

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™
© 2011

to the

Colorado
Academic Standards
Grades K–6



M/M-162

INTRODUCTION

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2011, to the *Colorado Academic Standards (2009)*. 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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to the
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Kindergarten

Colorado Academic Standards Kindergarten	Scott Foresman-Addison Wesley enVisionMATH
Mathematics	
Academic Standards	
N: Number Sense, Properties, and Operations	
N.1: Whole numbers can be used to name, count, represent, and order quantity	
N.1.a: Count and represent objects to 20	Topic 4: 51, 52C, 53, 53A, 55, 56, 56A, 56C, 58A, 60A, Topic 5: 75, 76C, 81, 82, 82C, 88, 88A Topic 12: 213, 215, 217, 219
N.1.b: Identify, read, and write corresponding numerals	Topic 4: 53A-54C, 57A-57C, 59A-60C Topic 5: 79A-80C, 85A-86C, 91A-92C Topic 12: 215A-216C, 217A-218C, 219A-220C
N.1.c: Compare sets up to 10 objects and use language to describe more, less, or same	Topic 6: 99A-99J, 101A-102C, 103A-104C, 105A-106C, 107A-108C
N.1.d: Compare two sets of objects to at least 25 using language such as "more," "less," or "the same"	Topic 6: 99A-99J, 101A-102C, 103A-104C, 105A-106C, 107A-108C
N.1.e: Identify small groups of objects - fewer than five without counting, including zero as "no objects"	Topic 4: 53A-54C, 57A-57C, 59A-60C Topic 5: 79A-80C, 85A-86C, 91A-92C
N.1.f: Estimate quantities less than 20	Topic 12: 215A-216C, 217A-218C, 219A-220C
N.2: Adding and subtracting to 10 involves composing and decomposing using a variety of strategies and representations	
N.2.a: Use objects including coins, and drawings to model addition and subtraction problems to 10	Topic 10: 175A-175J, 179-180C, 181-182C, 183-184C, 185-186C, 187-188C, 189-190C Topic 11: 193A-193C, 193F-193H, 195-196C, 197A-198C, 201-202C, 203-204C, 205-206C, 207-208C
N.2.b: Identify numbers one more or one less than a given number up to 10	Topic 4: 49A-49B, 49E, 65A-66C, 67A-68C
N.2.c: Determine if more than or less than is needed to change one quantity to another	Topic 4: 63A-64C, 65A-66C, 67A-68C Topic 6: 101A-102C, 103A-104C, 105A-106C, 107A-108C
P: Patterns, Functions, and Algebraic Structures	
P.1: Patterns can repeat	
P.1.a: Duplicate a simple pattern	Topic 3: 31A-31J, 32-33, 33-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C
P.1.b: Extend a repeating two-element pattern using a variety of materials such as numbers, letters, shapes, and manipulatives	Topic 3: 43A-44C, 45A-46C

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P.2: Relationships exist between numbers	
P.2.a: Generalize the counting sequence pattern from counting all to knowing "one more" and "one less"	Topic 4: 49A-49B, 49E, 65A-66C, 67A-68C
P.2.b: Communicate the relationship between composing and decomposing numbers	Topic 6: 99B, 105-106C Topic 12: 211B, 213-214C, 215-216C, 217-218C, 219-220A, 220C
D: Data Analysis, Statistics, and Probability	
D.1: Visual displays of information can used to answer questions	
D.1.a: Collect classroom data	Topic 12: 291A-292C
D.1.b: Identify and compare own data to group's data	Topic 12: 287G, 287I-287J, 288, 291A-292C
D.1.c: Describe bar graphs to answer questions such as more or less and simple trends	Topic 12: 287, 289A-290C, 291A-292C, 293A-294C, 297A-298C, 301A-302C
S: Shape, Dimension, and Geometric Relationships	
S.1: Shapes are described by their characteristics and position	
S.1.a: Recognize and informally describe two dimensional shapes with varying orientation, sizes, and shapes	Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C
S.1.b: Use relational vocabulary, such as above, below and next to, to describe spatial relationships	Topic 2: 15A-15J, 15-16, 17-18C, 19A-20C, 21A-22C, 23A-24C, 25A-26C, 27A-28C
S.2: Measurement is used to compare and order objects	
S.2.a: Recognize and compare attributes of length, height, weight, capacity of objects	Topic 9: 151A-151J, 151-152, 153A-154C, 155A-156C, 157A-158C, 161A-162C, 1613A-164C, 165A-166C, 167A-168C, 171A-172C
S.2.b: Use estimates of measurements from everyday experiences	Topic 9: 151A-151J, 151-152, 153A-154C, 155A-156C, 157A-158C, 167A-168C, 171A-172C
S.2.c: Order several objects by length, height, weight, capacity, or price	Topic 9: 153A-154C, 157A-158C

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Grade 1

Colorado Academic Standards Grade 1	Scott Foresman-Addison Wesley enVisionMATH
Mathematics	
Academic Standards	
N: Number Sense, Properties, and Operations	
N.1: The whole number system describes place value relationships from ones to 100 and forms the foundation for efficient algorithms	
N.1.a: Count, read, and write numbers to 100	Topic 1: 3A, 3-6, 6B, 7A, 7-10B, 11-14B, 15-18, 18B, 19A, 19-22B, 23A, 23-26B Topic 10: 263A, 236-266B, 267A, 267-270B Topic 11: 307-310B, 311A, 311-314B, 315A, 315-128B, 319A, 319-322B, 323A, 323-326B
N.1.b: Estimate quantities less than 100	Topic 12: 347A-350B
N.1.c: Represent quantities using tens units and ones units	Topic 11: 307-310B, 311A, 311-314B, 315A, 315-128B, 319A, 319-322B, 323A, 323-326B
N.1.d: Locate numbers up to 100 on a number display	Topic 2: 29B, 30, 39-42B
N.1.e: Compare two sets of objects, including pennies, up to at least 25 using language such as "three more or three fewer"	Topic 2: 31A, 31-34B, 35A, 35-38, 38B, 39A, 39-42B, 43A, 43-46B Topic 12: 332A, 332-334B, 335A, 338B, 339-342, 342B, 343A-346, 351A, 351-354B, 355-358B, 359A, 359-362B
N.2: Adding and subtracting involve composing and decomposing using a variety of strategies	
N.2.a: Use addition when putting sets together and subtraction for breaking sets apart or describing the difference between sets	Topic 3: 51-54B, 55-58B, 59-62B, 63-66B, 67-70B, 71-74B Topic 4: 81-82B, 83-86B, 87-90B, 91-94B, 95-98B, 99-102B, 103-106B, 107-110B, 111-114B, 115-118B, 119-122B, 123-126B Topic 6: 143-146B, 147-150B, 151-154B, 155-158B, 159-162B, 163-166B Topic 7: 171-175B, 175-178B, 179-182B, 183-186B, 187-190B Topic 16: 481-484B, 319-322B, 485-488B, 489-492B, 493-496B, 497-500B, 501-504B, 505-508B, 509-512B Topic 17: 517-520B, 521-524B, 525-528B, 529-532B, 533-536B Topic 20: 609-612B, 613-616B, 617-620B, 621-624B, 625-628B, 629-632B, 633-636B
N.2.b: Use number relationships such as doubles, one more or one less, and the relationship between composing and decomposing to solve addition and subtraction problems	Topic 3: 57 Topic 6: 143-146B, 147-150B, 151-154B, 155-158B, 159-162B, 163-166B Topic 7: 175-178B Topic 16: 479, 485-488B, 489-492B, 489A-492B

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N.2.c: Identify coins and find the value of a collection of two coins	Topic 13: 367A-370B, 371A-374B
N.2.d: Demonstrate fluency with basic addition and related subtraction facts through sums to 10	Topic 16: 479A-479H, 479-480, 481-484B, 319-322B, 485-488B, 489-492B, 493-496B, 497-500B, 501-504B, 505-508B, 509-512B Topic 17: 515A-515H, 515-516, 517-520B, 521-524B, 525-528B, 529-532B, 533-536B
N.3: Parts of objects can be shown as fractions	
N.3.a: Identify unit fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ as parts of wholes or parts of groups	Topic 19: 583B-583H, 583-584, 585A-588B, 589A-592B, 593A-596B, 597A-600B, 601A-604B
N.3.b: Understand fractions as equal shares or parts	Topic 19: 583B-583H, 583-584, 585A-588B, 589A-592B
P: Patterns, Functions, and Algebraic Structures	
P.1: Patterns can grow	
P.1.a: Count objects by groups of 2 or 5	Topic 10: 261B, 275-278B, 279-282B
P.1.b: Extend a repeating pattern based on a rule	Topic 10: 261B, 279A-282B, 291A-294B
P.2: Number relationships can be used to solve problems	
P.2.a: Use number relationships such as doubles, or plus or minus one to solve problems	Topic 3: 57 Topic 6: 143-146B, 147-150B, 151-154B, 155-158B, 159-162B, 163-166B Topic 7: 175-178B Topic 16: 479, 485-488B, 489-492B, 489A-492B
P.2.b: Use the inverse relationship between adding and subtracting to solve problems	Topic 4: 81B, 107A-110B, Topic 7: 169B, 175A-178B Topic 17: 515B, 525-528B
D: Data Analysis, Statistics, and Probability	
D.1: Visual displays of data can be created using individual student data	
D.1.a: Contribute individual data to classroom data display	Topic 18: 557A-560B
D.1.b: Read information from picture graphs, bar graphs, and tally charts	Topic 18: 561-564B, 569-572B
D.1.c: Describe data by applying the concepts of largest, smallest and most often	Topic 18: 539C-539D, 539G-539H, 539, 541A-544B, 545A-548B, 549A-552B
S: Shape, Dimension, and Geometric Relationships	
S.1: Shapes can be created and described by composing and decomposing	
S.1.a: Recognize, describe, and make shapes according to given relationships, attributes, or properties	Topic 8: 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B
S.1.b: Sort geometric figures and describe how they are alike and different	Topic 8: 199A-202B
S.1.c: Combine and take apart shapes to create new shapes and describe results	Topic 8: 203A-206B, 207A-210B,
S.2: Measurement is used to compare and order objects and events	
S.2.a: Measure the length of common objects using nonstandard units such as created units, popsicle sticks, or paper clips	Topic 14: 393F, 393, 399A-402B, 403A-406B
S.2.b: Compare and order objects by length and weight	Topic 14: 395A-398B, 431A-434B
S.2.c: Distinguish units of time (day, night, morning, afternoon, hours) and connect them to common events	Topic 15: 465A-468B, 469A-471B
S.2.d: Compare and order units of time	Topic 15: 451B, 465A-468B

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Grade 2

Colorado Academic Standards Grade 2	Scott Foresman-Addison Wesley enVisionMATH
Mathematics	
Academic Standards	
N: Number Sense, Properties, and Operations	
N.1: The whole number system describes place value relationships from ones to 1,000 and forms the foundation for efficient algorithms	
N.1.a: Read and write numbers to 1,000 and identify place value for three-digit numbers	Topic 4: 97A-97H, 97, 107A-110B, 111A-114B, 115A-118B, 123A-126B Topic 17: 509A-509H, 509, 511A-514B, 515A-518B, 519A-522B, 531A-534B, 535A-538B, 539A-542B
N.1.b: Describe relationships between ones, tens, and hundreds	Topic 4: 99-102, 102B, 103-106, 106B, 107-110, 110B, 111-114, 114B Topic 17: 511-514, 514B, 515-518, 518B, 519-522, 522B
N.1.c: Explain the value of a digit in a three-digit number	Topic 17: 509C, 509G-509H, 511A-514B, 515A-518B, 519A-522B
N.1.d: Order a collection of whole numbers	Topic 4: 111A-114B, 115A-118B, 119A-122B, 123A-126A Topic 17: 527A-530B, 531A-534B, 535A-538B, 539A-542B
N.2: Formulate, represent, and use algorithms to add and subtract two-digit whole numbers with flexibility, accuracy, and efficiency	
N.2.a: Demonstrate fluency with basic addition and subtraction facts to sums of 20	Topic 1: 1A-1H, 1-2, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B Topic 2: 33A-33H, 33-34, 35A-38B, 39A-42B, 43A-46B, 47A-50B Topic 3: 75A-78B, 79A-82B, 87-90B Topic 10: 291A-249B, 303A-306B
N.2.b: Find the value of a collection of coins and choose coins to have a given value	Topic 5: 141A-141B, 141D, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B
N.2.c: Create stories and models, including linear and difference, to illustrate addition and subtraction	Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B Topic 2: 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 5A-58A, 59A-62B, 63A-66B Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B Topic 6: 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B Topic 7: 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B Topic 8: 219A-222B, 223A-226B, 231A-234B, 235A-238B, 239A-242B, 243A-246B Topic 9: 251A-254B, 255A-258B, 259A-262B,

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Continued	263A-266B, 267A-270B, 271A-274B, 275A-278B Topic 10: 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299A-302B, 303A-306B, 307A-310B Topic18: 549A-549H, 551-554B, 559A-562B, 536A-566B, 567A-570B, 575A-578B, 579A-582B
N.2.d: Select and use appropriate methods to estimate sums and differences or calculate them mentally depending on the context and numbers involved	Topic 10: 287-290B, 299-302B
N.2.e: Apply addition and subtraction concepts to financial decision-making	Topic 5: 143A-146B, 147A-150B, 151A-154B, 15A5-158B, 159A-162B Topic 10: 283A-286B, 295A-298B
N.3: Fractions represent parts of a whole object or set	
N.3.a: Partition basic shapes, using common fractions such as $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$	Topic 12: 349A-349H, 349-350, 351A-354B, 355A-358B
N.3.b: Partition sets using common fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$	Topic 12: 349A-349H, 367A-370B, 371A-374B
P: Patterns, Functions, and Algebraic Structures	
P.1: Patterns are based on rules	
P.1.a: Count objects by groups of 2, 5, and 10	Topic 4: 127A-130B Topic 18: 568A-569 Topic 19: 590
P.1.b: Identify a missing number in a sequence, and describe a rule	Topic 4: 127-130B Topic 6: 187A-190B Topic 17: 527-530B, 543-547B Topic 20: 635-638B
P.1.c: Create and extend repeating patterns of 3-5 elements using a variety of materials such as numbers, letters, shapes, and manipulatives	Topic 4: 127-130B, 187-190B Topic 12: 357 Topic 17: 512, 527-530B, 543-546B Topic 19: 590 Topic 20: 635-638B
P.2: Number relationships can be used to develop computation strategies	
P.2.a: Use ten-based strategies to solve addition and subtraction facts to 20	Topic 6: 176-177 Topic 7: 195-198B, 207-210B
P.2.b: Demonstrate the structure of numbers as tens and ones in addition and subtraction	Topic 6: 179A-182 Topic 8: 219A-222 Topic 9: 251A-254 Topic 17: 523A-526
P.2.c: Communicate the inverse relationship between addition and subtraction, and use this relationship to efficiently solve and check problems	Topic 1: 23A-26B Topic 3: 75A-78B, 79A-82B, 83A-86B Topic 7: 207A-210B Topic 9: 271A-274B Topic 18: 577
D: Data Analysis, Statistics, and Probability	
D.1: Visual displays of data can be constructed in a variety of formats	
D.1.a: Construct picture graphs and bar graphs from a data set	Topic 16: 477A, 477D, 477G-477H, 479-482B, 483A-486B, 487A-490B
D.1.b: Read and explain information in picture graphs and bar graphs	Topic 16: 477A, 477D, 477G-477H, 479-482B, 483A-486B, 487A-490B

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D.1.c: Describe data using concepts of median and range	Related content: Topic 16: 477A, 477D, 477G-477H, 479-482B, 483A-486B, 487A-490B
D.2: Mathematical models are used to describe the likelihood of an outcome or event	
D.2.a: Collect data using chance devices, such as spinners and describe outcomes as likely or unlikely	Topic 16: 477B, 477E, 495A-498B
D.2.b: Apply the concepts of likely or not likely to decisions from daily life	Topic 16: 477B, 477E, 498B, 502A-502B
S: Shape, Dimension, and Geometric Relationships	
S.1: Shapes can be created and described by quantifiable attributes	
S.1.a: Recognize, describe, and create geometric figures according to given quantifiable attributes such as number of sides and size	Topic 11: 313B, 313C, 313E-313H, 313-314, 315A-318B, 319A-322B, 343A-346B
S.1.b: Identify symmetry in two-dimensional figures	Topic 11: 339-342, 342B
S.1.c: Use quantifiable attributes to describe and estimate size of objects	Topic 13: 377A, 377C-377D, 377G-377H, 377, 383A-386B, 387A-390B, 391A-394B, 396A-398B
S.2: Some attributes of objects are measurable and can be quantified using different tools	
S.2.a: Identify the measurable attribute and appropriate unit of measure for an object	Topic 13: 377A, 377F, 377, 379A-382B
S.2.b: Use common objects as non-standard units	Topic 13: 377A, 377C, 377F, 377G-377H, 377-378, 383A-386B, 387A-390B
S.2.c: Use standard linear measuring tools to measure to the nearest whole unit	Topic 13: 377B, 377D, 377E-377F, 377, 391A-394B, 395A-398B
S.2.d: Identify common units of time, weight, and temperature and their appropriate use	Topic 14: 413A-413F, 413-414, 427A-430B, 431A-434B, 435A-438B, 439A-442B

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Grade 3

Colorado Academic Standards Grade 3	Scott Foresman-Addison Wesley enVisionMATH
Mathematics	
Academic Standards	
N: Number Sense, Properties, and Operations	
N.1: The whole number system describes place value relationships from ones to 10,000 and forms the foundation for efficient algorithms	
N.1.a: Read and write numbers from one to 10,000 and explain place value for four-digit numbers	Topic 1: 2A-2E, 3, 4B-5B, 6A-7B, 8A-9B, 10A-11B
N.1.b: Generalize the change represented when moving from one place to another place in a number	Topic 1: 2A-2E, 3, 4B-5B, 6A-7B, 8A-9B, 10A-11B
N.1.c: Compose and decompose multi-digit numbers based on place value	Topic 1: 4B-5B, 6A-7B, 8A-9B, 10A-11B, 12A-14, 15A-15B, 16A-17B
N.2: Parts of a whole can be modeled and represented in different ways	
N.2.a: Use drawings, models, and numerals to represent fractions (halves, thirds, fourths, sixths, eighths) based on a whole shape, number set, or number line	Topic 12: 274A, 274C-274D, 276A-277B, 278A-279B, 280A-281B, 290A-293B
N.2.b: Estimate and justify the reasonableness of solutions to problems involving representations of fractions	Topic 12: 274A, 274C-274D, 276A-277B, 278A-279B, 280A-281B, 290A-293B, 294A-295B, 296A-297B
N.2.c: Describe why equivalent fractions are two ways of modeling the same quantity using a model or drawing	Topic 12: 284A-287B
N.3: Formulate, represent, and use algorithms to add and subtract multi-digit whole numbers with flexibility, accuracy, and efficiency	
N.3.a: Use number sense to estimate and justify the reasonableness of solutions to problems	Topic 2: 44A-46, 47A-47B, 48, 49, 54, 55, 56, 59 Topic 3: 74A-76, 77A-77B, 79 Topic 6: 146 Topic 8: 185 Topic 9: 207, 215, 221, 223 Topic 12: 283 Topic 18: 414A-415B Topic 19: 438A-439B, 445
N.3.b: Use flexible methods of computing, including student-generated strategies and standard algorithms	Topic 2: 30A-30D, 32A-33B, 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58A-59B Topic 3: 64A-64E, 66A-67B, 68A-71B, 72A-73B Topic 4: 84A-84E, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B, 98A-99B Topic 5: 106A-106C, 106E, 108A-109B, 110A-113B, 130A-131B Topic 6: 140A-141B, 142A-143B, 144A-146B, 147A-147B, 148A-149B, 150A-151B, 152A-153B

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Continued	Topic 7: 162A-162D, 164A-165B, 170A-171B, 174A-175 Topic 8: 182A-182B, 184A-185B, 194A-195B
N.3.c: Estimate using strategies such as front-end estimation or landmark numbers	Topic 2: 44A-46, 47A-47B Topic 3: 74A-76, 77A-77B, 79 Topic 12: 282-283 Topic 18: 414A-415B Topic 19: 438A-439B, 445
N.4: Multiplying and dividing are inverse operations modeled in a variety of ways	
N.4.a: Demonstrate fluency with multiplication and division facts with single-digit factors	Topic 5: 106C-106F, 107, 122A-125B, 126A-127B, 128A-129B, 130A-131B Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-146, 147A-147B, 148A-149B, 150A-151B Topic 8: 182A-182F, 182-183, 184A-185B, 186A-188, 189A-189B, 190A-191B, 192A-193B, 194A-195B
N.4.b: Describe relationships between related facts and between multiplication and division	Topic 8: 182A-182F, 182-183, 184A-185B
N.4.c: Represent multiplication and division problems with drawings, models, number sentences, and stories	Topic 5: 106C-106F, 107, 122A-125B, 126A-127B, 128A-129B, 130A-131B Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-146, 147A-147B, 148A-149B, 150A-151B Topic 8: 182A-182F, 182-183, 184A-185B, 186A-188, 189A-189B, 190A-191B, 192A-193B, 194A-195B Topic 18: 410A-410F, 410-411, 412A-413B, 416A-417B, 418A-419B, 420A-421B, 422A-425B, 426A-429B Topic 19: 434A-434F, 434-435, 436A-437B, 438A-439B, 440A-443B, 444A-445B, 446A-447B, 448A-451B
N.4.d: Model strategies to achieve a personal financial goal using arithmetic operations	Topic 2: 5A8-59B Topic 3: 72, 73 Topic 4: 90 Topic 5: 114, 132A-133B Topic 13: 312A-314, 315A-315B
P: Patterns, Functions, and Algebraic Structures	
P.1: Number patterns are based on operations and relationships	
P.1.a: Extend simple arithmetic and geometric sequences	Topic 9: 208A-209B, 210A-211B, 218A-221B
P.1.b: Count by and analyze patterns in multiples of 2, 3, 5, 9, 10, 11, 25, 50 and 100	Topic 1: 15
P.1.c: Use known multiplication facts to solve unknown multiplication problems	Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-146, 147A-147B, 148A-149B, 150A-151B
P.2: Number properties can be used to solve problems	
P.2.a: Use the commutative property to solve addition and multiplication problems	Topic 2: 332A-33B Topic 4: 95 Topic 5: 110A, 110-111

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P.2.b: Use the associative property to solve addition problems	Topic 2: 332A-33B Topic 4: 95
P.2.c: Use the relationship between addition and multiplication to solve problems	Topic 5: 106A-106B, 108A-109B, 110-111
D: Data Analysis, Statistics, and Probability	
D.1: Visual displays of data can be used to answer questions of interest	
D.1.a: Compose questions to generate data	Topic 20: 458A-459B
D.1.b: Collect and organize data from simple experiments or surveys in class	Topic 20: 456A-456F, 457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B
D.1.c: Create picture graphs, bar graphs, dot plots, and frequency tables from a data set	Topic 20: 456A-456F, 457, 458A-459B, 460A-463B, 464A-465B, 466A-467B, 468A-471B
D.1.d: Describe data using the concepts of mode, clusters and gaps	Topic 20: 459, 461
D.2: Mathematical models are used to explore and describe fairness	
D.2.a: Investigate chance devices such as coins, spinners, and number cubes	Topic 20: 472A-475B, 476A-477B
D.2.b: Apply the concepts of impossible, unlikely and likely	Topic 20: 456B, 472A-475B
D.2.c: Determine if a chance device is fair or unfair	Related content: Topic 20: 456B, 472A-475B
S: Shape, Dimension, and Geometric Relationships	
S.1: Geometric figures are described by their attributes and position in the plane	
S.1.a: Construct and describe two-dimensional shapes by attributes and properties such as sides, angles, and symmetry	Topic 10: 232B-232F, 233, 246A-247B, 248A-249B, 250A-251B, 252A-253B
S.1.b: Recognize and demonstrate transformations - reflections, translations, and rotations - of basic shapes or designs	Topic 11: 258A-258B, 258E, 259, 260A-263B
S.1.c: Use geometric properties of points and line segments to describe figures	Topic 10: 232B, 246A-247B
S.2: Objects have distinct attributes that can be measured with appropriate tools	
S.2.a: Use standard units to measure to the nearest 1/2 or whole inch or centimeter	Topic 14: 328A-331B, 332A-333B Topic 15: 350A-351B
S.2.b: Estimate and measure distance and perimeter	Topic 14: 328A-331B, 332A-333B, 334A-337B, Topic 15: 350A-351B, 352A-354B Topic 16: 368A-369B, 370A-371B, 372A-373B

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Grade 4

Colorado Academic Standards Grade 4	Scott Foresman-Addison Wesley enVisionMATH
Mathematics	
Academic Standards	
N: Number Sense, Properties, and Operations	
N.1: The decimal number system describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms	
N.1.a: Read and write numbers from one to 100,000 and explain place value for five-digit numbers	Topic 1: 2A-2F, 3, 4A-6, 7A-7B, 8A-9B
N.1.b: Compose and decompose multi-digit numbers based on place value	Topic 1: 4A-6, 7A-7B, 8A-9B
N.1.c: Read and write numbers to the hundredths place	Topic 12: 266B-266F, 267, 268B-269B, 274A-275B, 276A-278, 279A-279B, 280A-281B
N.1.d: Identify the value of any given digit in a number with decimals to the hundredths place	Topic 12: 266B-266F, 267, 268B-269B, 274A-275B, 276A-278, 279A-279B, 280A-281B
N.2: Formulate, represent, and use algorithms to multiply and divide with flexibility, accuracy, and efficiency	
N.2.a: Use flexible and efficient methods of computing including standard algorithms to solve three- or four-digit by one-digit multiplication or division problems	Topic 5: 94A-94D, 96A-97B, 98A-99B, 106A-108, 109A-109B, 110A-113B, 114A-115B Topic 8: 162A-162F, 164A-165B, 178A-179B
N.2.b: Estimate using strategies such as front end or rounding to justify the reasonableness of solutions to problems	Topic 2: 32A-33B Topic 5: 100A-101B Topic 7: 144A-145B Topic 8: 166A-167B Topic 13: 294A-299B, 300-302
N.2.c: Demonstrate fluency with multiplication facts and their related division facts 0 to 12	Topic 3: 52B, 58A-59B, 62A-63B, 64A-65B, 66A-67B Topic 4: 80A-81B, 84A-85B
N.2.d: Explain why multi-digit multiplication and division procedures work based on place value properties and use them to solve problems	Topic 4: 80A-81B, 84A-85B Topic 8: 170A-172, 173A-173B
N.3: Different models and representations can be used to compare fractional parts	
N.3.a: Solve comparison problems using models of fractions with like and unlike denominators through 10	Topic 10: 234A-235B, 236A-237B
N.3.b: Estimate and justify the reasonableness of solutions to problems involving comparison of fractions	Topic 10: 234A-235B, 236A-237B
N.3.c: Demonstrate equivalent fractions, decimals, and percents using drawings and models	Topic 10: 214B, 224A-226, 227A-227B, 228A-229B, 230A-233B
P: Patterns, Functions, and Algebraic Structures	
P.1: Number patterns and relationships can be represented by symbols	
P.1.a: Use number relationships to find the missing number in a sequence	Topic 6: 126A-126F, 127, 128A-129B, 130A-131B, 132A-133B

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P.1.b: Use a symbol to represent and find an unknown quantity in a problem situation	Topic 6: 126A, 126E, 128A-129B, 130A-131B, 132A-133B Topic 18: 430C, 430E-430F, 435, 437
P.1.c: Complete input/output tables	Topic 6: 128A-129B, 130A-131B, 132A-133B Topic 14: 336-339
P.1.d: Find the unknown in simple equations	Topic 13: 303 Topic 18: 430A-430F, 432A-433B, 4334A-435B, 436A-437B
P.2: Number properties and relationships can be used to solve problems	
P.2.a: Use and describe number patterns for counting by 2, 5, 9, 10, and 11 from a given starting number	Topic 6: 128A-129B, 130A-131B
P.2.b: Communicate the inverse relationship between multiplication and division, and use this relationship to efficiently solve and check problems	Topic 4: 74A, 74C, 80A-81B Topic 8: 175-176, 181
P.2.c: Use the commutative and associative properties of multiplication to solve problems	Topic 3: 52B, 60A-61B
D: Data Analysis, Statistics, and Probability	
D.1: Visual displays of classroom data can be used to summarize information across the content areas	
D.1.a: Compose questions to generate data related to grade level areas of study	Related Content: Topic 17: 401, 402A-403B
D.1.b: Collect data from class experiments or multi-classroom surveys	Topic 17: 401, 402A-403B
D.1.c: Create data displays appropriate to data collected	Topic 17: 400A-400F, 401, 402A-403B, 404A-405B, 406A-407B, 410A-411B, 416A-417B, 418A-419B, 420A-423B
D.1.d: Describe data using the concept of shape of the distribution	Topic 17: 404A-405B, 406A-407B, 412A-413B, 414A-415B
D.2: Mathematical models are used to test predictions about the likelihood of events	
D.2.a: Formulate a question to test a prediction, and conduct an experiment using chance devices, such as coins, spinners, and number cubes, to test predictions	Topic 20: 466A-466F, 467, 472A-474, 475A-475B
D.2.b: Represent the outcomes of experiments with fractions, and describe using the concepts of impossible, unlikely, likely, and certain	Topic 20: 466C, 466E, 472A-474, 475A-475B
D.2.c: Describe the likelihood of real-life situations using the concepts of impossible, unlikely, likely and certain	Topic 20: 466C, 466E, 472A-474, 475A-475B
S: Shape, Dimension, and Geometric Relationships	
S.1: Geometric figures are described by their attributes and specific location in the plane	
S.1.a: Identify parallel, perpendicular, and intersecting line segments in the plane and within geometric shapes	Topic 9: 194A, 194E, 195, 196A-197B
S.1.b: Create geometric designs using transformations: reflections, translations, and rotations	Topic 19: 446A, 446C, 446E-446F, 448A-449B, 450A-451B, 452A-453B
S.1.c: Compare geometric figures according to the attributes of congruence, symmetry, and angle size	Topic 19: 446B, 446E, 447, 454A-455B
S.1.d: Name and locate points specified by ordered number pairs on a coordinate grid	Topic 17: 408A-409B, 410A-411B

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S.2: Appropriate measurement tools, units, and systems are used to measure different attributes of objects and time	
S.2.a: Model area using square units	Topic 14: 314A, 314C-314E, 315, 316A-317B, 318A-319B, 320A-323B, 324A, 326B, 327B
S.2.b: Distinguish between area and perimeter	Topic 14: 316A-317B, 328A-331B, 332A-333B, 334A-335B
S.2.c: Convert using unit equivalencies within the standard measurement system (yards to feet and feet to inches, pounds to ounces, gallons to quarts)	Topic 16: 370A-373B
S.2.d: Convert using unit equivalencies within the metric measuring system (meters to centimeters, kilometers to meters, and liters to milliliters)	Topic 16: 380A-383B
S.2.e: Estimate and measure elapsed time to the nearest quarter hour	Topic 16: 386A-389B
S.2.f: Select an appropriate tool and unit for measuring length, weight, and capacity	Topic 16: 364A-365B, 366A-367B, 368A-369B, 374A-375B, 376A-377B, 378A-379B

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Grade 5

Colorado Academic Standards Grade 5	Scott Foresman-Addison Wesley enVisionMATH
Mathematics	
Academic Standards	
N: Number Sense, Properties, and Operations	
N.1: The characteristics of numbers can be used to classify them in various ways	
N.1.a: Apply concepts of squares, primes, composites, factors, and multiples to solve problems	Topic 3: 60A-61B, 72A-73B Topic 4: 102A-105B, 106A-108, 109A-109B Topic 10: 260A-261B
N.1.b: Use the identity, associative, commutative, and distributive properties to solve problems	Topic 2: 24A-25, 27B Topic 3: 58A-59B, 60 Topic 9: 223
N.1.c: Describe and use divisibility rules for two, three, four, five, six, nine, and 10 to solve problems	Topic 4: 102A-105B, 109
N.2: In the real number system, commonly used rational numbers have multiple equivalent representations	
N.2.a: Find equivalent forms of commonly used fractions, decimals, and percents using models, drawings, and computational strategies	Topic 9: 228A-229B, 234A-237B, 238A-241B, 242A-243B, 244A-245B Topic 16: 394B, 394F, 398A-399B, 400A-401B
N.2.b: Use common fractions and percents to calculate parts of whole numbers in problem situations including comparisons of savings rates at different financial institutions	Topic 11: 278A-279B, 280A-281B Topic 16: 402A-403B
N.2.c: Model addition, subtraction, and multiplication of fractions, decimals, and percents	Topic 2: 42A-43B, 44A-45B, 49 Topic 5: 266A-267B, 268A-269B Topic 7: 168A-168F, 169, 170A-171B, 172A-173B, 176A-177B, 188A-191B Topic 10: 254A-254F, 256A-257, 259A-259B, 262A-263B, 264A-265B Topic 11: 276A-276F, 277, 278B-279B, 280A-281B Topic 16: 402A-403B
N.2.d: Compose and decompose multi-digit whole numbers and decimals based on place value	Topic 1: 5, 10, 11
N.2.e: Represent numbers to 1,000,000 with expanded notation and exponents	Topic 1: 2A-2F, 3, 4A-5B
N.3: Formulate, represent, and use algorithms to multiply and divide multi-digit whole numbers with flexibility, accuracy, and efficiency	
N.3.a: Use flexible methods of computing including standard algorithms to multiply and divide multi-digit numbers by two-digit factors or divisors	Topic 3: 56A-56F, 58A-59B, 60A-61B, 64A-65B, 68A-69B, 70A-71B Topic 4: 82A-82F, 83, 84A-85B, 90B-91, 94A-95, 97A-97B, 98B-99, 101A-101B Topic 5: 120A-120F, 122B-123B, 128A-129B, 130A-131B, 134A-135B, 136A-137B Topic 9: 223

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N.3.b: Model multiplication and division using area, linear, and grouping models	Topic 3: 56A, 58 Topic 4: 90A-91, 93B, 94, 98, 101,
N.3.c: Interpret remainders and select the most useful form of the quotient in division problems	Topic 4: 113 Topic 5: 121
N.3.d: Select and use appropriate methods to estimate products and quotients or calculate them mentally depending on the context and numbers involved	Topic 3: 60A-61B, 6A2-63B Topic 4: 86A-87B Topic 5: 130A-131B Topic 7: 170, 174A-175B, 184A-185B
P: Patterns, Functions, and Algebraic Structures	
P.1: Number patterns and relationships can be described using a variety of tools	
P.1.a: Analyze and describe patterns and relationships using words, tables, graphs, symbols, and technology	Topic 1: 14A-16, 17A-17B Topic 2: 33 Topic 3: 77 Topic 5: 122A-123B Topic 6: 148A-151B Topic 8: 203 Topic 13: 325 Topic 15: 382A-384, 385A-385B Topic 16: 404A-405B
P.1.b: Explain, extend, and use patterns and relationships in solving problems, including those involving saving and checking accounts such as understanding that spending more means saving less	Topic 1: 14A-16, 17A-17B Topic 2: 33 Topic 3: 77 Topic 5: 122A-123B Topic 6: 148A-151B Topic 8: 203 Topic 13: 325 Topic 15: 382A-384, 385A-385B Topic 16: 404A-405B
P.2: When a relationship exists between two quantities, a change in one results in a change in the other	
P.2.a: Express change relationships involving whole numbers with if/then statements, input/output boxes, function tables, and rule statements	Topic 4: 105 Topic 16: 404A-405B Topic 17: 420A-421B
P.2.b: Select, describe, and use symbols to express unknown quantities	Topic 6: 146-147 Topic 8: 199 Topic 13: 321 Topic 15: 375, 386A-387, 389A-389B
P.2.c: Use patterns to solve problems including those involving saving and checking accounts such as the pattern created when saving \$10 a month	Topic 1: 14A-16, 17A-17B Topic 2: 33 Topic 3: 77 Topic 5: 122A-123B Topic 6: 148A-151B Topic 8: 203 Topic 13: 325 Topic 15: 382A-384, 385A-385B Topic 16: 404A-405B
D: Data Analysis, Statistics, and Probability	
D.1: Visual displays and summary statistics are used to describe and interpret data	
D.1.a: Formulate a question and hypothesis to design appropriate data collection and display methods	Topic 18: 428A, 428C-428F, 429, 430A-431B

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D.1.b: Select and create appropriate displays of data including double bar graphs, time plots, and line graphs	Topic 18: 428B, 432A-435B, 436-438, 439, 439A-439B, 454A-455B
D.1.c: Interpret data using the concepts of shape of distribution, range, mode, median and mean	Topic 18: 428E-428F, 429450A-451B, 452A-453B
D.1.d: Draw conclusions, and make convincing arguments based on categorical and numerical data analysis	Topic 18: 428B-428F, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 454A-455B, 492A-493B
D.2: Mathematical models are used to determine probability, analyze and describe the outcomes of events	
D.2.a: Organize all possible outcomes of events in a list or chart	Topic 20: 484B-484C, 484F, 486A-487B, 494A-495B
D.2.b: Use fractions, decimals, and percents to quantify the likelihood of events	Topic 20: 484A-484C, 488A-489, 491-491B
D.2.c: Explain why a game involving chance devices such as number cubes or spinners is fair or unfair	Topic 20: 489
D.2.d: Compare individual data to class data collected from chance devices to describe the differences in outcomes based on sample size	Topic 20: 492A-493B
S: Shape, Dimension, and Geometric Relationships	
S.1: Geometric figures in the plane and in space are described and analyzed by their attributes	
S.1.a: Relate two-dimensional shapes to three-dimensional shapes using faces, edges, and vertices	Topic 13: 320A-320B, 322A-323, 325A-325B, 326A-327B
S.1.b: Predict and describe the results of transformations: translations, reflections, rotations	Topic 19: 462A-462F, 464A-465, 467, 467A-467B, 468A-469B, 470A-471B, 472A-473B, 477
S.1.c: Classify and compare angles	Topic 8: 198A, 198C, 204A-205B
S.1.d: Apply concepts of parallel, perpendicular, congruence and line symmetry	Topic 8: 198E, 199, 200A-202, 203A-203B
S.2: Linear measure, area, and volume are fundamentally different and require different units of measure	
S.2.a: Accurately measure length to the nearest 1/8 inch or millimeter	Topic 12: 296A-297B, 298A-299B, 303
S.2.b: Determine the perimeter of polygons and area of rectangles	Topic 12: 294A, 294D-294E, 295, 300A-302, 303A-303B
S.2.c: Distinguish between appropriate units for area and linear measures	Topic 12: 304A-305B, 306A-307B, 308A-309B
S.2.d: Model volume using cubic units	Topic 13: 320B, 320D, 332A-334, 335A-335B
S.2.e: Use, apply, and select appropriate scales on number lines, graphs, and maps	Topic 18: 428F, 433

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Grade 6

Colorado Academic Standards Grade 6	Scott Foresman-Addison Wesley enVisionMATH
Mathematics	
Academic Standards	
N: Number Sense, Properties, and Operations	
N.1: In the real number system, positive rational numbers are represented in multiple equivalent forms	
N.1.a: Read, write, compare, convert and order positive rational numbers in a variety of forms including proper and improper fractions, mixed numbers, decimals, and percents	Topic 1: 8B-9B, 22B-23 Topic 6: 146A-147B Topic 10: 222B-223B, 224B-225B, 226B-227, 229A-229B Topic 14: 342A-342B, 348A-349B
N.1.b: Express whole numbers as products of prime factors with exponents and use prime factorization to find the greatest common factor and least common multiple of two numbers	Topic 5: 118A, 118C, 124A-12B5, 126A-127B, 135, Topic 6: 150 Topic 7: 163, 164A-165B, 167 Topic 12: 299, 303
N.1.c: Express the quotient and remainder of a whole number division problem (a/b or $a \div b$) using fractions, terminating decimals, or repeating decimals	Related content: Topic 3: 74A-75B Standard addressed more specifically in Grade 5: Topic 4: 113 Topic 5: 121
N.1.d: Locate positive fractions and decimals on a number line	Topic 1: 22B-23, 23B Topic 5: 128B-129, 131B
N.2: Formulate, represent, and use algorithms with positive rational numbers flexibly, accurately, and efficiently	
N.2.a: Model and compute the addition, subtraction, multiplication and division of positive fractions, decimals, and combinations of fractions and decimals	Topic 3: 64A-65B, 70-71, 73A-73B, 74A-75B, 76A-77B, 78A-79B Topic 5: 120 Topic 6: 144A-145B Topic 7: 162A-163B, 166A-167, 169A-169B, 172A-173B, 174A-175, 177A-177B Topic 8: 186A-187B, 190A-191B, 192A-193B Topic 9: 204A-205B, 206A-207B, 210A-211B
N.2.b: Solve multi-step word problems involving fractions, decimals and whole numbers	Topic 1: 2F-2L Topic 3: 84A-86, 87A-87B Topic 8: 194A-195B
N.2.c: Estimate sums, differences, products and quotients of rational numbers using common fractions, common decimals, and whole numbers	Topic 3: 62A-63B, 66A-68, 69A-69B Topic 7: 170A-171B Topic 8: 186A-187B Topic 9: 202A-203B
N.2.d: Compare and round positive numbers from thousandths through millions	Topic 1: 8A-9B, 22A-23B
N.3: Quantities can be expressed and compared using ratios and rates	
N.3.a: Apply the multiplicative identity to create equivalent fractions and to reduce fractions to simplest form	Topic 5: 134A-135B

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N.3.b: Express the comparison of two whole number quantities using differences, part-to-part ratios, and part-to-whole ratios in real contexts, including investing and saving	Topic 12: 300A-301B, 302A-303, 305A-305B Topic 14: 343, 344A-345
N.3.c: Compute unit rates in real-world situations involving mixtures, concentrations, and distance-time relationships	Topic 12: 306A-307B, 308A-309B Topic 13: 324A-325B
P: Patterns, Functions, and Algebraic Structures	
P.1: Patterns can be described using words, tables, and graphs	
P.1.a: Extend the pattern and describe the rule for arithmetic and geometric sequences	Topic 2: 48A-49B Topic 9: 214A-215B Topic 11: 290A-291B Topic 15: 376A-377B, 378A-379B
P.1.b: Model linear situations using tables and graphs, and convert between these two representations	Topic 15: 380A-381B, 382A-383, 385-386B Topic 19: 479
P.1.c: Given a linear equation, substitute non-negative input values to create a table and graph coordinate points in the first quadrant	Topic 15: 380A-381B, 382A-383, 385-386B Topic 19: 479
P.2: Variables are used to represent unknown quantities	
P.2.a: Describe patterns by using words and variables with mathematical symbols	Topic 2: 48A-49B Topic 9: 214A-215B Topic 11: 290A-291B Topic 15: 376A-377B, 378A-379B
P.2.b: Evaluate expressions by substituting whole number values for variables	Topic 2: 46A-47B
D: Data Analysis, Statistics, and Probability	
D.1: Questions can be answered by collecting and analyzing data and data displays	
D.1.a: Formulate questions for populations larger than the classroom	Topic 19: 520A-505B
D.1.b: Recognize that a sample may not represent a population accurately	Topic 19: 520A-505B
D.1.c: Recognize bias in surveys	Topic 19: 506A-509B
D.1.d: Utilize appropriate techniques to design a random sample	Topic 19: 520A-505B
D.1.e: Recognize the use of deceptive scales on a graph that make differences look much larger than they are, or the use of pictographs with areas that are proportioned incorrectly	Topic 19: 506A-509B
D.2: Mathematical models are used to determine probability	
D.2.a: Determine probabilities through experiments or simulations	Topic 20: 530A-533B
D.2.b: Express the probability of an event using fractions, decimals, and percents	Topic 20: 528A-529B
D.2.c: Make a table, tree diagram or an organized list to determine possible outcomes of two or more compound events	Topic 20: 518B, 520A-523B, 524A-525, 527A-527B, 536A-537B
D.2.d: Predict outcomes of events using experimental and theoretical probabilities	Topic 20: 530A-533B, 534A-535B

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S: Shape, Dimension, and Geometric Relationships	
S.1: Polygons can be described, classified, and analyzed by their attributes	
S.1.a: Develop and apply formulas and procedures for finding area of triangles, parallelograms, and trapezoids	Topic 17: 424A, 424C, 424E, 430B—433B, 434-437B
S.1.b: Describe properties of polygons up to ten sides using accurate vocabulary and notation	Topic 11: 260B, 274A-2725, 277A-277B, 278A-281B
S.1.c: Classify triangles and apply angle and side properties, including the sum of the interior angles	Topic 11: 274A-2725
S.1.d: Use accurate geometric notation to describe angles, lines, and segments	Topic 11: 260A, 260C, 260E, 261, 262A-265B, 266A-269B, 270A-273B
S.2: Standard units provide common language for communicating measurements	
S.2.a: Connect metric prefixes to place value	Topic 16: 398C, 398F, 404A-405, 407A-407B
S.2.b: Measure to the nearest sixteenth of an inch	Topic 16: 408A-410, 411B
S.2.c: Select and use appropriate units to accurately measure length, weight, capacity and time in problem-solving situations	Topic 16: 398A, 408A-410, 411B
S.2.d: Use a protractor to measure angles to the nearest degree	Topic 161: 260A, 266A-269B