i: identify, compare, and order the relative position of fractions and decimals on a number line; Q3, Q4</p> <p>Example: Draw a number line and label it with 0 and 5. Find the position of $\frac{1}{2}$, $\frac{3}{10}$, $\frac{6}{5}$, 2.70, and 0.60 and label these numbers on the number line.</p>	<p>Topic 10: 223 Topic 12: 266B, 266D-266F, 267, 276B-278, 279A-279B, 280-281B, 284-285A, 286-287, 287E</p>
<p>4.M.1i: divide two-digit whole numbers by one-digit divisors; Q2, Q3</p> <p>Example: Divide 24 crackers equally among 6 children. Divide 24 crackers equally to find out how many children receive 6 cookies.</p>	<p>Topic 8: 162A-162F, 168A-169B, 170A-171, 172, 173A-173B, 174A-175, 176, 177A-177B, 178A, 188-191, 193E</p>
<p>4.M.1m: demonstrate mastery in sums to 20 and related subtraction facts and multiplication through 12X12 and related division facts. Q3</p> <p>Example: multiply 9 times 8 without pencil and paper.</p>	<p>Topic 2: 26A-26F, 26-27, 28A-30, 31, 31A-31B, 36A-37, 38, 39A-39B, 40A-41B Topic 3: 52A-52F, 52-53, 56-57, 58A-59B, 62A-63B, 64A-65B, 66A-67B, 70-72 Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B</p>

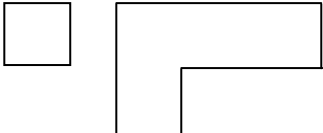
DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH												
Quarter 3													
Strand: M2 Algebra													
Standards: In Grade 4, all students should: 4.M.2g: identify and describe patterns of change to make predictions that identify the relationship represented in a table or graph. Q3 Example: Liz has recorded the number of laps she swam this week. Describe the pattern and predict how many laps she would swim for the rest of the week.	Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 14: 336-338, 339A, 342												
<table border="1"> <thead> <tr> <th>Day</th> <th>Mon</th> <th>Tue</th> <th>Wed</th> <th>Thur</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>No. of Laps</td> <td>10</td> <td>12</td> <td>14</td> <td></td> <td></td> </tr> </tbody> </table>	Day	Mon	Tue	Wed	Thur	Fri	No. of Laps	10	12	14			
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DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH												
Quarter 3													
Strand: M4 Measurement													
Standards: In Grade 4, all students should: 4.M.4J: Know the process for counting coins and bills using standards monetary notations. Q3 Example: Mario has two rabbits. He buys food for \$7.67 and gives the clerk \$10.00. How much change should Mario receive? How many and what kinds of bills and coins should be handed to him?	Topic 1: 18A-19B, 22-25												

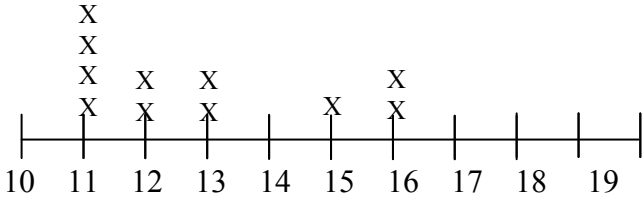
DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Quarter 4	
Strand: M1 Numbers and Operations	
Standards: In Grade 4, all students should:	
<p>4.M.1e: use models and symbols to recognize and generate equivalent forms of fractions, mixed numbers, and decimals; Q3, Q4</p> <p>Example: Using variety of models, show the relationship between the fraction $\frac{1}{4}$ and its decimal equivalent 0.25.</p>	<p>Topic 1: 16A-17B, 18A-19B Topic 10: 214B, 224A-226, 227A-227B, 228A-229B, 230A-231, 233A-233B, 241A-241B Topic 11: 248A-248C, 250A-250, 254A-255, 255B, 257, 257B, 262, 264 Topic 12: 266A-266F, 266-267, 268A-269B, 270A-271, 272-273, 273A-273B, 274A-275B, 276A-277, 278-279, 279A-279B, 280A-281B, 282A-283B, 284-287C</p>
<p>4.M.1g: use models and equivalence to add and subtract fractions with like denominators of 12 or less; Q3, Q4</p> <p>Example: Use fraction pieces to model $\frac{2}{3} - \frac{1}{6}$.</p>	<p>Topic 11: 248A-248F, 248-249, 250A-251, 252-253, 253A-253B, 254A-255B, 256A-257B, 258A-259, 260-261, 262-264</p>
<p>4.M.1i: identify, compare, and order the relative position of fractions and decimals on a number line; Q3, Q4</p> <p>Example: Draw a number line and label it with 0 and 5. Find the position of $\frac{1}{2}$, $\frac{3}{10}$, $\frac{6}{5}$, 2.70, and 0.60 and label these numbers on the number line.</p>	<p>Topic 10: 223 Topic 12: 266B, 266D-266F, 267, 276B-278, 279A-279B, 280-281B, 284-285A, 286-287, 287E</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Quarter 4	
Strand: M3 Geometry	
Standards: In Grade 4, all students should:	
<p>4.M.3b: identify and draw representations of right angles, obtuse angles, and acute angles using appropriate mathematical tools; Q4</p> <p>Example: Using a protractor, draw a 90°, 125°, and 45° angle.</p>	<p>Topic 9: 194B, 198B-199B, 200B-201B, 202A (Daily Spiral Review), 208B-209B, 210-213A</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH																								
Quarter 4																									
Strand: M4 Measurement																									
Standards: In Grade 4, all students should:																									
<p>4.M.4a: recognize and describe that measurements are approximations; Q4</p> <p>Example: You are buying a ground cloth to cover the floor of your living room before you paint the room. How accurate should you be: to the nearest inch, foot, or yard? Explain in your own words how you know your answer is correct.</p>	<p>Topic 12: 268A (Daily Spiral Review) Topic 16: 362B-362C, 362E, 363, 374A-375B, 376A-377B, 378A-379B, 380A-382, 383, 383A-383B, 390A (Daily Spiral Review), 394-399B</p>																								
<p>4.M.4b: measure with accuracy using both customary and metric systems of measurement; Q4</p> <p>Example: Measure the items listed below and record the measurement in both metric and customary. Be sure to record the units that you used.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Metric</th> <th style="width: 15%; text-align: center;">Customary</th> </tr> </thead> <tbody> <tr> <td>1. Height of a desk</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>2. Length of your foot</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>3. Width of the classroom</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>4. Length of a pencil</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>5. Width of the chalkboard</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>6. Length of your fingernail</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>7. _____ (item of your choice)</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>		Metric	Customary	1. Height of a desk	_____	_____	2. Length of your foot	_____	_____	3. Width of the classroom	_____	_____	4. Length of a pencil	_____	_____	5. Width of the chalkboard	_____	_____	6. Length of your fingernail	_____	_____	7. _____ (item of your choice)	_____	_____	<p>Topic 12: 268A (Daily Spiral Review) Topic 16: 362B-362C, 362E, 363, 374A-375B, 376A-377B, 378A-379B, 380A-382, 383, 383A-383B, 390A (Daily Spiral Review), 394-399B</p>
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<p>4.M.4c: recognize that the area is the measure of the space enclosed by a two-dimensional figure and that angles are figures made by two rays with the same endpoint; Q4</p> <p>Example: Name the rays that make up angle x.</p> 	<p>Topic 9: 194B, 198B-199B, 200B-201B, 202A (Daily Spiral Review), 208B-209B, 210-213A Topic 14: 314A-314F, 314-315, 316A-317B, 318A-319B, 320A-321, 322-323, 323A-323B, 324A-325B, 326A-327B, 332A-333B, 334A-335B, 339, 340-343B</p>																								

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.4d: determine the possible dimensions of rectangles when the area is constant; Q4</p> <p>Example: Using graph paper, draw a rectangle of area 24 units and label its dimensions (length and width). Can you draw other rectangles with the same area? If so, draw at least two other rectangles with different dimensions, and label the dimensions for each rectangle.</p>	<p>Topic 14: 334A-335B, 340-343</p>
<p>4.M.4e: estimate measurements of perimeter, area, and angle size; Q4</p> <p>Example: Given the rectangle with only one dimension, estimate the perimeter and area.</p> 	<p>Topic 9: 194B, 198B-199B, 200B-201B, 202A (Daily Spiral Review), 208B-209B, 210-213A</p> <p>Topic 14: 314C, 315, 316-317B, 320-321, 322, 323B, 330</p>
<p>4.M.4f: use standard tools and units to include measure of perimeter and area of two-dimensional figures; Q4</p> <p>Example: Measure the sides of the rectangle and determine the perimeter and area.</p> 	<p>Topic 14: 314A-314F, 314-315, 316A-317B, 318A-319B, 320A-321, 322-323, 323A-323B, 324A-325B, 326A-327B, 332A-333B, 334A-335B, 339, 340-343B</p> <p>Topic 16: 366A (Problem of the Day)</p>
<p>4.M.4g: describe strategies to determine the perimeter and area of right triangles; Q4</p> <p>Example: Explain one way to determine the area of the triangle.</p> 	<p>Topic 14: 314B, 320-321, 326A-327B, 340-343A</p>

DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.4h: describe strategies for estimating the area of irregular shapes; Q4</p> <p>Example: If the square has sides of 4 cm, explain how you could estimate the area of the irregular figure.</p> 	<p>Topic 14: 314C, 315, 316-317B, 320-321, 322, 323A-323B, 341-343</p>
<p>4.M.4i: solve problems involving perimeter and areas of rectangles. Q4</p> <p>Example: Bob has bought a new rug for his room. The rug is 3 ft. wide and 5 ft. long. Find the area of the rug.</p>	<p>Topic 14: 314A-314F, 314-315, 316A-317B, 318A-319B, 320A-321, 322-323, 323A-323B, 324A-325B, 326A-327B, 332A-333B, 334A-335B, 339, 340-343B</p> <p>Topic 16: 366A (Problem of the Day)</p>

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<p>Strand: M5 Data Analysis and Probability</p>																									
<p>Standards: In Grade 4, all students should:</p>																									
<p>4.M.5a: describe how data collection methods affect the information that is gathered to address a question; Q4</p> <p>Example: If you were investigating the cost of airline fares, explain why you would want to examine more than one airline. How many airlines would you think appropriate?</p>	<p>Topic 17: 400D, 401, 402A-403B, 424-427, 429B</p>																								
<p>4.M.5b: identify the median of a data set and describe what it indicates about the data set; Q4</p> <p>Example: The students in Ms. Janssen’s class held a race yesterday to see who the fastest runner in the class was. Ms. Janssen kept track of everybody’s time as they ran the length of the soccer field. When the race was over, the class made a graph of the results. What is the median time and what does it indicate about the class times?</p> 	<p>Topic 17: 400D, 400F, 414-415B, 424-425B, 428-429</p>																								
<p>4.M.5c: use the median, mode, and range to compare and contrast the characteristics of related data sets; Q4</p> <p>Example: The students in Mr. Kleiman’s class ran the same race. Their results are below. Compare the data with Ms. Janssen’s class whose median time was 12 seconds and the range was 11-16 seconds. Which class was faster? Explain your reasoning.</p> <table border="1" data-bbox="191 1787 834 1843"> <tr> <td>Stu Dent</td> <td>John</td> <td>Meg han</td> <td>De rek</td> <td>Jess</td> <td>Car los</td> <td>Ju lia</td> <td>Buzz</td> <td>Bec ca</td> <td>Jo</td> <td>Lia na</td> <td>De shaun</td> </tr> <tr> <td>Time sec</td> <td>12</td> <td>13</td> <td>10</td> <td>12</td> <td>12</td> <td>13</td> <td>14</td> <td>18</td> <td>14</td> <td>10</td> <td>14</td> </tr> </table>	Stu Dent	John	Meg han	De rek	Jess	Car los	Ju lia	Buzz	Bec ca	Jo	Lia na	De shaun	Time sec	12	13	10	12	12	13	14	18	14	10	14	<p>Topic 17: 400D, 400F, 412A-413B, 414-415B, 424-425B, 428-429</p>
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DoDEA Mathematics Content Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
<p>4.M.5d: select the appropriate data representation form for a diverse set of investigations and justify the choice in each case; Q4</p> <p>Example: Conduct an experiment to find the heights of individual bean plants growing for 3 weeks for each student in your class. Conduct a survey to find the favorite summer activity for each student in your class. Decide whether to use a bar, line, or pictograph to display each set of data. Explain in your own words how you selected a representation for each data set.</p>	<p>Topic 17: 400D, 400E, 420A-421, 423, 423A-423B, 424-429, 429C</p>
<p>4.M.5e: identify the likelihood of an event occurring as impossible, equally likely, and certain. Recognize the numerical values of 0 (impossible) and 1 (certain); Q4</p> <p>Example: What is the probability of rolling an 8 on a standard die?</p>	<p>Topic 20: 466A-466F, 466-467, 472A-473, 474, 475A-475B, 478-481B, 481F</p>
<p>4.M.5f: Conduct experiments to determine experimental probability of an event occurring for a given number of trials (no more than 12 trials), using models Q4</p> <p>Example: Determine the probability of the event that when the names of 12 classmates are put in a shoebox, a name that begins with <i>R</i> will be drawn.</p>	<p>Topic 20: 466A-466F, 466-467, 468A-469B, 470A-471B, 472A-473, 474, 475A-475B, 478-481B, 481F</p>
<p>4.M.5g: list and count all possible combinations using one member from each of several sets. Q4</p> <p>Example: Ben wants to buy some ice cream. He can choose from chocolate, vanilla, or strawberry and can have it in a cup, wafer cone, or waffle cone. List all the possible combinations from which he has to choose.</p>	<p>Topic 17: 422 Topic 20: 46A-466B, 466D, 468A-469B, 470A-471B, 478-481B</p>

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to the
DoDEA Mathematics Content Standards**

Grade 5

DoDEA Mathematics Scope and Sequence Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M1 Numbers and Operations	
Standards:	
In Grade 5, all students should:	
<p>5.M.1e: represent and compare numbers less than zero by extending the number line and using familiar applications (e.g., temperature), to demonstrate the usefulness of negative numbers; Q1</p> <p>Example: The temperature this morning was 18 degrees below zero and now it is 3 degrees below zero. Show on a number line how much has the temperature risen? Explain in your own words how you found your answer.</p>	<p>Topic 17: 410A, 412A-413B, 414A-417B, 418A-419B, 420A, 424-427</p>
<p>5.M.1f: identify and use the distributive property to simplify and/or perform computations; Q1, Q2</p> <p>Example: Explain how you know that $4(15 - 9) = 4 \times 15 - 4 \times 9$</p>	<p>Topic 6: 144B, 156A-157B, 158A, 164, 166-167 Topic 9: 223</p>
<p>5.M.1g: use order of operations, including the use of parentheses, to simplify numerical expressions; Q1, Q2</p> <p>Example: Simplify $5(6-2) + 4(8+2)$. Explain your strategy.</p>	<p>Topic 3: 67 Topic 6: 144B, 156A-157B, 158A-160, 161A-161B, 164-165, 166-167, 167B Topic 7: 191</p>
<p>5.M.1j: understand and compute positive integer powers of nonnegative integers as repeated multiplication; Q1</p> <p>Example: Sam asked the class: "What is the difference between the expression $4 \cdot 3$ and the expression 4^3?" How would you respond to Sam's question?</p>	<p>Topic 3: 72A-73B, 74A, 78-81</p>

DoDEA Mathematics Scope and Sequence Grade 5	Scott Foresman-Addison Wesley enVisionMATH
<p>5.M.1k: divide whole numbers with two-digit divisors; Q1, Q2</p> <p>Example: Calculate $736 \div 23$</p>	<p>Topic 5: 120A-120F, 120-121, 122A-123B, 124A-125B, 126A-127B, 128A-129B, 130A-132, 133A-133B, 134A-135B, 136A-137B, 138A-139B, 140-143A</p>
<p>5.M.1o: Understand and apply divisibility rules for 2, 3, 4, 5, 6, 9, and 10. Q1</p> <p>Example: The 82 members of the chorus stand in rows as they perform. Can singers stand in 3 equal rows?</p>	<p>Topic 4: 82B-82C, 102A-104, 105A-105B, 106A (Daily Spiral Review), 109, 114-119B</p>

DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M2 Algebra	
Standards: In Grade 5, all students should:	
5.M.2d: apply order of operations and the commutative, associative properties for addition and multiplication and the distributive property to simplify algebraic expressions, equations, and inequalities; Q1 Example: Simplify the expression $4X + 3(2X - 5)$	Topic 2: 22A, 22E, 24A-26, 27A-27B, 50, 52 Topic 3: 58A-59B, 60A, 60, 67, 80 Topic 6: 144B, 156A-157B, 158A-160, 161A-161B, 164-165, 166-167, 167B Topic 7: 191 Topic 9: 223


DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 1	
Strand: M5 Data Analysis and Probability	
Standards:	
In Grade 5, all students should:	
<p>5.M.5a: explain sampling techniques for gathering data; Q1</p> <p>Example: Describe how you would randomly survey shoppers in the mall to determine their preference in athletic shoe brands.</p>	<p>Topic 18: 428D, 430A-431B, 435B, 461A</p>
<p>5.M.5b: select and use a graph that is appropriate for the type of data to be displayed;</p> <p>Example: Conduct a survey to find the favorite magazines of the students in your class. Decide whether to use a bar, line, or picture graph to display the data. Describe how you decided which graph to use to display the results of your survey.</p>	<p>Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B</p>
<p>5.M.5c: describe the role of the mean as a balance point for the data set; Q1</p> <p>Example: Joey has an 85 average on his four mathematics tests. Describe what you know about Joey’s mathematics test grades.</p>	<p>Topic 18: 428C, 450A-451B, 452A (Daily Spiral Review), 456-457B, 460-461, 461B</p>
<p>5.M.5d: recognize samples as subsets of larger populations; Q1</p> <p>Example: List 3 possible ways to divide your school population into distinct subsets.</p>	<p>Topic 18: 428D, 430A-431B, 435B, 461A</p>

DoDEA Mathematics Content Standards Grade 5						Scott Foresman-Addison Wesley enVisionMATH											
<p>5.M.5e: use a sample to make projections for a larger population; Q1</p> <p>Example: The following information, gathered by 10 students in each class, reports the average amount of hours of watching television in a week. What projections can you make about the total school population?</p>						<p>Topic 18: 428D, 430A-431B, 435B, 461A</p>											
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DoDEA Mathematics Scope and Sequence Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 2	
Strand: M1 Numbers and Operations	
Standards: In Grade 5, all students should:	
<p>5.M.1a: identify verbally and in writing the place value for each digit in decimals through millionths; Q2, Q3</p> <p>Example: Write the number 287.426271 in words.</p>	<p>Topic 1: 10A-11B, 12A-13B, 14A-15B, 16-17, 17A-17B Topic 2: 42A-43B, 44A-45B Topic 7: 170A-171B, 172A-173B, 176A-177B, 178A-179B, 180A-181, 183A-183B, 186A-187B Topic 9: 244A-245B</p>
<p>5.M.1b: identify and represent equivalent forms of fractions with denominators of 12 or less, decimals, and percents; Q2, Q3</p> <p>Example: How can fractions and decimals which have different digits, such as $\frac{3}{4}$ and 0.75, still have the same value?</p>	<p>Topic 9: 218B-218F, 219, 224-225B, 226A-227B, 228A-229B, 234A-236, 237A-237B, 238A-241B, 242A-243B, 244A-245B, 248-253 Topic 16: 394B, 398A-399B, 400A-401B, 402A-403B, 406-409B</p>
<p>5.M.1f: identify and use the distributive property to simplify and/or perform computations; Q1, Q2</p> <p>Example: Explain how you know that $4(15 - 9) = 4 \times 15 - 4 \times 9$</p>	<p>Topic 6: 144B, 156A-157B, 158A, 164, 166 Topic 9: 223</p>
<p>5.M.1g: use order of operations, including the use of parentheses, to simplify numerical expressions; Q1, Q2</p> <p>Example: Simplify $5(6-2) + 4(8+2)$. Explain your strategy.</p>	<p>Topic 3: 67 Topic 6: 144B, 156A-157B, 158A-160, 161A-161B, 164-165, 166-167, 167B Topic 7: 191</p>
<p>5.M.1h: explain why fractions need common denominators to be added or subtracted; Q2</p> <p>Example: If two medium pizzas are cut so that one has 4 equal slices and the other has 8 equal slices and you take one slice from each pizza, explain what portion of a pizza you have.</p>	<p>Topic 10: 254A-F, 254-255, 256A-259B, 260A, 262A-263B, 264A-265B, 266A-267B, 268A-269B, 272-275A Topic 11: 283</p>

DoDEA Mathematics Scope and Sequence Grade 5	Scott Foresman-Addison Wesley enVisionMATH
<p>5.M.1i: use models to show an understanding of the concept of multiplication and division of fractions with denominators of 12 or less; Q2, Q3</p> <p>Example: If after a party you have $\frac{3}{4}$ of a pepperoni pizza and $\frac{1}{2}$ of a cheese pizza left over, how much of a pizza would remain. Explain how you determined your answer.</p>	<p>Topic 11: 276A-276F, 276-277, 278A-279B, 280A-282, 283, 283A-283B, 284A-285B, 286A-287B, 288A-289B, 290-293</p>
<p>5.M.1k: divide whole numbers with two-digit divisors; Q1, Q2</p> <p>Example: Calculate $736 \div 23$</p>	<p>Topic 5: 120A-120F, 120-121, 122A-123B, 124A-125B, 126A-127B, 128A-129B, 130A-132, 133A-133B, 134A-135B, 136A-137B, 138A-139B, 140-143A</p>
<p>5.M.1m: use estimation strategies for the results of computations involving whole numbers, fractions with denominators of 12 or less, and decimals through millionths; Q2, Q3</p> <p>Example: What is an approximate value for $\frac{2}{3}$ times 375. Explain how you arrived at your estimate.</p>	<p>Topic 2: 22B-22E, 22, 30A-31, 32, 33A-33B, 50-53 Topic 3: 62A-63B, 64A, 66 Topic 4: 85, 86A-87B, 89, 98 Topic 5: 124A-125B, 130-131 Topic 6: 155, 157 Topic 7: 174A-175B</p>

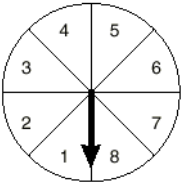
DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH												
Quarter 2													
Strand: M2 Algebra													
Standards: In Grade 5, all students should:													
<p>5.M.2a: express a general rule for a pattern by using visual representations, words, tables, graphs, or mathematical symbols; Q2</p> <p>Example: Using the table below, determine the late fee for a book that is 18 days overdue. Explain a rule that can be used to determine late fees.</p> <table border="1" data-bbox="269 800 854 898"> <tbody> <tr> <td>Days overdue</td> <td>2</td> <td>4</td> <td>6</td> <td>.....</td> <td>18</td> </tr> <tr> <td>Fee</td> <td>\$0.30</td> <td>\$0.60</td> <td>\$0.90</td> <td>.....</td> <td>?</td> </tr> </tbody> </table>	Days overdue	2	4	6	18	Fee	\$0.30	\$0.60	\$0.90	?	<p>Topic 2: 33 Topic 3: 77 Topic 5: 122A-123B Topic 6: 148A-151B, 152B Topic 8: 203 Topic 13: 325 Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B, 406-407B</p>
Days overdue	2	4	6	18								
Fee	\$0.30	\$0.60	\$0.90	?								
<p>5.M.2b: explain the concept of variable (e.g., a letter standing for all numbers of a specific set, such as integers); Q2</p> <p>Example: Explain how variables are used in the formula for the area of a rectangle; $A=L \times W$</p>	<p>Topic 6: 146A-147B, 148A-151B, 152A-154, 155A-155B Topic 15: 376A-377B, 378A-379B, 380A-381B, 382A-383, 384, 385A-385B, 386A-389B, 390-392 Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A</p>												
<p>5.M.2c: use variables to represent unknown quantities in general rules when describing mathematical patterns and relationships; Q2</p> <p>Example: If a library charges 30¢ per day for an overdue book, write an expression using variables to represent the charge for any given number of days late.</p>	<p>Topic 6: 146A-147B, 148A-151B, 152A-154, 155A-155B Topic 15: 376A-377B, 378A-379B, 380A-381B, 382A-383, 384, 385A-385B, 386A-389B, 390-392 Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A</p>												

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<p>5.M.2e: construct tables and graphs that accurately represent the relationship between two variables; Q2 Example: Using the pattern below, construct a table that demonstrates the relationship between the number of triangles and the number of points needed to create the figure.</p> 	<p>Topic 6: 148A-151B, 152B Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A Topic 18: 428B, 428F, 429, 436A-439B, 440A, 443, 454B-455B, 456-461B</p>
<p>5.M.2f: identify, describe, and compare situations that represent constant or varying rates of change. Q2, Q3 Example: Compare the two patterns below. Explain how they are the same and how are they different.</p> <p style="text-align: center;">...4, 8, 12, 16,4, 16, 64, 256, ...</p>	<p>Topic 6: 148A-151B, 152B Topic 14: 367A-367B Topic 15: 382B-384, 385A-385B, 386-387, 390-392, 393B (Extension for Lesson 15-4) Topic 16: 404B-405B, 406-407B Topic 17: 410B, 420B-421B, 422A, Topic 18: 428B, 428F, 429, 436A-439B, 440A, 443, 454B-455B, 456-461B</p>

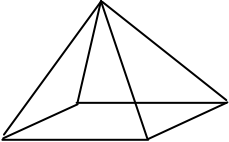
DoDEA Mathematics Scope and Sequence Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 3	
Strand: M1 Numbers and Operations	
Standards: In Grade 5, all students should:	
<p>5.M.1a: identify verbally and in writing the place value for each digit in decimals through millionths; Q2, Q3</p> <p>Example: Write the number 287.426271 in words.</p>	<p>Topic 1: 10A-11B, 12A-13B, 14A-15B, 16-17, 17A-17B</p> <p>Topic 2: 42A-43B, 44A-45B</p> <p>Topic 7: 170A-171B, 172A-173B, 176A-177B, 178A-179B, 180A-181, 183A-183B, 186A-187B</p> <p>Topic 9: 244A-245B</p>
<p>5.M.1b: identify and represent equivalent forms of fractions with denominators of 12 or less, decimals, and percents; Q2, Q3</p> <p>Example: How can fractions and decimals which have different digits, such as $\frac{3}{4}$ and 0.75, still have the same value?</p>	<p>Topic 9: 218B-218F, 219, 224-225B, 226A-227B, 228A-229B, 234A-236, 237A-237B, 238A-241B, 242A-243B, 244A-245B, 248-253</p> <p>Topic 16: 394B, 398A-399B, 400A-401B, 402A-403B, 406-409B</p>
<p>5.M.1c: explain how decimals and percents are parts of a whole; Q3</p> <p>Example: If a 5th grade class has 25 students and 15 are girls, represent the part of the class that is boys as a percentage.</p>	<p>Topic 2: 42A-43B, 44A-45B</p> <p>Topic 7: 170A-171B, 172A-173B, 174A-175B, 176A-177B, 178A-179B, 180A-182, 183A-183B, 184A-185B, 186A-187B</p> <p>Topic 9: 238A-241B, 242A-243B, 244A-245B</p> <p>Topic 16: 394B-394C, 395, 398A-399B, 400A-401B, 402A-403B, 406-409</p>
<p>5.M.1d: use models to show the ratio interpretation of a fraction as part-to-part and part-to-whole; Q3, Q4</p> <p>Example: Divide 25 muffins to represent the ratio 2:3.</p>	<p>Topic 16: 394A-394B, 396A-397B, 398A-399B, 400A-401B, 402A, 406-409E</p>
<p>5.M.1i: use models to show an understanding of the concept of multiplication and division of fractions with denominators of 12 or less; Q2, Q3</p> <p>Example: If after a party you have $\frac{3}{4}$ of a pepperoni pizza and $\frac{1}{2}$ of a cheese pizza left over, how much of a pizza would remain. Explain how you determined your answer.</p>	<p>Topic 11: 276A-276F, 276-277, 278A-279B, 280A-282, 283, 283A-283B, 284A-285B, 286A-287B, 288A-289B, 290-293</p>

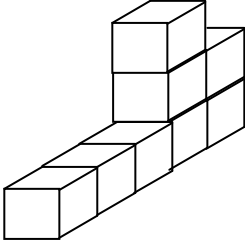
DoDEA Mathematics Scope and Sequence Grade 5	Scott Foresman-Addison Wesley enVisionMATH
<p>5.M.1i: use models and equivalent forms to add and subtract fractions with like and unlike denominators up to 12, expressing answers in simplest form; Q3</p> <p>Example: Draw a diagram to illustrate the sum $\frac{1}{4} + \frac{5}{8}$</p>	<p>Topic 10: 254A-254F, 254-255, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B, 268A-269B, 272-275A</p>
<p>5.M.1m: use estimation strategies for the results of computations involving whole numbers, fractions with denominators of 12 or less, and decimals through millionths; Q2, Q3</p> <p>Example: What is an approximate value for $\frac{2}{3}$ times 375. Explain how you arrived at your estimate.</p>	<p>Topic 2: 30A-31, 32, 33A-33B Topic 3: 62A-63B, 64A, 66 Topic 4: 85, 86A-87B, 89, 98 Topic 5: 124A-125B, 130-131 Topic 6: 155, 157 Topic 7: 174A-175B</p>
<p>5.M.1n: compute and perform multiplication and division of fractions with denominators of 12 or less and decimals. Q3</p> <p>Example: You have $3\frac{3}{4}$ pies left over from a dinner party. How many people can have $\frac{1}{4}$ of a pie each?</p>	<p>Topic 7: 168A-168F, 168-169, 170A-171B, 172A-173B, 174A-175B, 176A-177B, 178A-179B, 180A-182, 183A-183B, 184A-185B, 186A-187B, 188A-191B, 192-197 Topic 11: 276A-276F, 276-277, 278A-279B, 280A-283B, 284A-285B, 286A-287B, 290-293</p>

DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 3	
Strand: M2 Algebra	
Standards: In Grade 5, all students should:	
<p>5.M.2f: identify, describe, and compare situations that represent constant or varying rates of change. Q2, Q3</p> <p>Example: Compare the two patterns below. Explain how they are the same and how are they different.</p> <p style="padding-left: 100px;">...4, 8, 12, 16, ...</p> <p style="padding-left: 100px;">...4, 16, 64, 256, ...</p>	<p>Topic 6: 148A-151B, 152B</p> <p>Topic 14: 367A-367B</p> <p>Topic 15: 382B-384, 385A-385B, 386-387, 390-392, 393B (Extension for Lesson 15-4)</p> <p>Topic 16: 404B-405B, 406-407B</p> <p>Topic 17: 410B, 420B-421B, 422A,</p> <p>Topic 18: 428B, 428F, 429, 436A-439B, 440A, 443, 454B-455B, 456-461B</p>

DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 3	
Strand: M5 Data Analysis and Probability	
Standards: In Grade 5, all students should:	
<p>5.M.5f: use common fractions to represent the probability of events that are neither certain nor impossible; Q3</p> <p>Example: The spinner shown is used to play a game.</p>  <p>What is the probability that the arrow will land on a number greater than 5?</p>	<p>Topic 20: 484A-484F, 485, 488A-491B, 492A-493B, 496-499F</p>
<p>5.M.5g: compare theoretical and experimental outcomes in an experiment when the total number of possible outcomes is 12 or less: Q3</p> <p>Example: Bill rolled an even number on his die on 7 occasions. How does this relate to the theoretical probability of rolling an even number?</p>	<p>Topic 20: 484A-484F, 485, 488A-491B, 492A-493B, 496-499F</p>
<p>5.M.5h: make predictions based on experimental and theoretical probabilities. Q3</p> <p>Example: Marcie has 11 letter cards that spell the word MISSISSIPPI. If she picks 1 card without looking, what is the probability that it will have the letter S on it?</p>	<p>Topic 20: 484A-484F, 485, 488A-491B, 492A-493B, 496-499F</p>

DoDEA Mathematics Scope and Sequence Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 4	
Strand: M1 Numbers and Operations	
Standards: In Grade 5, all students should:	
5.M.1d: use models to show the ratio interpretation of a fraction as part-to-part and part-to-whole; Q3, Q4 Example: Divide 25 muffins to represent the ratio 2:3.	Topic 16: 394A-394B, 396A-397B, 398A-399B, 400A-401B, 402A, 406-409E

DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 4	
Strand: M3 Geometry	
<p>Standards: In Grade 5, all students should:</p>	
<p>5.M.3a: identify, describe and compare the properties of a three-dimensional objects (e.g., cylinder, cone, cube, square pyramid, and rectangular prism) by the number of faces, edges, or vertices; Q4</p> <p>Example: Tell how many face, edges, and vertices in the figure.</p> 	<p>Topic 13: 320A-320F, 320-321, 322A-323, 324, 325A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-335B, 336A-339B, 340A-341B, 342-345A</p>
<p>5.M.3b: identify and graph ordered pairs in the first quadrant of a coordinate system; Q4</p> <p>Example: Plot the points (2,1), (4,2), and (6,3). Describe what you notice about the graph of these ordered pairs.</p>	<p>Topic 17: 410B, 410E, 411, 414A-416, 417A-417B, 418A, 418-419B, 420A-421B, 422A, 424-427A</p>
<p>5.M.3c: create patterns that result from drawing a combination of reflections (flips), rotations, and translations (slides) of geometric figures, including rotational symmetry; Q4</p> <p>Example: Draw a rectangle and then translate it 2 inches vertically across your paper. Draw the new rectangle in a different color.</p>	<p>Topic 19: 462A-462F, 463, 464A-467B, 468A-469B, 470A-471B, 472A-473B, 474A, 480-483A</p>

DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
<p>5.M.3d: visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids. Q4</p> <p>Example: Draw a picture to show the top, front, and right-hand side views of the picture below.</p> 	<p>Topic 12: 300A (Daily Spiral Review) Topic 13: 320A-320B, 320F, 326B-327B, 328A-329B, 330A-331B, 332B, 336A, 342-345</p>

DoDEA Mathematics Content Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Quarter 4	
Strand: M4 Measurement	
Standards: In Grade 5, all students should:	
<p>5.M.4a: Identify volume as the space inside a three-dimensional object as a measured in cubic units and use strategies to determine the surface areas and volumes of rectangular solids; Q4</p> <p>Example: Find the volume of a cereal box with length 36 cm, width 24 cm, height 9 cm.</p>	<p>Topic 13: 320B-320D, 328A-329B, 330A, 332A-334, 335A-335B, 336A, 336-339B, 340A-341B, 342-345A</p>
<p>5.M.4b: convert standard units of measurement within both customary and metric systems of measurement, e.g., inches to feet, centimeters to meters, etc.: Q4</p> <p>Example: Determine how many inches there are in 2 feet.</p>	<p>Topic 14: 348-349, 349B, 350-351, 351B, 352-353, 353B, 354A-355B, 356A-357B, 370-371, 373A</p>
<p>5.M.4c: develop and use strategies for estimating the volume of various three-dimensional objects; Q4</p> <p>Example: Jill wants to determine the volume of a box that contains rubics cubes. If the cubes are 3 inches on a side and there are 3 rows of 4 cubes each on the top layer, explain how she can determine the volume.</p>	<p>Topic 13: 320C, 334, 339</p>
<p>5.M.4d: use standard measurement tools and units to measure volume; Q4</p> <p>Example: Measure the dimensions of a shoe box and determine its volume.</p>	<p>Topic 13: 320B-320D, 332A-334, 335A-335B, 336A, 336-339B, 340A-341B, 342-345A</p> <p>Topic 14: 346A, 348A-349B, 350A-351B, 368-371</p>