

A Correlation of

SCOTT FORESMAN ■ ADDISON WESLEY

Mathematics

© 2005

to the

South Dakota Mathematics Standards Grades K-6



G/M-228

Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the objectives of the *South Dakota Mathematics Standards*. Correlation page references are to the Teacher Edition, which contains facsimile Student Edition pages.

Scott Foresman – Addison Wesley Mathematics was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

● Reaching All Learners

Scott Foresman – Addison Wesley Mathematics addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students' abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

● Test Prep

Scott Foresman - Addison Wesley Mathematics builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

● Priority on problem solving:

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

● Instructional Support

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

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**Scott Foresman – Addison Wesley Mathematics
to the
South Dakota Mathematics Standards**

Kindergarten

Algebra

Indicator 1: Use procedures to transform algebraic expressions.

Note: Kindergarten students do not master standards for Indicator 1. Mastery of this indicator emerges and increases from grade 3 upward.

This Indicator is taught in Kindergarten on the following pages: 35–36, 45–46, 251A–251B, 251–252, 253A–253B, 253–256, 271A–271B, 271–272, 279A–279B, 279–280

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

91–92, 189A–189B, 189–190, 251–252, 253A–253B, 253–256, 271A–271B, 271–272, 273A–273B, 273–276, 279A–279B, 279–280

K.A.2.1. Students are able to compare collections of objects to determine more, less, and equal (greater than and less than).

87A–87B, 87–88, 121A–121B, 121–122, 189A–189B, 189–190

Indicator 3: Interpret and develop mathematical models.

225A–225B, 225–232, 235A–235B, 235–236, 237A–237B, 237–238, 245A–245B, 245–248, 249A–249B, 249–250, 251A–251B, 251–252, 271A–271B, 271–272

K.A.3.1. Students are able to use concrete objects to model the meaning of the “+” and “–” symbols.

251A–251B, 251–252, 271A–271B, 271–272

Indicator 4: Describe and use properties and behaviors of relations, functions, and inverses.

13A–13B, 13–14, 35–36, 37A–37B, 37–38, 41A–41B, 41–42, 43A–43B, 43–44, 47A–47B, 48

K.A.4.1. Students are able to identify and extend two-part repeating patterns using concrete objects.

35–36, 37A–37B, 37–38, 41A–41B, 41–42, 43A–43B, 43–44, 47A–47B, 48

K.A.4.2. Students are able to sort and classify objects according to one attribute.

13A–13B, 13–14

Geometry

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

197A–197B, 197–202, 203A–203B, 203–204, 205A–205B, 205–206, 211A–211B, 211–212

K.G.1.1. Students are able to identify basic two–dimensional (plane) figures.

203A–203B, 203–204, 205A–205B, 205–206,

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

199A–199B, 199–200, 207A–207B, 207–208, 209A–209B, 211A–211B, 209–210, 211–212

K.G.2.1. Students are able to describe the position of two–dimensional (plane) figures.

3A–3B, 3–4, 5A–5B, 5–6, 7A–7B, 7–8, 9A–9B, 9–10, 39A–39B, 39–40, 201A–201B, 201–202

Measurement

Indicator 1: Apply measurement concepts in practical applications.

139A–139B, 139–142, 143A–143B, 143–144, 147A–147B, 147–148, 151A–151B, 151–152, 153A–153B, 153–154

K.M.1.1. Students are able tell time to the nearest hour using digital and analog clocks.

171–172, 173A–173B, 173–174, 175A–175B, 175–176

K.M.1.2. Students are able to name the days of the week.

159I, 160, 161A–161B, 161–162

K.M.1.3. Students are able to identify pennies, nickels, dimes, and quarters using money models.

179A–179B, 179–180, 181A–181B, 181–182, 183A–183B, 183–184, 187A–187B, 187–188, 189A–189B, 189–190

K.M.1.4. Students are able to estimate length using non–standard units of measure.

139A–139B, 139–140, 141A–141B, 141–142

K.M.1.5. Students are able to compare and order concrete objects by length, height, and weight.

135A–135B, 135–136, 145A–145B, 145–146, 149A–149B, 149–150

Number Sense

Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.

63A–63B, 63–64, 65A–65B, 65–66, 87A–87B, 87–88, 89A–89B, 89–90, 91A–91B, 91–92, 121A–121B, 121–122

K.N.1.1. Students are able to read, write, count, and sequence numerals to 20.

53A–53B, 53–54, 57A–57B, 57–58, 77A–77B, 77–78, 79A–79B, 79–80, 83A–83B, 83–84, 103A–103B, 103–104

K.N.1.2. Students are able to use fraction models to create one half of a whole.

215A–215B, 215–216

Indicator 2: Apply number operations with real numbers and other number systems. (*Mastery of this indicator does not emerge until first grade.*)

This Indicator is taught in Kindergarten on the following pages: 225A–225B, 225–226, 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 235A–235B, 235–236, 237A–237B, 237–238, 239–240, 245–246, 247–248, 249A–249B, 249–250, 259–260, 265–266, 267–268, 269–270, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–276, 277–278

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.

19A–19B, 19–20, 43A–43B, 43–44, 95A–95B, 95–96, 143A–143B, 143–144, 217–218, 297A–297B, 297–298

K.N.3.1. Students are able to solve addition and subtraction problems up to 10 in context.

225A–225B, 225–226, 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 265A–265B, 265–268

Statistics & Probability

Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.

13A–13B, 13–14, 15A–15B, 15–16, 17A–17B, 17–18, 19A–19B, 19–20, 29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34, 67A–67B, 67–68

K.S.1.1. Students are able to describe data represented in simple graphs (using real objects) and pictographs.

29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34, 47A–47B, 47, 53–54, 67A–67B, 67–68, 125A–125B, 125–126

Indicator 2: Apply the concepts of probability to predict events/outcomes and solve problems. (*Mastery of this indicator does not emerge until first grade.*)

This Indicator is taught in Kindergarten on the following pages: 125A–125B, 125–126

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First Grade

Algebra

Indicator 1: Use procedures to transform algebraic expressions.

Note: First grade students do not master standards for Indicator 1. Mastery of this indicator emerges and increases from grade 3 upward.

This Indicator is taught in Grade One on the following pages: 83, 96, 422, 428

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

4, 14, 30, 49A–49B, 49–52, 54, 57A–57B, 57–58, 65A–65B, 65–68, 102, 120, 122, 133A–133B, 133–134, 138, 158, 160, 182, 198, 228, 250, 258, 297A–297B, 297–298, 366, 392, 428, 444, 474

1.A.2.1. Students are able to use the concepts and language of more, less, and equal (greater than and less than) to compare numbers and sets (0 to 20).

25–26, 27A–27B, 27–28, 29A–29B, 29–30, 49A–49B, 49–50, 295A–295B, 295–296, 297A–297B, 297–298

1.A.2.2. Students are able to solve open addition and subtraction sentences with one unknown (\square) using numbers equal to or less than 10.

83, 96, 126, 422, 428, 476

Indicator 3: Interpret and develop mathematical models.

49A–49B, 49–50, 57A–57B, 57–58, 65A–65B, 65–68, 133A–133B, 133–134

1.A.3.1. Students are able to write number sentences from problem situations using “+” or “–”, and “=” with numbers to ten.

49A–49B, 49–50, 57A–57B, 57–58, 65A–65B, 65–58, 133A–133B, 133–134

Indicator 4: Describe and apply the properties and behaviors of relations, functions, and inverses.

83, 435A–435B, 435–436, 439A–439B, 439–440

1.A.4.1. Students are able to identify and extend repeating patterns containing multiple elements using objects and pictures.

5A–5B, 5–6, 33A–33B, 33–34, 37, 54, 126, 166, 270, 422, 462

1.A.4.2. Students are able to determine common attributes in a given group and identify those objects that do not belong.

307A–307B, 307–309

Geometry

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

165A–165B, 165–166, 167A–167B, 167–168, 169A–169B, 169–170

1.G.1.1. Students are able to describe characteristics of plane figures.

165A–165B, 165–166, 167A–167B, 167–168, 170, 173A–173B, 173, 198

1.G.1.2. Students are able to sort basic three–dimensional figures.

157A–157B, 157–160, 161A–161B, 161–162, 167–168

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

161A–161B, 161–162, 165A–165B, 165–166, 167A–167B, 167–168, 169A–169B, 169–170, 171–172, 173–174, 177A–177B, 177–178

1.G.2.1. Students are able to describe proximity of objects in space.

157A–157B, 157–158, 161A–161B, 161–162, 169A–169B, 169–170

Measurement

Indicator 1: Apply measurement concepts in practical applications.

365A–365B, 365–376, 383A–383B, 383–384, 387A–387B, 387–388, 389A–389B, 389–390, 397A–397B, 397–398

1.M.1.1. Students are able to tell time to the half–hour using digital and analog clocks and order a sequence of events with respect to time.

205–206, 207A–207B, 207–210, 211A–211B, 211–212, 213–216

1.M.1.2. Find a date on the calendar.

225A–225B, 225–228

1.M.1.3. Students are able to use different combinations of pennies, nickels, and dimes to represent money amounts to 25 cents.

331A–331B, 331, 332, 333A–333B, 333, 334–338, 343A–343B, 343, 344–346, 347A–347B, 347, 348, 349–352, 357, 361–362

1.M.1.4. Students are able to estimate weight using non–standard units of measure.

389A–389B, 389–390

1.M.1.5. Students are able to identify appropriate measuring tools for length, weight, capacity, and temperature.

397A–397B, 397–398

1.M.1.6. Students are able to compare and order concrete objects by temperature and capacity.

383A–383B, 383–384, 385A–385B, 385–386, 387A–387B, 387–388, 395A–395B, 395–396

Number Sense

Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.

29A–29B, 29–32, 75A–75B, 75–78, 281A–281B, 281–288, 297A–297B, 297–302, 303A–303B, 303–304

1.N.1.1. Students are able to read, write, count, and order numerals to 50.

11A–11B, 11–18, 29A–29B, 29–30, 297A–297B, 297–298, 301A–301B, 301–302

1.N.1.2. Students are able to use unit fraction models to create parts of a whole.

181A–181B, 181–182, 183A–183B, 183–184, 185A–185B, 185–186, 187A–187B, 187–190, 191–192, 200

Indicator 2: Apply number operations with real numbers and other number systems.

11A–11B, 11–12, 13A–13B, 13–14, 15–16, 17A–17B, 17–18, 21A–21B, 21–22, 27–28, 45–46, 47A–47B, 47, 61A–61B, 61–62, 103A–103B, 103–108, 137A–137B, 137–138, 141A–141B, 141–142, 417A–417B, 417–418, 419A–419B, 419–420, 459A–459B, 459–464

1.N.2.1. Students are able to solve addition and subtraction problems with numbers 0 to 20 written in horizontal and vertical formats using a variety of strategies.

49A–49B, 49–50, 57A–57B, 57–58, 65A–65B, 65–68, 133A–133B, 133–134

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.

12, 52, 68, 108, 142, 184, 208, 244, 282, 372, 378, 392, 420, 440, 472

1.N.3.1. Students are able to solve addition and subtraction problems up to 20 in context.

11A–11B, 11–12, 13A–13B, 13–14, 15–16, 17A–17B, 17–18, 21A–21B, 21–22, 23–24, 25A–25B, 25–26, 27A–27B, 27–28, 91A–91B, 91–92, 95A–95B, 95–96, 97A–97B, 97–98, 103A–103B, 103–104, 105A–105B, 105–106, 107A–107B, 107–108, 459A–459B, 459–460, 461A–461B, 461–462, 463A–463B, 463–464, 471A–471B, 471–472, 473A–473B, 473–474, 475–476

Statistics & Probability

Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.

307A–307B, 307–308, 309A–309B, 309–314

1.S.1.1. Students are able to display data in simple picture graphs with units of one and bar graphs with intervals of one.

251A–251B, 251–252, 309A–309B, 309–310, 311A–311B, 311–312, 324, 479–482

1.S.1.2. Students are able to answer questions from organized data.

7A–7B, 7–8, 191A–191B, 191–192, 223A–223B, 223–224, 251A–251B, 251–252, 307A–307B, 307–308, 309A–309B, 309–314, 317A–317B, 317–318, 339–340

Indicator 2: Apply the concepts of probability to predict events/outcomes and solve problems.

401A–401B, 401–402, 403A–403B, 403–404

1.S.2.1. Students are able to recognize whether the outcome of a simple event is possible or impossible.

23–24, 71A–71B, 71–72, 79–80, 113A–113B, 113–114, 143–144, 145–146, 193–194, 229–230, 269A–269B, 269–270, 319A–319B, 319–320, 351A–351B, 351–352, 353A–353B, 353–354, 405A–405B, 405–406, 445A–445B, 445–446, 447–448, 467A–467B, 467–468, 483–484

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Second Grade**

Algebra

Indicator 1: Use procedures to transform algebraic expressions.

Note: Second grade students do not master standards for Indicator 1. Mastery of this indicator emerges and increases from grade 3 upward.

This Indicator is taught at Grade Two on the following pages: 91A–91B, 91–92, 229A–229B, 229–232, 399–400

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

102, 120, 122, 138, 228, 250, 258, 366

2.A.2.1. Students are able to use concepts of equal to, greater than, and less than to compare numbers (0–100).

91A–91B, 91–92, 117–118, 399A–399B, 399–400

2.A.2.2. Students are able to solve open addition and subtraction sentences with one unknown (\square) using numbers equal to or less than 20.

145A–145B, 145–146, 215B, 217A–217B, 221A–221B, 221–222

2.A.2.3. Students are able to balance simple addition and subtraction equations using sums up to 20.

83–84, 135A–135B, 135–136, 137A–137B, 137–138, 139A–139B, 139–140, 145A–145B, 145–146, 147A–147B, 147–148, 211A–211B, 211–214, 215A–215B, 215–216, 217A–217B, 217–218, 221A–221B, 221–225, 227A–227B, 227–228, 231–232, 239, 240, 393–394, 399–400

Indicator 3: Interpret and develop mathematical models.

9A–9B, 9–10, 57A, 57–58, 221–222

2.A.3.1. Students are able to write and solve number sentences from word problems.

221A–221B, 221–222, 479A–479B, 479–480, 485A–485B, 485–486

Indicator 4: Describe and apply the properties and behaviors of relations, functions and inverses.

39, 227–228, 487–488

2.A.4.1. Students are able to find and extend growing patterns using symbols, objects, and numbers.

99A–99B, 99–100, 373A–373B, 373–374, 413A–413B, 413–414, 420

2.A.4.2. Students are able to determine likenesses and differences between sets.

3A–3B, 3–4, 5–6, 11, 15–16, 23, 25, 29–30, 43, 45B, 45, 47A–47B, 47, 51, 53, 63A–63B, 63–64, 73, 75, 81B, 81, 269–270, 271–272, 273–274, 275–276, 277–278

Geometry

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

247A–247B, 247–248, 249A–249B, 249–250, 255A–255B, 255–256, 257–258, 479–480

2.G.1.1. Students are able to use the terms side and vertex (corners) to identify plane and solid figures.

247A–247B, 255A–255B, 255–256

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

271, 384, 479–480

2.G.2.1. Students are able to identify geometric figures regardless of position and orientation in space.

259A–259B, 259–260

Measurement

Indicator 1: Apply measurement concepts in practical applications.

353A–353B, 353–354, 369A–369B, 369–370, 383

2.M.1.1. Students are able to tell time to the minute using digital and analog clocks and relate time to daily events.

291A–292B, 291–292, 293A–293B, 293–294, 295A–295B, 295–296, 299A–299B, 299–300, 301A–301B, 301–302

2.M.1.2. Students are able to use the calendar to solve problems.

303A–303B, 303–304

2.M.1.3. Students are able to determine the value of a collection of like and unlike coins with a value up to \$1.00.

109A–109B, 109–110, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117A–117B, 117–118, 121A–121B, 121–122, 123A–123B, 123–124, 127, 128, 204, 225A–225B, 225–226, 483–484

2.M.1.4. Students are able to represent and write the value of money using the “¢” sign and in decimal form using the “\$” sign.

109B, 109–110, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117A–117B, 117–118, 119A–119B, 119–120, 121A–121B, 121–122, 125–126, 127–128

2.M.1.5. Students are able to use whole number approximations for capacity using non–standard units of measure.

353–354, 359A–359B, 359–360

2.M.1.6. Students are able to solve everyday problems by measuring length to the nearest inch or foot.

341–342, 343A–343B, 343–344, 345A–345B, 345–346

2.M.1.7. Students are able to locate and name concrete objects that are about the same length, height, weight, capacity, and temperature as a given concrete object.

341A–341B, 341–342, 345A–345B, 345–346

Number Sense

Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.

91A–91B, 91–92, 101A–101B, 101–102, 391A–391B, 391–392, 395A–395B, 395–396, 399A–399B, 399–400, 401A–401B, 401–402, 409A–409B, 409–410

2.N.1.1. Students are able to read, write, count, and sequence numerals to 100.

81A–81B, 81–82, 83A–83B, 83, 85, 91A, 91, 95A–95B, 95, 97, 99–100, 101, 391, 393–394, 402, 467

2.N.1.2. Students are able to identify and represent fractions as parts of a group.

269A–269B, 269–270, 271A–271B, 271–272, 275A–275B, 275–276, 277A–277B, 277–278, 283

Indicator 2: Apply number operations with real numbers and other number systems.

5A–5B, 5–6, 9A–9B, 9–10, 19A–19B, 19–20, 25A–25B, 25–26, 27A–27B, 27–28, 29A–29B, 29–30, 31A–31B, 31–32, 43, 63A–63B, 63–64, 66, 67A–67B, 67–68, 69A–69B, 69–70, 200, 221–222, 401A–401B, 401–402

2.N.2.1. Students are able to solve two–digit addition and subtraction problems written in horizontal and vertical formats using a variety of strategies.

83–84, 135A–135B, 135–136, 139A–139B, 139–140, 145A–145B, 145–146, 147A–147B, 147–148, 393–394

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.

114, 229A–229B, 229–230, 373A–373B, 373, 452

2.N.3.1. Students are able to solve addition and subtraction problems up to 100 in context.

240, 413–414, 427A–427B, 427–428, 429A–429B, 429–430, 431A–431B, 431–432, 433A–433B, 433–434, 435A–435B, 435–436, 439, 443A–443B, 443–444

Statistics & Probability

Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.

89A–89B, 89–90, 105A–105B, 105–106, 117–118, 303–304, 313A–313B, 313–314, 321–322, 323A–323B, 323–324

2.S.1.1. Students are able to use interviews, surveys, and observations to gather data.

89A–89B, 89–90, 313A–313B, 313–314, 321A–321B, 321–322,

2.S.1.2. Students are able to represent data sets in more than one way.

117B, 117–118, 313A–313B, 313–314, 327A–327B, 327–328, 405A–405B, 405–406

2.S.1.3. Students are able to answer questions about and generate explanations of data given in tables and graphs.

117A–117B, 117–118, 313A–313B, 313–314, 405A–405B, 405–406

Indicator 2: Apply the concepts of probability to predict events/outcomes and solve problems.

373A–373B, 373–374, 375A–375B, 375–376

2.S.2.1. Students are able to list possible outcomes of a simple event and make predictions about which outcome is more or less likely to occur.

19–20, 155A–155B, 155–156, 161A, 161–162, 197B, 197–198, 233–234, 265A–265B, 265–266, 377A–377B, 377–378, 413–414, 487–488

**Scott Foresman – Addison Wesley Mathematics
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Third Grade

Algebra

Indicator 1: Use procedures to transform algebraic expressions.

67–68, 71, 89, 168A–168B, 168, 169, 265

3.A.1.1. Students are able to explain the relationship between repeated addition and multiplication.

260A–260B, 260–261

3.A.1.2. Students are able to identify special properties of 0 and 1 with respect to arithmetic operations (addition, subtraction, multiplication).

156–157, 286A–286B, 286–287, 396A–396B, 396–397

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

70A–70B, 70–71, 76–77, 168A–168B, 168–169, 384A–384B, 384–385

3.A.2.1. Students are able to select appropriate relational symbols (<, >, =) to compare numbers.

18A–18B, 18–21, 31, 168A–168B, 168–169, 338–339, 506A–506B, 506–509, 568A–568B, 568–571

3.A.2.2. Students are able to solve problems involving addition and subtraction of whole numbers.

67, 70A–70B, 70–71, 76A–76B, 76–77, 82A–82B, 82, 126A–126B, 126–127, 128–135, 136A–136B, 136–137, 148A–148B, 148–149, 150A–150B, 150–155

Indicator 3: Interpret and develop mathematical models.

76A–76B, 76–78, 284–285, 346A–346B, 346–347, 384A–384B, 384, 404A–404B, 404–405, 436A–436B, 436–437, 438–439

3.A.3.1. Students are able to use the relationship between multiplication and division to compute and check results.

384A–384B, 384–385, 390

Indicator 4: Describe and use the properties and behaviors of relations, functions, and inverses.

18–19, 20–21, 22–23, 70–71, 72–73, 148–149, 168A–168B, 168–169, 344–345, 384A–384B, 384–385, 386A–386B, 386, 388, 390, 392, 396, 402, 506–507, 568–569, 570, 653

3.A.4.1. Students are able to extend linear patterns.

22, 25, 332A–332B, 332, 340A–340B, 340, 449

3.A.4.2. Students are able to use number patterns and relationships to learn basic facts.

72A–72B, 72–73, 270–271, 272–273, 332A–332B, 332, 334–335

Geometry

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

428A–428B, 428–429, 430, 446A–446B, 446–447, 448–449

3.G.1.1. Students are able to recognize and compare the following plane and solid geometric figures: square, rectangle, triangle, cube, sphere, and cylinder.

221, 428A–428B, 428, 432A–432B, 432–433, 446A–446B, 446, 450A–450B, 450–453, 451, 454–455

3.G.1.2. Students are able to identify points, lines, line segments, and rays.

442A–442B, 442–443

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

436A–436B, 436–437, 440–441, 456A–456B, 456–457, 460–461, 464A–464B, 464–465, 468A–468B, 468–469, 470–471, 472–473, 476A–476B, 476–477

3.G.2.1. Students are able to demonstrate relationships between figures using similarity and congruence.

456A–456B, 456–459

Measurement

Indicator 1: Apply measurement concepts in practical applications.

464A–464B, 464–467, 468A–468B, 468–471, 472A–472B, 472–473, 532A–532B, 532–533, 534A–534B, 534–535, 536A–536B, 536–537, 538A–538B, 538–539, 582A–582B, 582, 628, 680A–680B, 680–683, 685, 690A–690B, 690–691, 692–693, 694A–694B, 694–695, 697

3.M.1.1. Students are able to read and tell time before and after the hour within five–minute intervals on an analog clock.

192–195, 196A–196B, 196–197, 198A–198B, 198–199

3.M.1.2. Students are able to count, compare, and solve problems using a collection of coins and bills.

36A–36B, 36–39, 40A–40B, 40–41, 162A–162B, 162–165, 291, 575, 638–639

3.M.1.3. Students are able to identify U.S. Customary units of length (feet), weight (pounds), and capacity (gallons).

471, 532A–532B, 532, 536A–536B, 536, 538A–538B, 538, 680A–680B, 680, 683, 690B, 690

3.M.1.4. Students are able to select appropriate units to measure length (inch, foot, mile, yard); weight (ounces, pounds, tons); and capacity (cups, pints, quarts, gallons).

532A–532B, 532–533, 534A–534B, 534–535, 536A–536B, 536–537, 539, 540, 680A–680B, 680–681, 682–683, 690A–690B, 690–691, 692

3.M.1.5. Students are able to measure length to the nearest $\frac{1}{2}$ inch.

532A–532B, 532–533, 534A–534B, 534–535, 536A–536B, 536–537, 582–583

Number Sense

Indicator 1: Use the structural characteristics of a set of real numbers and its various subsets.

6–7, 8–9, 10–11, 18A–18B, 18–19, 20–21, 22A–22B, 22–23, 28–29, 30–31

3.N.1.1. Students are able to place in order and compare whole numbers less than 10,000, using appropriate words and symbols.

4A–4B, 4–5, 6A–6B, 6–7, 8–9, 10A–10B, 10–11, 12A–12B, 12–13, 18A–18B, 18–19, 20–21, 22A–22B, 22–23

3.N.1.2. Students are able to find multiples of whole numbers 2, 5, and 10.

8–9, 10–11, 12–13, 260A–260B, 260–261

3.N.1.3. Students are able to name and write fractions from visual representations.

499, 504A–504B, 504–505, 506A–506B, 506–509, 510A–510B, 510–511, 512A–512B, 512–513, 516A–516B, 516–517, 518A–518B, 518–519, 520A–520B, 520–521, 523, 564A–564B, 564–565, 571

Indicator 2: Apply operations within the set of real numbers.

66A–66B, 66–67, 68–69, 70A–70B, 70–71, 126A–126B, 126–127, 128–129, 130–131, 132A–132B, 132–133, 134–135, 148A–148B, 148–149, 150A–150B, 150–151, 260A–260B, 260–261, 262A–262B, 262–263, 264–265, 370–371, 648–649

3.N.2.1. Students are able to add and subtract whole numbers up to three digits and multiply two digits by one digit.

126A–126B, 126–127, 128A–128B, 128–129, 130–131, 132A–132B, 132–133, 134–135, 148A–148B, 148–149, 150A–150B, 150–151, 152A–152B, 152–153, 154–155, 156A–156B, 156–157

Multiplication of two digits by one digit is introduced in *Scott Foresman – Addison Wesley Mathematics* at Grade 4.

Indicator 3: Develop conjectures, predictions, or estimations in the process of problem solving and verify or justify the results.

86A–86B, 86–87, 98A, 98–101, 134–137, 214, 510A, 510–511, 616A–616B, 616–617, 622–623, 630, 696

3.N.3.1. Students are able to round two–digit whole numbers to the nearest tens, and three–digit whole numbers to the nearest hundreds.

28A–28B, 28, 98

Statistics & Probability**Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.**

20, 22–23, 28A–28B, 28, 38, 41, 43, 72A–72B, 72–73, 76A–76B, 76, 81, 84, 95, 102, 130, 134, 142, 160A–160B, 160–161, 197, 204B, 204–205, 206–207, 208A–208B, 208–209, 210–211, 212A–212B, 212–213, 214–215, 222A–222B, 222–223, 231, 236A–236B, 236–237, 238, 285, 339, 343, 344A–344B, 344–345, 376, 397, 400, 570, 574, 617, 620, 639

3.S.1.1. Students are able to ask and answer questions from data represented in bar graphs, pictographs and tally charts.

208A–208B, 208–209, 210–211, 212A–212B, 212–213, 214–215, 222A–222B, 222–223, 226A–226B, 226–227, 228A–228B, 228–229, 230–231, 232A–232B, 232–233, 236A–236B, 236–237

3.S.1.2. Students are able to gather data and use the information to complete a scaled and labeled graph.

218A–218B, 218–219, 220

Indicator 2: Apply the concepts of probability to predict outcomes and solve problems.

700A–700B, 700–701, 702A–702B, 702–703, 704A–704B, 704–707

3.S.2.1. Students are able to describe events as certain or impossible.

700A–700B, 700–701, 702A–702B, 702–703, 704A–704B, 704–705, 706–707

**Scott Foresman – Addison Wesley Mathematics
to the
South Dakota Mathematics Standards**

Fourth Grade

Algebra

Indicator 1: Use procedures to transform algebraic expressions.

96A–96B, 96–97, 98A–98B, 98–99, 169A–160B, 160–161, 162–163

4.A.1.1. Students are able to simplify whole number expressions involving addition, subtraction, multiplication, and division.

76–79, 82A–82B, 82–85

4.A.1.2. Students are able to recognize and use the commutative property of addition and multiplication.

62A–62B, 62, 129, 288A–288B, 288

4.A.1.3. Students are able to relate the concepts of addition, subtraction, multiplication, and division to one another.

76–79, 82A–82B, 82–85, 128A–128B, 128–131, 148A–148B, 148–149, 154–155

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

100A–100B, 100–101, 166A–166B, 166–167, 688A–688B, 688–689, 690A–690B, 690–691, 692A–692B, 692–693, 694

4.A.2.1. Students are able to select appropriate relational symbols (<, >, =) to make number sentences true.

63, 135, 396–397, 398, 688A–688B, 688–689

4.A.2.2. Students are able to simplify a two–step equation using whole numbers.

This indicator is taught in *Scott Foresman – Addison Wesley Mathematics* at Grade 6.

Indicator 3: Interpret and develop mathematical models.

396–400, 690A–690B, 690–691

4.A.3.1. Students are able to write and solve number sentences that represent one-step word problems using whole numbers.

63, 100A–100B, 100, 101, 280, 396–397, 398

Indicator 4: Describe and use the properties and behaviors of relations, functions and inverses.

82A–82B, 82, 98, 99, 140–141, 142, 148–149, 164A–164B, 164–165, 692A–692B, 692–693, 694

4.A.4.1. Students are able to solve problems involving pattern identification and completion of patterns.

37, 90A–90B, 90–91, 128A–128B, 128–131, 136A–136B, 136–137, 256A–256B, 256–257, 314A–314B, 314–315, 366A–366B, 366–367, 406A–406B, 406–407

Geometry**Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.**

434A–434B, 434–437, 438A–438B, 438–439, 444A–444B, 444–447, 448A–448B, 448–449

4.G.1.1. Students are able to identify the following plane and solid figures: pentagon, hexagon, octagon, pyramid, rectangular prism, and cone.

434A–434B, 434–435, 436–437, 438A–438B, 438

4.G.1.2. Students are able to identify parallel, perpendicular, and intersecting lines.

440A–440B, 440–441

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

440A–440B, 440–443, 447, 448A–448B, 448–449, 450, 451, 460A–460B, 460–461, 462–463, 464A–464B, 464–465

4.G.2.1. Students are able to compare geometric figures using size, shape, orientation, congruence, and similarity.

438A–438B, 438–439, 452A–452B, 452–455, 458A–458B, 458–459

4.G.2.2. Students are able to identify a slide (translation) of a given figure.
452A–452B, 452

Measurement

Indicator 1: Apply measurement concepts in practical applications.

588A–588B, 588–589, 590A–590B, 590–591, 592A–592B, 592–593, 594A–594B, 594–595, 598–599, 600A–600B, 600–601, 604–605

4.M.1.1. Students are able to identify equivalent periods of time and solve problems.

190A–190B, 190–191, 192A–192B, 192–193, 201–202, 203, 217, 649

4.M.1.2. Students are able to solve problems involving money including unit conversion.

28A–28B, 28–29, 30A–30B, 30–31, 32A–32B, 32–33, 76A–76B, 76–79, 82–85, 286A–286B, 286–287, 340A–340B, 340–341, 392A–392B, 392–393, 640

4.M.1.3. Students are able to use scales of length, temperature, capacity, and weight.

588A–588B, 588–589, 592A–592B, 592–593, 594A–594B, 594–595, 652A–652B, 652–653, 654A–654B, 654–655, 658A–658B, 658–661, 664A–664B, 664–665

4.M.1.4. Students are able to measure length to the nearest quarter inch.

590A–590B, 590–591, 596–597, 598–599

Number Sense

Indicator 1: Use the structural characteristics of a set of real numbers and its various subsets.

502A–502B, 502–503

4.N.1.1. Students are able to read, write, order, and compare numbers from .01 to 1,000,000.

4A–4B, 4–5, 6, 8A–8B, 8–9, 16A–16B, 16–17, 18, 22A–22B, 22, 28A–28B, 28–29, 34–35, 36, 624–625, 626, 628–629

4.N.1.2. Students are able to find multiples of whole numbers through 12.

128, 256–257, 314–315

4.N.1.3. Students are able to use a number line to compare numerical value of fractions or mixed numbers (fourths, halves, and thirds).

504A–504B, 504–507, 534A–534B, 534–535

4.N.1.4. Students are able to interpret negative integers in temperature.

664A–664B, 664–665

Indicator 2: Apply operations within the set of real numbers.

62–63, 64A–64B, 64–65, 66, 76A–76B, 76–77, 78, 82, 124A–124B, 124–125, 126, 128A–128B, 128–129, 132A–132B, 132–133, 146A–146B, 146–147, 148A–148B, 148–149

4.N.2.1. Students are able to find the products of two–digit factors and quotient of two natural numbers using a one–digit divisor.

146A–146B, 146–147, 150A–150B, 150–151, 386A–386B, 386–387, 388, 390A–390B, 390–391

4.N.2.2. Students are able to add and subtract decimals with the same number of decimal places.

642A–642B, 642–643

Indicator 3: Develop conjectures, predictions, or estimations in the process of problem solving and verify or justify the results.

62–63, 64A–64B, 64–67, 68A–68B, 68–71, 72A–72B, 72–73, 258A–258B, 258–261, 271, 315, 316A–316B, 316–319, 323, 368A–368B, 368–371, 369, 408A–408B, 408, 636A–636B, 636–637, 710A–710B, 710–711

4.N.3.1. Students are able to estimate sums and differences in whole numbers and money to determine if a given answer is reasonable.

62A–62B, 62–63, 64A–64B, 64–67, 68A–68B, 68–71, 636A–636B, 636–637

Statistics & Probability

Indicator 1: Use statistical models to gather, analyze and display data to draw conclusions.

207, 209, 211, 218, 223, 226A–226B, 226–227, 230A–230B, 230–231, 233, 404A–404B, 404–405

4.S.1.1. Students are able to interpret data from graphical representations and draw conclusions.

206A–206B, 206–207, 208A–208B, 208–209, 210–211, 214–215, 216A–216B, 216, 218–219, 220, 222A–222B, 222–223, 229, 232A–232B, 232–233, 315, 536A–536B, 536–537

4.S.1.2. Given a small ordered data set of whole number data points (odd number of points), students are able to identify the median, mode, and range.

226A–226B, 226–227, 404A–404B, 404–405

Indicator 2: Apply the concepts of probability to predict outcomes and solve problems.

700A–700B, 700–701, 702, 704A–704B, 704–705

4.S.2.1. Students are able to determine the probability of simple events limited to equally likely and not equally likely outcomes.

700A–700B, 700-701, 704A–704B, 704–705, 707, 710A–710B, 710–711

**Scott Foresman – Addison Wesley Mathematics
to the
South Dakota Mathematics Standards
Fifth Grade**

Algebra

Indicator 1: Use procedures to transform algebraic expressions.

70A–70B, 70–71, 100A–100B, 100–101, 102, 104A–104B, 104–105, 106–107

5.A.1.1. Students are able to use a variable to write an addition expression.

100A–100B, 100–101, 102, 104A–104B, 104–105, 106–107

5.A.1.2. Students are able to recognize and use the associative property of addition and multiplication.

22A–22B, 22–25, 66A–66B, 66–67

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

6A–6B, 6–7, 12–13, 14–15, 16, 108A–108B, 108–109, 133, 134, 237, 418A–418B, 418–419, 420A–420B, 420–421, 698, 700A–700B, 700–701, 702A–702B, 702–703, 704–705, 706A–706B, 706–707, 708, 713, 714–715

5.A.2.1. Students are able to write one–step first degree equations using the set of whole numbers and find a solution.

108A–108B, 108–109, 700A–700B, 700–701, 702A–702B, 702–703

Indicator 3: Interpret and develop mathematical models.

32–33, 292–293, 356A–356B, 356–357, 704–709

5.A.3.1. Students are able to, using whole numbers, write and solve number sentences that represent two–step word problems.

14A–14B, 14–15, 16–17, 698

5.A.3.2. Students are able to identify information and apply it to a given formula.

540A–540B, 540–541, 542–543, 544, 550–551, 552–553, 554–555, 610A–610B, 610–611, 612

Indicator 4: Describe and use the properties and behaviors of relations, functions, and inverses.

101, 102, 106A–106B, 106–107, 176A–176B, 176–177

5.A.4.1. Students are able to solve problems using patterns involving more than one operation.

42A–42B, 42–43, 104A–104B, 104–105, 168A–168B, 168–169, 226A–226B, 226–227, 504A–504B, 504–505, 624A–624B, 624–625

Geometry

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

340A–340B, 340–341, 594A–594B, 594–595, 596

5.G.1.1. Students are able to describe and identify isosceles and equilateral triangles, pyramids, rectangular prisms, and cones.

340A–340B, 340–341, 342A–342B, 342–343, 344, 594A–594B, 594–597, 602A–602B, 602–603

5.G.1.2. Students are able to identify acute, obtuse, and right angles.

328–329, 330, 332A–332B, 332

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

334, 337, 339, 340A–340B, 340, 345

5.G.2.1. Students are able to determine lines of symmetry in rectangles, squares, and triangles.

368A–368B, 368–369, 370–371, 372A–372B, 372

5.G.2.2. Students are able to identify a turn or flip (rotation or reflection) of a given figure.

364A–364B, 364–365, 366–367

5.G.2.3. Students are able to use two–dimensional coordinate grids to find locations and represent points and simple figures.

This indicator is introduced in *Scott Foresman – Addison Wesley Mathematics* at Grade 6.

Measurement

Indicator 1: Apply measurement concepts in practical applications.

531

5.M.1.1. Students are able to determine elapsed time within an a.m. or p.m. period on the quarter-hour.

This indicator is taught in *Scott Foresman – Addison Wesley Mathematics* at Grades 2, 3 and 4

5.M.1.2. Students are able to solve problems involving money including making change.

148–151, 160A–160B, 160–161, 232A–232B, 232–233

5.M.1.3. Students are able to use and convert U.S. Customary units of length (inches, feet, yard), and weight (ounces, pounds).

528A–528B, 528–531, 614A–614B, 614–615, 620A–620B, 620–621

5.M.1.4. Students are able to use appropriate tools to measure length, weight, temperature, and area in problem solving.

174A–174B, 174–175, 176–177, 178, 332–333, 334, 530–531, 535, 652–653, 724–725, 726–727, 728–729

Number Sense

Indicator 1: Use the structural characteristics of a set of real numbers and its various subsets.

4A–4B, 4–5, 6A–6B, 6–7, 8A–89, 8–9, 66A–66B, 66–67, 132–135, 162A–162B, 162–163, 164A–164B, 164–167, 413–415, 426A–426B, 426–427, 428–429, 712A–712B, 712–713, 714–715, 716A–716B, 716–717, 718A–718B, 718–719

5.N.1.1. Students are able to read, write, order, and compare numbers from .001 to 1,000,000,000.

4A–4B, 4–5, 6A–6B, 6–7, 8A–89, 8–9

5.N.1.2. Students are able to find prime, composite, and factors of whole numbers from 1 to 50.

66A–66B, 66–67, 132–135, 162A–162B, 162–163, 164A–164B, 164–167, 413–415

5.N.1.3. Students are able to identify alternative representations of fractions and decimals involving tenths, fourths, halves, and hundredths.

426A–426B, 426–427, 428–429

5.N.1.4. Students are able to locate negative integers on a number line.

712A–712B, 712–713, 714–715, 716A–716B, 716–717, 718A–718B, 718–719

5.N.1.5. Students are able to determine the squares of numbers 1 – 12.

167

Indicator 2: Apply operations within the set of real numbers.

22A–22B, 22–23, 24, 36A–36B, 36–37, 66A–66B, 66–67, 72A–72B, 72–73, 74, 132–133, 134–135, 136–137, 148–149, 150, 698

5.N.2.1. Students are able to find the quotient of whole numbers using two–digit divisors.

204A–204B, 204–205, 206, 214A–214B, 214–215, 216, 224A–224B, 224, 226

5.N.2.2. Students are able to determine equivalent fractions including simplification (lowest terms of fractions).

410A–410B, 410–411, 412A–412B, 412–413, 463–464

5.N.2.3. Students are able to multiply and divide decimals by natural numbers (1 – 9).

88A–88B, 88–89, 90, 230A–230B, 230–231, 234A–234B, 234–235, 236

Indicator 3: Develop conjectures, predictions, or estimations in the process of problem solving and verify or justify the results.

28A–28B, 28–31, 68A–68B, 68–69, 86B, 86–87, 88, 94, 154, 159, 302A–302B, 302–305, 494A–494B, 494–495, 703

5.N.3.1. Students are able to use different estimation strategies to solve problems involving whole numbers, decimals, and fractions to the nearest whole number.

28A–28B, 28–29, 30–31, 68A–68B, 68–69, 86A–86B, 86–87, 159, 402A–402B, 402–403, 494A–494B, 494–495, 672A–672B, 672–675, 703

Statistics & Probability**Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.**

260A–260B, 260, 262A–262B, 262–263, 264–265, 266, 270A–270B, 270, 272, 276A–276B, 276, 278–279, 280, 282A–282B, 282–283, 284, 287

5.S.1.1. Students are able to gather, graph, and interpret data.

174A–174B, 174–175, 260A–260B, 260–261, 262A–262B, 262–263, 264–265, 266A–266B, 266–267, 268–269, 270A–270B, 270–271, 272–273, 276A–276B, 276–277, 278–279, 286A–286B, 286–287, 288A–288B, 288–289, 724A–724B, 724–725, 726–727

5.S.1.2. Students are able to calculate and explain mean for a whole number data set.

282A–282B, 282–283, 284–285

Indicator 2: Apply the concepts of probability to predict outcomes and solve problems.

302A–302B, 302–303, 304–305

5.S.2.1. Students are able to classify probability of simple events as certain, likely, unlikely, or impossible.

32A–32B, 32–33, 302A–302B, 302–303, 304–305, 434A–434B, 434–437

5.S.2.2. Students are able to use models to display possible outcomes.

104–105, 274–275, 276A–276B, 276–279, 288A–288B, 288–289, 504–505, 558A–558B, 558–559, 570–571, 606–607, 660–661

**Scott Foresman – Addison Wesley Mathematics
to the
South Dakota Mathematics Standards
Sixth Grade**

Algebra

Indicator 1: Use procedures to transform algebraic expressions.

8–11, 40A–40B, 40–43, 48A–48B, 48–51, 140I, 140, 251, 271, 276A–276B, 276–277, 305, 328A–328B, 328–329, 380–383, 422A–422B, 422–425, 426A–426B, 426–427, 428A–428B, 428–429, 430A–430B, 430–431, 572–575, 710A–710B, 710–711, 712A–712B, 712–715, 716A–716B, 716–717, 722A–722B, 722–723

6.A.1.1. Students are able to use order of operations, excluding nested parentheses and exponents, to simplify whole number expressions.

24A–24B, 24–25, 26, 30A–30B, 30–31, 40A–40B, 40, 43

6.A.1.2. Students are able to write algebraic expressions involving addition or multiplication using whole numbers.

40A–40B, 40–41, 42, 274–275, 420A–420B, 420, 424, 427, 429

Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.

12A–12B, 12–13, 78, 177, 316A–316B, 316–317, 318A–318B, 318–319, 320, 318A–328B, 328–329, 330–331, 332, 410A–410B, 410–411, 698A–698B, 698–699, 700A–700B, 700–701, 702–703

6.A.2.1. Students are able to write and solve one-step 1st degree equations, with one variable, involving inverse operations using the set of whole numbers.

45, 46, 48A–48B, 48–49, 50, 276A–276B, 276–277, 307, 318–319, 320–321, 322, 331–332, 430A–430B, 430–431

Indicator 3: Interpret and develop mathematical models.

50, 116A–116B, 116–119, 122, 326–327, 328A–328B, 328–329, 414–415, 430A–430B, 430–431, 512–513, 560–561, 710A–710B, 710–711

6.A.3.1. Students are able to identify and graph ordered pairs in Quadrant I on a coordinate plane.

448A–448B, 448–449, 718A–718B, 718

6.A.3.2. Students are able to solve one-step problems involving ratios and rates.
445, 716A–716B, 716–717, 718A–718B, 718

Indicator 4: Analyze and describe the properties and behaviors of relations, functions, and inverses.

36–37, 41, 42, 89, 420, 444A–444B, 444–445, 446–447, 477, 496, 499, 500–501, 716A–716B, 716

6.A.4.1. Students are able to use concrete materials, graphs and algebraic statements to represent problem situations.

212A–212B, 212–213, 448A–448B, 448–449, 718A–718B, 718

Geometry

Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.

494A–494B, 494–495, 586A–586B, 586–587, 588–589

6.G.1.1. Students are able to identify and describe the characteristics of triangles and quadrilaterals.

496A–496B, 496–497, 498–499, 500A–500B, 500–501

6.G.1.2. Students are able to identify and describe angles.

476A–476B, 476, 480A–480B, 480–481, 497, 498

Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.

472B, 472–473, 474–475, 476–477, 478–479, 482–483, 484A–484B, 484–485, 486–487, 488–489, 490A–490B, 490–491, 496A–496B, 496–497, 498–499, 500A–500B, 500–501, 503, 508–509

6.G.2.1. Students are able to use basic shapes to demonstrate geometric concepts.

505, 506A–506B, 506–507, 508–509, 510A–510B, 510–511, 512A–512B, 512–513, 515, 516A–516B, 516–517, 520A–520B, 520–521

Measurement**Indicator 1: Apply measurement concepts in practical applications.**

476–477, 478–479, 542A–542B, 542–543, 544–545, 546A–546B, 546–547, 550A–550B, 550, 552A–552B, 552–553, 556–557, 558–559, 560A–560B, 560–561, 564A–564B, 564–565, 570A–570B, 570–571, 574, 576–577, 578–579

6.M.1.1. Students are able to select, use, and convert appropriate unit of measurement for a situation.

564A–564B, 564–565, 567, 568A–568B, 568, 570A–570B, 570–571, 572A–572B, 572–573, 574, 576A, 576–577, 580A–580B, 580–581, 591, 592, 595, 596–597

6.M.1.2. Students are able to find the perimeter and area of squares and rectangles (whole number measurements).

565, 566–567, 568A–568B, 568–569

Number Sense**Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.**

4A–4B, 4–5, 6, 12A–12B, 12–13

6.N.1.1. Students are able to represent fractions in equivalent forms and convert between fractions, decimals, and percents using halves, fourths, tenths, hundredths.

76A–76B, 76–77, 78A–78B, 78, 86A–86B, 86–87, 164A–164B, 164–165, 166–167, 172A–172B, 172–173, 174–175, 251

6.N.1.2. Students are able to find factors and multiples of whole numbers.

28A–28B, 28–29, 30A–30B, 30–31, 91, 92

Indicator 2: Apply operations within the set of real numbers.

28A–28B, 28–29, 30A–30B, 30–31, 46–47, 48A–48B, 48–49, 50, 86A–86B, 86–87, 88, 90A–90B, 90, 94A–94B, 94, 114, 117, 142A–142B, 142–143, 144–145

6.N.2.1. Students are able to add, subtract, multiply, and divide decimals.

86A–86B, 86–87, 89, 90A–90B, 90–91, 92, 96, 100A–100B, 100–101, 102, 106A–106B, 106–107

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.

16A–16B, 16–17, 32A–32B, 32–33, 34, 216A–216B, 216–217, 226A–226B, 226–227

6.N.3.1. Students are able to use various strategies to solve one– and two–step problems involving positive decimals.

86A–86B, 86–87, 88, 90A–90B, 90–91, 92, 94A–94B, 94–95, 96, 100A–100B, 100–101, 102, 112A–112B, 112–113, 116A–116B, 116–117

Statistics & Probability

Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.

148–149, 217, 225, 387, 474, 508–509, 628A–628B, 628–629, 630–631, 632A–632B, 632–633, 636A–636B, 636–637, 638A–638B, 638–639, 642A–642B, 642–643

6.S.1.1. Students are able to find the mean, mode, and range of an ordered set of positive data.

624B, 624–625, 626–627

6.S.1.2. Students are able to display data using bar and line graphs and draw conclusions from data displayed in a graph.

636A–636B, 636–637, 638A–638B, 638–639

Indicator 2: Apply the laws of probability to predict outcomes and solve problems.

171, 212A–212B, 212–213, 214, 654A–654B, 654–655, 656–657, 658A–658B, 658–661, 662A–662B, 662, 664A–664B, 664–667, 668A–668B, 668–671, 672A–672B, 672–673

6.S.2.1. Students are able to find the probability of a simple event.

655, 662A–662B, 662, 664A–664B, 664–667, 668A–668B, 668–669, 672A–672B, 672