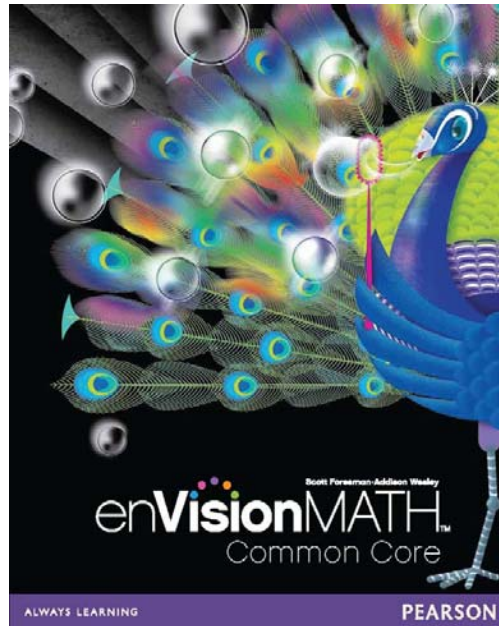


A Correlation of

en**VISION**MATH™
Common Core ©2012



to the

Washington State Mathematics Learning Standards Grades K-6

enVisionMATH Common Core
Correlated to the Washington State Mathematics Learning Standards

Introduction

This document demonstrates how ***enVisionMATH Common Core*** ©2012 meets the standards of Washington State Mathematics Learning Standards for Grades K-6. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent. ***enVisionMATH Common Core*** teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The ***enVisionMATH Common Core*** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The ***enVisionMATH Common Core*** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in ***enVisionMATH Common Core*** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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| Washington State Mathematics Learning Standards – Kindergarten | enVisionMATH Common Core Kindergarten |
|---|---|
| K.1 Whole numbers | |
| Students begin to develop basic notions of numbers and use numbers to think about objects and the world around them. They practice counting objects in sets, and they think about how numbers are ordered by showing the numbers on the number line. As they put together and take apart simple numbers, students lay the groundwork for learning how to add and subtract. Understanding numbers is perhaps the most central idea in all of mathematics, and if students build and maintain a strong foundation of number sense and number skills, they will be able to succeed with increasingly sophisticated numerical knowledge and skills from year to year. | |
| K.1.A Students are expected to: Rote count by ones forward from 1 to at least 100 and backward from any number in the range of 10 to 1. | SE/TE: Topic 1: 1A-1H, 1, 3A-4C, 5A-6C, 9A-10C, 11A-12C, 15A-16C Topic 2: 39A-39C Topic 3: 45A-45H, 45, 47A-48C, 51A-52C, 55A-56C Topic 4: 75A-76C, 77A-78C, 79A-80C Topic 5: 91A-91H, 91, 93A-94C, 95A-96C, 97A-98C, 99A-100C Topic 6: 107A, 107C, 107G-107H, 107, 109A-110C, 111A-112C, 113A-114C, 117A-118C |
| K.1.B Students are expected to: Read aloud numerals from 0 to 31. | SE/TE: Topic 1: 1E, 1, 7A-8C, 13A-14C Topic 2: 29A-30C, 31A-32C Topic 3: 45, 49A-50C, 53A-54C, 57A-58C Topic 5: 91A-91H, 91, 93A-94C, 95A-96C, 97A-98C, 99A-100C Topic 6: 109A-110C |
| K.1.C Students are expected to: Fluently compose and decompose numbers to 5. | SE/TE: Topic 1: 1A-1H, 1, 3A-4C, 5A-6C, 9A-10C, 11A-12C, 15A-16C Topic 7: 127-128C, 130B, 130C, 131A-132C, 136C, 138, 138C, 140, 140B-140C Topic 9: 169A-170C, 171A-172C |
| K.1.D Students are expected to: Order numerals from 1 to 10. | SE/TE: Topic 2: 21B, 21E-21F, 35A-36C, 37A-38C Topic 4: 65B, 65F, 81A-82C, 83A-84C |
| K.1.E Students are expected to: Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. | SE/TE: Topic 1: 1A-1H, 1, 3A-4C, 5A-6C, 9A-10C, 11A-12C, 15A-16C Topic 2: 39A-39C Topic 3: 45A-45H, 45, 47A-48C, 51A-52C, 55A-56C Topic 4: 75A-76C, 77A-78C, 79A-80C Topic 5: 91A-91H, 91, 93A-94C, 95A-96C, 97A-98C, 99A-100C |

| Washington State Mathematics Learning Standards – Kindergarten | enVisionMATH Common Core Kindergarten |
|--|--|
| K.1.F Students are expected to: Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set. | SE/TE: Topic 2: 21A-21H, 21, 23A-24C, 25A-26C, 27A-28C, 33A-34C Topic 4: 65A-65H, 65, 67A-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C Topic 8: 151A-152C, 153A-154C |
| K.1.G Students are expected to: Locate numbers from 1 to 31 on the number line. | SE/TE: Topic 4: 83A-84C |
| K.1.H Students are expected to: Describe a number from 1 to 9 using 5 as a benchmark number. | SE/TE: Topic 3: 47-48C, 51-52C, 53A |
| K.2 Patterns and operations | |
| Students learn what it means to add and subtract by joining and separating sets of objects. Working with patterns helps them strengthen this understanding of addition and subtraction and moves them toward the important development of algebraic thinking. Students study simple repetitive patterns in preparation for increasingly sophisticated patterns that can be represented with algebraic expressions in later grades. | |
| K.2.A Students are expected to: Copy, extend, describe, and create simple repetitive patterns. | SE/TE: Topic 3: 59A-60C Topic 10: 199A-200C |
| K.2.B Students are expected to: Translate a pattern among sounds, symbols, movements, and physical objects. | SE/TE: Topic 3: 59A-60C Topic 10: 199A-200C |
| K.2.C Students are expected to: Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects. | SE/TE: Topic 7: 125A-125H, 125, 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C Topic 8: 145A-145H, 145, 147A-148C, 149A-150C, 154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C Topic 9: 167A-167H, 167, 171A-172C, 175A-176C, 179A-180C, 183A-184C |
| K.2.D Students are expected to: Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers. | SE/TE: Topic 7: 125A-125H, 125, 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C Topic 8: 145A-145H, 145, 147A-148C, 149A-150C, 154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C Topic 9: 167A-167H, 167, 169A-170C, 171A-172C, 173A-174C, 175A-176C, 177A-178C, 179A-180C, 181A-182C, 183A-184C |

| Washington State Mathematics Learning Standards – Kindergarten | enVisionMATH Common Core Kindergarten |
|--|---|
| K.3 Objects and their locations | |
| Students develop basic ideas related to geometry as they name simple two- and three-dimensional figures and find these shapes around them. They expand their understanding of space and location by describing where people and objects are. Students sort and match shapes as they begin to develop classification skills that serve them well in both mathematics and reading- matching numbers to sets, shapes to names, patterns to rules, letters to sounds, and so on. | |
| K.3.A Students are expected to: Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres. | SE/TE: Topic 14: 263A-263H, 263, 265A-266C, 267A-268C, 269A-270C, 271A-272C, 275A-276C, 277A-278C |
| K.3.B Students are expected to: Sort shapes using a sorting rule and explain the sorting rule. | SE/TE: Topic 13: 243A, 243D, 243E, 245-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C |
| K.3.C Students are expected to: Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, and in front of. | SE/TE: Topic 15: 285A-285H, 285, 287A-288C, 289A-290C, 291A-292C, 295A-296C |
| K.4 Additional Key Content | |
| Students informally develop early measurement concepts. This is an important precursor to Core Content on measurement in later grades, when students measure objects with tools. Solving measurement problems connects directly to the student's world and is a basic component of learning mathematics. | |
| K.4.A Students are expected to: Make direct comparisons using measurable attributes such as length, weight, and capacity. | SE/TE: Topic 12: 221A-221H, 221, 224C, 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C |
| K.5 Reasoning, problem solving, and communication | |
| Students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Problems at this level emphasize counting and activities that lead to emerging ideas about addition and subtraction. Students begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" | |
| K.5.A Students are expected to: Identify the question(s) asked in a problem. | SE/TE: Topic 1: 1D Topic 2: 21D Topic 3: 45D Topic 4: 65D Topic 6: 107D Topic 7: 125D Topic 8: 145D Topic 10: 191D Topic 11: 205D Topic 12: 221D Topic 13: 243D Topic 14: 263D Topic 15: 285D Topic 16: 301D |

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| Washington State Mathematics Learning Standards – Kindergarten | enVisionMATH Common Core Kindergarten |
|---|---|
| K.5.B Students are expected to: Identify the given information that can be used to solve a problem. | SE/TE: Topic 1: 1D Topic 2: 21D Topic 3: 45D Topic 4: 65D Topic 5: 91D Topic 6: 107D Topic 7: 125D Topic 8: 145D Topic 9: 167D Topic 10: 191D Topic 11: 205D Topic 12: 221D Topic 13: 243D Topic 14: 263D |
| K.5.C Students are expected to: Recognize when additional information is required to solve a problem. | SE/TE: This objective is addressed in Grade 2: Topic 7: 203A-206B |
| K.5.D Students are expected to: Select from a variety of problem-solving strategies and use one or more strategies to solve a problem. | SE/TE: Topic 1: 15A-16C Topic 2: 39A-40C Topic 3: 59A-60C Topic 4: 85A-86C Topic 5: 101A-102C Topic 6: 119A-120C Topic 7: 139A-140C Topic 8: 153A-154C, 161A-162C Topic 9: 185A-186C Topic 10: 199A-200C Topic 11: 215A-216C Topic 12: 229A-230C Topic 14: 279A-280C Topic 15: 295A-296C Topic 16: 311A-312C |
| K.5.E Students are expected to: Answer the question(s) asked in a problem. | SE/TE: Topic 1: 1D Topic 2: 21D Topic 3: 45D Topic 4: 65D Topic 5: 91D Topic 6: 107D Topic 7: 125D Topic 8: 145D Topic 10: 191D Topic 11: 205D Topic 12: 221D Topic 13: 243D Topic 14: 263D Topic 15: 285D Topic 16: 301D |

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| Washington State Mathematics Learning Standards – Kindergarten | enVisionMATH Common Core Kindergarten |
|---|---|
| K.5.F Students are expected to: Describe how a problem was solved. | SE/TE: Topic 1: 1D Topic 2: 21D Topic 3: 45D Topic 4: 65D Topic 5: 91D Topic 6: 107D Topic 7: 125D Topic 8: 145D Topic 9: 167D Topic 10: 191D Topic 11: 205D Topic 12: 221D Topic 13: 243D Topic 14: 263D Topic 15: 285D Topic 16: 301D |
| K.5.G Students are expected to: Determine whether a solution to a problem is reasonable. | SE/TE: Topic 1: 1D Topic 2: 21D Topic 3: 45D Topic 4: 65D Topic 5: 91D Topic 6: 107D Topic 7: 125D Topic 8: 145D Topic 9: 167D Topic 10: 191D Topic 11: 205D Topic 12: 221D, 229A-230C Topic 13: 243D Topic 14: 263D Topic 15: 285D Topic 16: 301D |

| Washington State Mathematics Learning Standards - Grade One | enVisionMATH Common Core Grade One |
|--|---|
| 1.1 Whole number relationships | |
| Students continue to work with whole numbers to quantify objects. They consider how numbers relate to one another. As they expand the set of numbers they work with, students start to develop critical concepts of ones and tens that introduce them to place value in our base ten number system. An understanding of how ones and tens relate to each other allows students to begin adding and subtracting two-digit numbers, where thinking of ten ones as one ten and vice versa is routine. Some students will be ready to work with numbers larger than those identified in the Expectations and should be given every opportunity to do so. | |
| 1.1.A Students are expected to: Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100. | SE/TE: Topic 7: 237A-237F, 237, 239A-242B, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259A-262B Topic 8: 269A-272B, 273A-276B |
| 1.1.B Students are expected to: Name the number that is one less or one more than any number given verbally up to 120. | SE/TE: Topic 4: 115, 137A-140B Topic 9: 297A, 297, 299A-302B, 303B-306B |
| 1.1.C Students are expected to: Read aloud numerals from 0 to 1,000. | SE/TE: Topic 7: 239A-242B, 247A-250B Topic 8: 267B-267C, 273A-276B |
| 1.1.D Students are expected to: Order objects or events using ordinal numbers. | SE/TE: This standard is presented in Kindergarten: Topic 2: 37A-38C |
| 1.1.E Students are expected to: Write, compare, and order numbers to 120. | SE/TE: Topic 7: 239A-242B, 247A-250B Topic 9: 297B-297F, 297, 299A-302B, 303A-306B, 307A-310B, 311A-314B, 315A-318B |
| 1.1.F Students are expected to: Fluently compose and decompose numbers to 10. | SE/TE: Topic 1: 7A-10B, 11A-14B, 15A-18B, 31A-34B Topic 4: 133A-136B |
| 1.1.G Students are expected to: Group numbers into tens and ones in more than one way. | SE/TE: Topic 8: 285A-288B, 289A-292B |
| 1.1.H Students are expected to: Group and count objects by tens, fives, and twos. | SE/TE: Topic 7: 237E-237F, 237, 247A-250B, 251A-254B, 255A-258B, 259A-262B Topic 10: 325A-328B, 329A-332B |
| 1.1.I Students are expected to: Classify a number as odd or even and demonstrate that it is odd or even. | SE/TE: This standard is presented in Grade 2: Topic 5: 143A-146B |

| Washington State Mathematics Learning Standards - Grade One | enVisionMATH Common Core Grade One |
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| 1.2 Addition and subtraction | |
| Students learn how to add and subtract, when to add and subtract, and how addition and subtraction relate to each other. Understanding that addition and subtraction undo each other is an important part of learning these operations efficiently and accurately. Students notice patterns involving addition and subtraction, and they work with other types of patterns as they learn to make generalizations about what they observe. | |
| 1.2.A Students are expected to: Connect physical and pictorial representations to addition and subtraction equations. | SE/TE: Topic 1: 19A-22B, 23A-26A, 27A-30B Topic 2: 39B, 53A-56B, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, 81A-84B Topic 4: 153A-156B Topic 6: 229A-232B Topic 10: 345A-348B Topic 11: 375A-378B |
| 1.2.B Students are expected to: Use the equal sign (=) and the word equals to indicate that two expressions are equivalent. | SE/TE: Topic 2: 53A-56B, 57A |
| 1.2.C Students are expected to: Represent addition and subtraction on the number line. | SE/TE: This standard is presented in Grade 2: Topic 8: 233A-236B Topic 9: 275A-278B |
| 1.2.D Students are expected to: Demonstrate the inverse relationship between addition and subtraction by undoing an addition problem with subtraction and vice versa. | SE/TE: Topic 2: 39B, 73A-76B Topic 4: 115B, 141A-144B, 145A-148B, 149A-152B Topic 6: 203A-203D, 203, 213A-216B, 217A-220B, 221A-224B, 225A-228B |
| 1.2.E Students are expected to: Add three or more one-digit numbers using the commutative and associative properties of addition. | SE/TE: Topic 5: 161B, 191A-194B, 195A-198B |
| 1.2.F Students are expected to: Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18. | SE/TE: Topic 4: 115A-115F, 115-116, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, 153A-156B Topic 5: 161A-161F, 161-162, 163A-166B, 167A-170B, 171A-174B, 179A-182B, 183A-186B, 187A-190B Topic 6: 203A-203F, 203-204, 205A-208B, 209A-212B, 213A-216B, 217A-220B, 221A-224B, 225A-228B, 229A-232B |

| Washington State Mathematics Learning Standards - Grade One | enVisionMATH Common Core Grade One |
|---|---|
| <p>1.2.G Students are expected to: Quickly recall addition facts and related subtraction facts for sums equal to 10.</p> | <p>SE/TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31A-34B Topic 2: 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, 81A-84B Topic 3: 89B, 89, 95A-98B, 99A-102B, 103A-106B, 107A-110B Topic 4: 115A-115F, 115-116, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, 153A-156B Topic 5: 161A-161F, 161-162, 163A-166B, 167A-170B, 171A-174B, 179A-182B, 183A-186B, 187A-190B Topic 6: 203A-203F, 203-204, 205A-208B, 209A-212B, 213A-216B, 217A-220B, 221A-224B, 225A-228B, 229A-232B</p> |
| <p>1.2.H Students are expected to: Solve and create word problems that match addition or subtraction equations.</p> | <p>SE/TE: Topic 1: 1D, 19A-22B, 23A-26B, 30, 31A-34B Topic 2: 40D, 53A-56B, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, 81A-84B Topic 4: 115D, 117A-120B, 121A-124B, 125A-128B, 132, 132A, 136-136B, 137, 140, 140A, 144-144B, 148-148B, 149A-152B, 153A-156B Topic 5: 161D, 161-162, 163A-166B, 167A-170B, 171A-174B, 179A-182B, 183A-186B, 187A-190B Topic 6: 203D, 205A-208B, 209A-212B, 213A-216B, 217A-220B, 221A-224B, 225A-228B, 229A-232B Topic 10: 232D, 345A-348B Topic 11: 353D, 375A-378B</p> |
| <p>1.2.I Students are expected to: Recognize, extend, and create number patterns.</p> | <p>SE/TE: Topic 7: 237B-237C, 237, 247A-250B, 255A-258B, 259A-262B</p> |

| Washington State Mathematics Learning Standards - Grade One | enVisionMATH Common Core Grade One |
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| 1.3: Geometric attributes | |
| Students expand their knowledge of two- and three-dimensional geometric figures by sorting, comparing, and contrasting them according to their characteristics. They learn important mathematical vocabulary used to name the figures. Students work with composite shapes made out of basic two-dimensional figures as they continue to develop their spatial sense of shapes, objects, and the world around them. | |
| 1.3.A Students are expected to: Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes. | SE/TE: Topic 15: 469B, 479A-482B, 491A-494B, 499A-502B |
| 1.3.B Students are expected to: Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation. | SE/TE: Topic 15: 496C, 496, 471A-474B, 479A-482B |
| 1.3.C Students are expected to: Combine known shapes to create shapes and divide known shapes into other shapes. | SE/TE: Topic 15: 496B, 496, 475A-478B, 483A-486B, 487A-490B |
| 1.4 Concepts of measurement | |
| Students start to learn about measurement by measuring length. They begin to understand what it means to measure something, and they develop their measuring skills using everyday objects. As they focus on length, they come to understand that units of measure must be equal in size and learn that standard-sized units exist. They develop a sense of the approximate size of those standard units (like inches or centimeters) and begin using them to measure different objects. Students learn that when a unit is small, it takes more of the unit to measure an item than it does when the units are larger, and they relate and compare measurements of objects using units of different sizes. Over time they apply these same concepts of linear measurement to other attributes such as weight and capacity. As students practice using measurement tools to measure objects, they reinforce their numerical skills and continue to develop their sense of space and shapes. | |
| 1.4.A Students are expected to: Recognize that objects used to measure an attribute (length, weight, capacity) must be consistent in size. | SE/TE: Topic 12: 383A-383F, 383-384, 393A-396B, 397A-400B, 405A-408B |
| 1.4.B Students are expected to: Use a variety of non-standard units to measure length. | SE/TE: Topic 12: 383A-383F, 383-384, 393A-396B, 397A-400B, 405A-408B |
| 1.4.C Students are expected to: Compare lengths using the transitive property. | SE/TE: Topic 12: 385A-388B |
| 1.4.D Students are expected to: Use non-standard units to compare objects according to their capacities or weights. | SE/TE: This standard is presented in Kindergarten: Topic 12: 221B, 235A-236C, 237A-238C |
| 1.4.E Students are expected to: Describe the connection between the size of the measurement unit and the number of units needed to measure something. | SE/TE: Topic 12: 405A-408B |

| Washington State Mathematics Learning Standards - Grade One | enVisionMATH Common Core Grade One |
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| 1.4.F Students are expected to: Name the days of the week and the months of the year, and use a calendar to determine a day or month. | SE/TE: For related content see: Topic 13: 413A-413F, 413-414, 415A-418B, 419A-422B, 423A-426B, 427A-430B |
| 1.5 Additional Key Content | |
| Students are introduced to early ideas of statistics by collecting and visually representing data. These ideas reinforce their understanding of the Core Content areas related to whole numbers and addition and subtraction as students ask and answer questions about the data. As they move through the grades, students will continue to apply what they learn about data, making mathematics relevant and connecting numbers to applied situations. | |
| 1.5.A Students are expected to: Represent data using tallies, tables, picture graphs, and bar-type graphs. | SE/TE: Topic 14: 435A-435F, 435-436, 437, 449A-452B, 453A-456B, 457A-460B, 461A-464B |
| 1.5.B Students are expected to: Ask and answer comparison questions about data. | SE/TE: Topic 12: 435A-435F, 435-436, 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B, 461A-464B |
| 1.6 Reasoning, problem solving, and communication | |
| Students further develop the concept that doing mathematics involves solving problems and discussing what they did to solve them. Problems in first grade emphasize addition, subtraction, and solidifying number concepts, and sometimes include precursors to multiplication. Students continue to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?"; "Why did you do that?"; and "How do you know that?" Students begin to build their mathematical vocabulary as they use correct mathematical language appropriate to first grade. | |
| 1.6.A Students are expected to: Identify the question(s) asked in a problem. | SE/TE: Topic 1: 1D Topic 2: 39D Topic 3: 89D Topic 4: 115D Topic 5: 161D Topic 6: 203D Topic 7: 237D Topic 8: 267D Topic 9: 297D Topic 10: 323D Topic 11: 353D Topic 12: 383D Topic 13: 413D Topic 14: 435D Topic 15: 469D Topic 16: 515D |

| Washington State Mathematics Learning Standards - Grade One | enVisionMATH Common Core Grade One |
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| <p>1.6.B Students are expected to: Identify the given information that can be used to solve a problem.</p> | <p>SE/TE: Topic 1: 1D Topic 2: 39D Topic 3: 89D Topic 4: 115D Topic 5: 161D Topic 6: 203D Topic 7: 237D Topic 8: 267D Topic 9: 297D Topic 10: 323D Topic 11: 353D Topic 12: 383D Topic 13: 413D Topic 14: 435D Topic 15: 469D Topic 16: 515D</p> |
| <p>1.6.C Students are expected to: Recognize when additional information is required to solve a problem.</p> | <p>SE/TE: Introductory material for this topic can be found on the following pages: Topic 1: 1D Topic 4: 115D Topic 5: 161D Topic 9: 297D Topic 13: 413D Topic 14: 435D Topic 16: 515D This objective is also addressed directly in Grade 2: Topic 7: 203A-206B</p> |
| <p>1.6.D Students are expected to: Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.</p> | <p>SE/TE: Topic 1: 31A-34B Topic 2: 81A-84B Topic 3: 107A-110B Topic 4: 153A-156B Topic 5: 175A-178B Topic 6: 229A-232B Topic 7: 259A-262B Topic 8: 289A-292B Topic 9: 315A-318B Topic 10: 345A-348B Topic 11: 375A-378B Topic 12: 401A-404B Topic 13: 427A-430B Topic 14: 461A-464B Topic 15: 475A-478B, 507A-510B Topic 16: 529A-532B</p> |

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| 1.6.E Students are expected to: Answer the question(s) asked in a problem. | SE/TE: Topic 1: 1D Topic 2: 39D Topic 3: 89D Topic 4: 115D Topic 5: 161D Topic 6: 203D Topic 7: 237D Topic 8: 267D Topic 9: 297D Topic 10: 323D Topic 11: 353D Topic 12: 383D Topic 13: 413D Topic 14: 435D Topic 15: 469D Topic 16: 515D |
| 1.6.F Students are expected to: Identify the answer(s) to the question(s) in a problem. | SE/TE: Topic 1: 1D Topic 2: 39D Topic 3: 89D Topic 4: 115D Topic 5: 161D Topic 6: 203D Topic 7: 237D Topic 8: 267D Topic 9: 297D Topic 10: 323D Topic 11: 353D Topic 12: 383D Topic 13: 413D Topic 14: 435D Topic 15: 469D Topic 16: 515D |
| 1.6.G Students are expected to: Describe how a problem was solved. | SE/TE: Topic 1: 1D Topic 2: 39D Topic 3: 89D Topic 4: 115D Topic 5: 161D Topic 6: 203D Topic 7: 237D Topic 8: 267D Topic 9: 297D Topic 10: 323D Topic 11: 353D Topic 12: 383D, 401A-404B Topic 13: 413D Topic 14: 435D Topic 15: 469D, 507A-510B Topic 16: 515D |

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| 1.6.H Students are expected to: Determine whether a solution to a problem is reasonable. | SE/TE: Topic 1: 1D Topic 2: 39D Topic 3: 89D Topic 4: 115D Topic 5: 161D Topic 6: 203D Topic 7: 237D Topic 8: 267D Topic 9: 297D Topic 10: 323D Topic 11: 353D Topic 12: 383D Topic 13: 413D Topic 14: 435D Topic 15: 469D Topic 16: 515D |

| Washington State Mathematics Learning Standards - Grade Two | enVisionMATH Common Core Grade Two |
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| 2.1 Place value and the base ten system | |
| Students refine their understanding of the base ten number system and use place value concepts of ones, tens, and hundreds to understand number relationships. They become fluent in writing and renaming numbers in a variety of ways. This fluency, combined with the understanding of place value, is a strong foundation for learning how to add and subtract two-digit numbers. | |
| 2.1.A Students are expected to: Count by tens or hundreds forward and backward from 1 to 1,000, starting at any number. | SE/TE: Topic 10: 295B, 297A-300B, 301A-304B |
| 2.1.B Students are expected to: Connect place value models with their numerical equivalents to 1,000. | SE/TE: Topic 5: 121A, 121D-121F, 123A-126B, 139A-142B Topic 10: 295E-295F, 295, 297A-300B, 301A-304B, 305A-308B, 309A-312B, 31A-324B |
| 2.1.C Students are expected to: Identify the ones, tens, and hundreds place in a number and the digits occupying them. | SE/TE: Topic 5: 121A, 121D-121F, 123A-126B, 139A-142B Topic 5: 157A Topic 10: 295E-295F, 295, 297A-300B, 301A-304B, 305A-308B, 309A-312B, 31A-324B |
| 2.1.D Students are expected to: Write three-digit numbers in expanded form. | SE/TE: Topic 10: 295A, 295, 305A-308B |
| 2.1.E Students are expected to: Group three-digit numbers into hundreds, tens, and ones in more than one way. | SE/TE: Topic 10: 295A Topic 11: 337A-337D, 348A-350B, 351A-354B, 355A-358B, 363A-366B, 367A-370B |
| 2.1.F Students are expected to: Compare and order numbers from 0 to 1,000. | SE/TE: Topic 5: 131A-133B Topic 10: 295A, 295C-295D, 321A-324B, 325A-328B |
| 2.2 Addition and subtraction | |
| Students focus on what it means to add and subtract as they become fluent with single-digit addition and subtraction facts and develop addition and subtraction procedures for two-digit numbers. Students make sense of these procedures by building on what they know about place value and number relationships and by putting together or taking apart sets of objects. This is students' first time to deal formally with step-by-step procedures (algorithms)-an important component of mathematics where a generalizable technique can be used in many similar situations. Students begin to use estimation to determine if their answers are reasonable. | |
| 2.2.A Students are expected to: Quickly recall basic addition facts and related subtraction facts for sums through 20. | SE/TE: Topic 1: 1A-1F, 1-2, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B Topic 2: 35B-35F, 35-36, 37A-40B, 41A-44B, 45A-48B, 49A-52B, 57A-60B Topic 3: 69A-69F, 69-70, 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B |

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| 2.2.B Students are expected to: Solve addition and subtraction word problems that involve joining, separating, and comparing and verify the solution. | SE/TE: Topic 1: 1D-1F, 1, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B Topic 2: 35D, 35, 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B Topic 3: 69D-69F, 69, 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B Topic 4: 99D-99F, 101A-104B, 108, 108A-108B, 109-112B, 113A-116B Topic 6: 155D-155F, 160, 160B, 164, 164B, 165, 168, 172, 176, 178-180B Topic 7: 185D-185F, 187A-187, 190, 190B, 191, 194, 194B, 198, 198B, 202, 202B Topic 8: 211D-211F, 216, 216B, 220, 220B, 221, 224, 224A, 225, 228, 232-232B, 233-236, 236B, 240, 240B, 244, 244B, 245-247 Topic 9: 253D-253F, 258, 258B, 259, 262, 262B, 263, 266, 266B, 270, 270B, 274, 274B, 275, 278, 282, 282B, 286, 286B, 287A-290B Topic 11: 337D-337F, 339, 342, 342B, 346, 346B, 350, 351, 354, 355A-355, 358, 358B, 359A-359, 362, 362B, 363A, 366, 367A-367, 370, 370B |
| 2.2.C Students are expected to: Add and subtract two-digit numbers efficiently and accurately using a procedure that works with all two-digit numbers and explain why the procedure works. | SE/TE: Topic 8: 211A-211F, 211, 213A-216B, 217A-220B, 221A-224B, 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B, 245A-248B Topic 9: 253A-253F, 253, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286, 287A-290B |
| 2.2.D Students are expected to: Add and subtract two-digit numbers mentally and explain the strategies used. | SE/TE: Topic 6: 155A-155F, 155-156, 157A-160B, 161A-164B, 165A-168B, 169A-172B, 173A-176B Topic 7: 185A-185F, 185-186, 187A-191B, 192A-194B, 195A-198B, 199A-202B |
| 2.2.E Students are expected to: Estimate sums and differences. | SE/TE: Topic 14: 443A, 443, 453A-456B |
| 2.2.F Students are expected to: Create and state a rule for patterns that can be generated by addition and extend the pattern. | SE/TE: Topic 6: 177A-180B |

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| 2.2.G Students are expected to: Solve equations in which the unknown number appears in a variety of positions. | SE/TE: Topic 1: 1D-1F, 1, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B Topic 2: 35D, 35, 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B Topic 3: 69D-69F, 69, 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B Topic 4: 99D-99F, 101A-104B, 108, 108A-108B, 109-112B, 113A-116B Topic 6: 155D-155F, 160, 160B, 164, 164B, 165, 168, 172, 176, 178-180B Topic 7: 185D-185F, 187A-187, 190, 190B, 191, 194, 194B, 198, 198B, 202, 202B Topic 8: 211D-211F, 216, 216B, 220, 220B, 221, 224, 224A, 225, 228, 232-232B, 233-236, 236B, 240, 240B, 244, 244B, 245-247 Topic 9: 253D-253F, 258, 258B, 259, 262, 262B, 263, 266, 266B, 270, 270B, 274, 274B, 275, 278, 282, 282B, 286, 286B, 287A-290B Topic 11: 337D-337F, 339, 342, 342B, 346, 346B, 350, 351, 354, 355A-355, 358, 358B, 359A-359, 362, 362B, 363A, 366, 367A-367, 370, 370B |
| 2.2.H Name each standard U.S. coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same total value. | SE/TE: Topic 13: 417A-417F, 417-418, 419A-422B, 423A-426B, 427A-430B, 435A-438B |
| 2.2.I Students are expected to: Determine the value of a collection of coins totaling less than \$1.00. | SE/TE: Topic 13: 417A-417F, 423A-426B |
| 2.3: Measurement | |
| Students understand the process of measuring length and progress from measuring length with objects such as toothpicks or craft sticks to the more practical skill of measuring length with standard units and tools such as rulers, tape measures, or meter sticks. As students are well acquainted with two-digit numbers by this point, they tell time on different types of clocks. | |
| 2.3.A Students are expected to: Identify objects that represent or approximate standard units and use them to measure length. | SE/TE: Topic 15: 465A-465F, 465-466, 467A-470B, 487A-490B, 499A-502B |
| 2.3.B Students are expected to: Estimate length using metric and U.S. customary units. | SE/TE: Topic 15: 465A-465F, 471A-474B, 475A-478B, 479A-482B, 483A-486B |
| 2.3.C Students are expected to: Measure length to the nearest whole unit in both metric and U.S. customary units. | SE/TE: Topic 15: 465A-465F, 471A-474B, 475A-478B, 479A-482B, 483A-486B |

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| 2.3.D Students are expected to: Describe the relative size among minutes, hours, days, weeks, months, and years. | SE/TE: Topic 16: 509-512B |
| 2.3.E Students are expected to: Use both analog and digital clocks to tell time to the minute. | SE/TE: Topic 16: 507A-507C, 507, 509A-512B, 513A-516B |
| 2.4: Additional Key Content | |
| Students make predictions and answer questions about data as they apply their growing understanding of numbers and the operations of addition and subtraction. They extend their spatial understanding of Core Content in geometry developed in kindergarten and grade one by solving problems involving two- and three-dimensional geometric figures. Students are introduced to a few critical concepts that will become Core Content in grade three. Specifically, they begin to work with multiplication and division and learn what a fraction is. | |
| 2.4.A Students are expected to: Solve problems involving properties of two- and three-dimensional figures. | SE/TE: Topic 12: 379A-379F, 379-380, 381A-384B, 385A-388B, 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B |
| 2.4.B Students are expected to: Collect, organize, represent, and interpret data in bar graphs and picture graphs. | SE/TE: Topic 16: 507B, 507D-507, 507-508, 517A-520B, 521A-524B, 525A-528B, 529A-532B |
| 2.4.C Students are expected to: Model and describe multiplication situations in which sets of equal size are joined. | SE/TE: This standard is addressed in Grade 3: Topic 3: 97A, 97D-97E, 100A-101B |
| 2.4.D Students are expected to: Model and describe division situations in which sets are separated into equal parts. | SE/TE: This standard is addressed in Grade 3: Topic 7: 169A, 172A-173B |
| 2.4.E Students are expected to: Interpret a fraction as a number of equal parts of a whole or a set. | SE/TE: Topic 12: 405A-408B |

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| 2.5: Reasoning, problem solving, and communication | |
| Students further develop the concept that doing mathematics involves solving problems and talking about what they did to solve those problems. Second-grade problems emphasize addition and subtraction with increasingly large numbers, measurement, and early concepts of multiplication and division. Students communicate their mathematical thinking and make increasingly more convincing mathematical arguments. Students participate in mathematical discussions involving questions like "How did you get that?"; "Why did you use that strategy?"; and "Why is that true?" Students continue to build their mathematical vocabulary as they use correct mathematical language appropriate to grade two when discussing and refining solutions to problems. | |
| 2.5.A Students are expected to: Identify the question(s) asked in a problem and any other questions that need to be answered in order to solve the problem. | SE/TE: Topic 1: 1D Topic 2: 35D Topic 3: 69D Topic 4: 99D Topic 5: 121D Topic 6: 155D Topic 7: 185D Topic 8: 211D Topic 9: 253D Topic 10: 295D Topic 11: 337D Topic 12: 379D Topic 13: 417D Topic 14: 443D Topic 15: 465D Topic 16: 507D |
| 2.5.B Students are expected to: Identify the given information that can be used to solve a problem. | SE/TE: Topic 1: 1D Topic 2: 35D Topic 3: 69D Topic 4: 99D Topic 5: 121D Topic 6: 155D Topic 7: 185D, 203A-206B Topic 8: 211D Topic 9: 253D Topic 10: 295D Topic 11: 337D Topic 12: 379D Topic 13: 417D Topic 14: 443D Topic 15: 465D Topic 16: 507D |
| 2.5.C Students are expected to: Recognize when additional information is required to solve a problem. | SE/TE: Topic 7: 203A-206B |

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| 2.5.D Students are expected to: Select from a variety of problem-solving strategies and use one or more strategies to solve a problem. | SE/TE: Topic 1: 27A-30B Topic 2: 61A-64B Topic 3: 91A-94B Topic 4: 113A-116B Topic 5: 147A-150B Topic 6: 177A-180B Topic 7: 203A-206B Topic 8: 245A-248B Topic 9: 287A-290B Topic 10: 329A-332B Topic 11: 371A-374B Topic 12: 409A-412B Topic 13: 435A-438B Topic 14: 457A-460B Topic 15: 499A-502B Topic 16: 529A-532B |
| 2.5.E Students are expected to: Identify the answer(s) to the question(s) in a problem. | SE/TE: Topic 1: 1D Topic 2: 35D Topic 3: 69D Topic 4: 99D Topic 5: 121D Topic 6: 155D Topic 7: 185D Topic 8: 211D Topic 9: 253D Topic 10: 295D Topic 11: 337D Topic 12: 379D Topic 13: 417D Topic 14: 443D Topic 15: 465D Topic 16: 507D |
| 2.5.F Students are expected to: Describe how a problem was solved. | SE/TE: Topic 1: 1D Topic 2: 35D Topic 3: 69D Topic 4: 99D Topic 5: 121D Topic 6: 155D Topic 7: 185D Topic 8: 211D Topic 9: 253D Topic 10: 295D Topic 11: 337D, 371A-374B Topic 12: 379D, 409A-412B Topic 13: 417D Topic 14: 443D Topic 15: 465D Topic 16: 507D |

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| 2.5.G Students are expected to: Determine whether a solution to a problem is reasonable. | SE/TE: Topic 1: 1D Topic 2: 35D Topic 3: 69D Topic 4: 99D Topic 5: 121D Topic 6: 155D Topic 7: 185D Topic 8: 211D Topic 9: 253D Topic 10: 295D Topic 11: 337D Topic 12: 379D Topic 13: 417D Topic 14: 443D Topic 15: 465D Topic 16: 507D |

| Washington State Mathematics Learning Standards - Grade Three | enVisionMATH Common Core Grade Three |
|---|---|
| 3.1 Addition, subtraction, and place value | |
| Students solidify and formalize important concepts and skills related to addition and subtraction. In particular, students extend critical concepts of the base ten number system to include large numbers, they formalize procedures for adding and subtracting large numbers, and they apply these procedures in new contexts. | |
| 3.1.A Students are expected to: Read, write, compare, order, and represent numbers to 10,000 using numbers, words, and symbols. | SE/TE: Topic 1: 2G, 2L, 6A-7B, 8A-9B, 10A-11B, 12A-13B, 14A-15B, 16A-19B, 20A-21B |
| 3.1.B Students are expected to: Round whole numbers through 10,000 to the nearest ten, hundred, and thousand. | SE/TE: Topic 2: 29B-29C, 42A-45B |
| 3.1.C Students are expected to: Fluently and accurately add and subtract whole numbers using the standard regrouping algorithms. | SE/TE: Topic 2: 29A-29E, 29, 32A-33B, 34A-35B, 36A-39B, 40A-41B Topic 3: 63A-63C, 63, 66A-67B, 68A-71B, 72A-73B, 74A-75B, 76A-77B, 78A-79B, 80A-81B, 82A-85B, 86A-87B, 88A-91B |
| 3.1.D Students are expected to: Estimate sums and differences to approximate solutions to problems and determine reasonableness of answers. | SE/TE: Topic 2: 46A-49B, 50A-53B |
| 3.1.E Students are expected to: Solve single- and multi-step word problems involving addition and subtraction of whole numbers and verify the solutions. | SE/TE: Topic 2: 46A-49B, 50A-53B, 54A-55B, 56A-57B Topic 3: 63A-63C, 63, 66A-67B, 68A-71B, 72A-73B, 74A-75B, 76A-77B, 78A-79B, 80A-81B, 82A-85B, 86A-87B, 88A-91B |
| 3.2 Concepts of multiplication and division | |
| Students learn the meaning of multiplication and division and how these operations relate to each other. They begin to learn multiplication and division facts and how to multiply larger numbers. Students use what they are learning about multiplication and division to solve a variety of problems. With a solid understanding of these two key operations, students are prepared to formalize the procedures for multiplication and division in grades four and five. | |
| 3.2.A Students are expected to: Represent multiplication as repeated addition, arrays, counting by multiples, and equal jumps on the number line, and connect each representation to the related equation. | SE/TE: Topic 4: 97A-97E, 97, 100A-101B, 102A-103B |
| 3.2.B Students are expected to: Represent division as equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects, and connect each representation to the related equation. | SE/TE: Topic 7: 169A-169E, 169, 172A-173B, 174A-175B |

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| 3.2.C Students are expected to: Determine products, quotients, and missing factors using the inverse relationship between multiplication and division. | SE/TE: Topic 7: 176A-177B Topic 8: 189A-189E, 189, 192A-193B, 194A-197B, 198A-199B, 200A-201B |
| 3.2.D Students are expected to: Apply and explain strategies to compute multiplication facts to 10 X 10 and the related division facts. | SE/TE: Topic 5: 115A-115E, 115, 118A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-129B Topic 7: 176A-177B Topic 8: 189A-189E, 189, 192A-193B, 194A-197B, 198A-199B, 200A-201B |
| 3.2.E Students are expected to: Quickly recall those multiplication facts for which one factor is 1, 2, 5, or 10 and the related division facts. | SE/TE: Topic 7: 176A-177B Topic 8: 189A-189E, 189, 192A-193B, 194A-197B, 198A-199B, 200A-201B |
| 3.2.F Students are expected to: Solve and create word problems that match multiplication or division equations. | SE/TE: Topic 4: 100, 105, 106A-107B Topic 7: 178A-179B, 180A-181B Topic 8: 202A-203B, 204A-205B |
| 3.2.G Students are expected to: Multiply any number from 11 through 19 by a single-digit number using the distributive property and place value concepts. | SE/TE: Topic 6: 142-143B Topic 14: 350A-351B Topic 16: 418-419 |
| 3.2.H Students are expected to: Solve single- and multi-step word problems involving multiplication and division and verify the solutions. | SE/TE: Topic 4: 97D, 100B-101B, 102A-103B, 104B-105B, 106A-107B Topic 5: 118B, 119-120, 121A-121B, 122B-123B, 124B-125B, 126B, 127-127B, 128B-129B, 130-131B, 132B-133B Topic 6: 142-143B, 144B-145B, 146B-147B, 148B-151B, 152B-153B, 154B-155B, 156B-157B, 158B-159B, 160B-163B Topic 7: 172B-173B, 174B-175B, 177, 177B, 178A-179B, 180A-181B Topic 8: 193, 193B, 194B-197B, 198B-199B, 200B-201B, 202B-203B, 204A-205B, 207, 207B, 208-209B |
| 3.3 Fraction concepts | |
| Students learn about fractions and how they are used. Students deepen their understanding of fractions by comparing and ordering fractions and by representing them in different ways. With a solid knowledge of fractions as numbers, students are prepared to be successful when they add, subtract, multiply, and divide fractions to solve problems in later grades. | |
| 3.3.A Students are expected to: Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line. | SE/TE: Topic 9: 219A-219E, 222A-223B, 224A-225B, 226A-227B, 230A-231B, 232A-233B, 234A-235B |

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| 3.3.B Students are expected to: Compare and order fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12. | SE/TE: Topic 10: 243A-243E, 246A-247B, 248A-249B, 250A-251B, 252A-253B |
| 3.3.C Students are expected to: Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12. | SE/TE: Topic 10: 254A-257B, 258A-259B, 260A-261B |
| 3.3.D Students are expected to: Solve single- and multi-step word problems involving comparison of fractions and verify the solutions. | SE/TE: Topic 10: 243A-243E, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254A-257B, 258A-259B, 260A-261B, 262A-263B, 264A-265B |
| 3.4 Geometry | |
| Students learn about lines and use lines, line segments, and right angles as they work with quadrilaterals. Students connect this geometric work to numbers, operations, and measurement as they determine simple perimeters in ways they will use when calculating perimeters of more complex figures in later grades. | |
| 3.4.A Students are expected to: Identify and sketch parallel, intersecting, and perpendicular lines and line segments. | SE/TE: Topic 11: 273A, 273C, 273E, 276A-277B |
| 3.4.B Students are expected to: Identify and sketch right angles. | SE/TE: Topic 11: 273B-273E, 278A-279B |
| 3.4.C Students are expected to: Identify and describe special types of quadrilaterals. | SE/TE: Topic 11: 273B-273C, 273E, 273, 280A-282, 283A-283B, 286A-287B |
| 3.4.D Students are expected to: Measure and calculate perimeters of quadrilaterals. | SE/TE: Topic 13: 321A-321E, 323A-325B, 326A-327B, 328B-329B |
| 3.4.E Students are expected to: Solve single- and multi-step word problems involving perimeters of quadrilaterals and verify the solutions. | SE/TE: Topic 13: 321A-321E, 323A-325B, 326A-327B, 328B-329B, 330A-331B |
| 3.5 Additional Key Content | |
| Students solidify and formalize a number of important concepts and skills related to Core Content studied in previous grades. In particular, students demonstrate their understanding of equivalence as an important foundation for later work in algebra. Students also reinforce their knowledge of measurement as they use standard units for temperature, weight, and capacity. They continue to develop data organization skills as they reinforce multiplication and division concepts with a variety of types of graphs. | |
| 3.5.A Students are expected to: Determine whether two expressions are equal and use "=" to denote equality. | SE/TE: Topic 2: 45 Topic 5: 115 Topic 8: 204, 205B |

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| 3.5.B Students are expected to: Measure temperature in degrees Fahrenheit and degrees Celsius using a thermometer. | SE/TE: This standard is addressed in Grade 6: Topic 10: 222B Topic 15: 382 |
| 3.5.C Students are expected to: Estimate, measure, and compare weight and mass using appropriate-sized U.S. customary and metric units. | SE/TE: Topic 15: 371A-371E, 378A-379B, 380A-381B, 382, 383, 383A-383B |
| 3.5.D Students are expected to: Estimate, measure, and compare capacity using appropriate-sized U.S. customary and metric units. | SE/TE: Topic 15: 371A-371E, 374A-375B, 376A-377B, 382A, 383A-383B |
| 3.5.E Students are expected to: Construct and analyze pictographs, frequency tables, line plots, and bar graphs. | SE/TE: Topic 16: 389A-389E, 389, 392A-393B, 394A-395B, 396A-399B, 400A-401B, 402A-403B, 404A-405B |
| 3.6 Reasoning, problem solving, and communication | |
| Students in grade three solve problems that extend their understanding of core mathematical concepts—such as geometric figures, fraction concepts, and multiplication and division of whole numbers—as they make strategic decisions that bring them to reasonable solutions. Students use pictures, symbols, or mathematical language to explain the reasoning behind their decisions and solutions. They further develop their problem-solving skills by making generalizations about the processes used and applying these generalizations to similar problem situations. These critical reasoning, problem-solving, and communication skills represent the kind of mathematical thinking that equips students to use the mathematics they know to solve a growing range of useful and important problems and to make decisions based on quantitative information. | |
| 3.6.A Students are expected to: Determine the question(s) to be answered given a problem situation. | SE/TE: The Problem solving process is emphasized through the book, and it is described in the <i>Problem Solving Handbook</i> xiv-xxiii See especially: Topic 1: 2J Topic 2: 29D Topic 3: 63D Topic 4: 97D Topic 5: 115D Topic 6: 139D Topic 7: 169D Topic 8: 189D Topic 9: 219D Topic 10: 243D Topic 11: 273D Topic 12: 301D Topic 13: 321D Topic 14: 339D Topic 15: 371D Topic 16: 389D |

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| <p>3.6.B Students are expected to: Identify information that is given in a problem and decide whether it is necessary or unnecessary to the solution of the problem.</p> | <p>SE/TE: <i>Problem Solving Handbook:</i> xiv-xxiii Also see: Topic 1: 2J Topic 2: 29D Topic 3: 63D Topic 4: 97D Topic 5: 115D Topic 6: 139D Topic 7: 169D Topic 8: 189D Topic 9: 219D Topic 10: 243D Topic 11: 273D Topic 12: 301D Topic 13: 321D Topic 14: 339D Topic 15: 371D Topic 16: 389D</p> |
| <p>3.6.C Students are expected to: Identify missing information that is needed to solve a problem.</p> | <p>SE/TE: For related content see: Topic 1: 2J Topic 2: 29D Topic 3: 63D Topic 4: 97D Topic 5: 115D Topic 6: 139D Topic 7: 169D Topic 8: 189D Topic 9: 219D Topic 10: 243D Topic 11: 273D Topic 12: 301D Topic 13: 321D Topic 14: 339D Topic 15: 371D Topic 16: 389D</p> |

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| <p>3.6.D Students are expected to: Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> | <p>SE/TE: <i>Problem Solving Handbook:</i> xiv-xxii. Also see: Topic 1: 2J Topic 2: 29D Topic 3: 63D Topic 4: 97D Topic 5: 115D Topic 6: 139D Topic 7: 169D Topic 8: 189D Topic 9: 219D Topic 10: 243D Topic 11: 273D Topic 12: 301D Topic 13: 321D Topic 14: 339D Topic 15: 371D Topic 16: 389D</p> |
| <p>3.6.E Students are expected to: Select and use one or more appropriate strategies to solve a problem.</p> | <p>SE/TE: Problem solving strategies are addressed in the <i>Problem Solving Handbook:</i> xiv-xxiii. Also see: Topic 1: 22A-23B Topic 2: 56A-57B Topic 3: 76A-77B, 88A-91B Topic 4: 108A-109B Topic 5: 132A-133B Topic 6: 160A-163B Topic 7: 178A-179B, 182A-183B Topic 8: 202A-203B, 210A-213B Topic 9: 236A-237B Topic 10: 264A-265B Topic 11: 292A-293B, 294A-295B Topic 12: 314A-314B Topic 13: 332A-333B Topic 14: 352A-353B, 362A-363B Topic 15: 382A-383B Topic 16: 404A-405B</p> |
| <p>3.6.F Students are expected to: Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p> | <p>SE/TE: <i>Problem Solving Handbook:</i> xiv-xxiii. Also see: Topic 1: 22A-23B Topic 3: 76A-77B, 88A-91B Topic 4: 108A-109B Topic 7: 178A-179B, 182A-183B Topic 8: 202A-203B, 210A-213B Topic 9: 236A-237B Topic 10: 264A-265B Topic 15: 382A-383B</p> |

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|---|---|
| <p>3.6.G Students are expected to: Explain why a specific problem-solving strategy or procedure was used to determine a solution.</p> | <p>SE/TE: <i>Problem Solving Handbook:</i> xiv-xxiii. Also see: Topic 1: 2J Topic 2: 29D Topic 3: 63D Topic 4: 97D Topic 5: 115D Topic 6: 139D Topic 7: 169D Topic 8: 189D Topic 9: 219D Topic 10: 243D Topic 11: 273D Topic 12: 301D Topic 13: 321D Topic 14: 339D Topic 15: 371D Topic 16: 389D</p> |
| <p>3.6.H Students are expected to: Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.</p> | <p>SE/TE: <i>Problem Solving Handbook:</i> xiv-xxiii. Topic 2: 56A-57B</p> |
| <p>3.6.I Students are expected to: Summarize mathematical information, draw conclusions, and explain reasoning.</p> | <p>SE/TE: <i>Problem Solving Handbook:</i> xiv-xxiii. Topic 2: 56A-57B Topic 4: 108A-109B Topic 13: 332A-333B</p> |
| <p>3.6.J Students are expected to: Make and test conjectures based on data (or information) collected from explorations and experiments.</p> | <p>SE/TE: <i>Problem Solving Handbook:</i> xix. Topic 13: 332A-333B Topic 16: 404A-405B</p> |

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| Washington State Mathematics Learning Standards - Grade Four | enVisionMATH Common Core Grade Four |
|---|---|
| 4.1 Multi-digit multiplication | |
| Students learn basic multiplication facts and efficient procedures for multiplying two- and three digit numbers. They explore the relationship between multiplication and division as they learn related division and multiplication facts in the same fact family. These skills, along with mental math and estimation, allow students to solve problems that call for multiplication. Building on an understanding of how multiplication and division relate to each other, students prepare to learn efficient procedures for division, which will be developed in fifth grade. Multiplication of whole numbers is not only a basic skill, it is also closely connected to Core Content in this grade level on area, and this connection reinforces understanding of both concepts. Multiplication is also central to students' study of many other topics in mathematics across the grades, including fractions, volume, and algebra. | |
| 4.1.A Students are expected to: Quickly recall multiplication facts through 10 X 10 and the related division facts. | SE/TE: Topic 1: 2G-2J, 4-5, 6B-8, 9A-9B, 10A-11B, 12A-13B, 14A-17B, 20A-23B, 24A-25B, 26A-27B, 28A-29B Topic 7: 169 |
| 4.1.B Students are expected to: Identify factors and multiples of a number. | SE/TE: Topic 1: 3, 7, 10A-11B Topic 6: 135 Topic 7: 163 Topic 9: 203 Topic 10: 225 Topic 11: 258A-259B, 262A-263B |
| 4.1.C Students are expected to: Represent multiplication of a two-digit number by a two-digit number with place value models. | SE/TE: Topic 7: 163A-163E, 164-165, 166A-168, 169-169B, 170A-171B, 174A-175B |
| 4.1.D Students are expected to: Multiply by 10, 100, and 1,000. | SE/TE: Topic 5: 116A-117B Topic 7: 163A, 166B, 167, 170B, 170 |
| 4.1.E Students are expected to: Compare the values represented by digits in whole numbers using place value. | SE/TE: Topic 3: 63A-63C, 64-65, 66A-67B, 68A-69B, 70A-73B, 74A-77B |
| 4.1.F Students are expected to: Fluently and accurately multiply up to a three-digit number by one- and two-digit numbers using the standard multiplication algorithm. | SE/TE: Topic 5: 113A-113E, 114-115, 116A-117B, 118A-119B, 120A-121B, 122A-123B Topic 6: 135A-135E, 138A-141B, 142A-143B, 144A-147B, 148A-151B, 152A-153B Topic 7: 163A-163E, 166A-168, 169A-169B, 170A-171B Topic 8: 183A-183E, 183, 184-185, 186A-189B, 190A-191B, 192A-193B, 194A-195B |

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| Washington State Mathematics Learning Standards - Grade Four | enVisionMATH Common Core Grade Four |
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| 4.1.G Students are expected to: Mentally multiply two-digit numbers by numbers through 10 and by multiples of 10. | SE/TE: Topic 5: 113B, 118A-119B, 122A-123B, 124A-125B, 129 |
| 4.1.H Students are expected to: Estimate products to approximate solutions to problems and determine reasonableness of answers. | SE/TE: Topic 5: 124A-125B Topic 7: 172A-173B, 174A-175B |
| 4.1.I Students are expected to: Solve single- and multi-step word problems involving multi-digit multiplication and verify the solutions. | SE/TE: Topic 5: 113A-113E, 114-115, 116A-117B, 118A-119B, 120A-121B, 122A-123B, 126A-129B Topic 6: 135A-135E, 138A-141B, 142A, 143B, 144A-147B, 148A-151B, 152A-153B Topic 7: 163A-163E, 166A-168, 169A-169B, 170A-171B, 176A-177B Topic 8: 183A-183E, 183, 184-185, 186A-189B, 190A-191B, 192A-193B, 194A-195B, 196A-197B Topic 9: 214A-217B, 218A-219B |
| 4.1.J Students are expected to: Solve single- and multi-step word problems involving division and verify the solutions. | SE/TE: Topic 9: 203D, 206B-207B, 208B, 209-209B, 210B-211B, 212B-213B, 214A-216, 217A-217B, 218A-219B Topic 10: 225D, 225E, 228B-229B, 230B-231B, 233B-235B, 236B-239B, 240B-241B, 242B-243B, 244B-245B, 246A-247B |
| 4.2 Fractions, decimals, and mixed numbers | |
| Students solidify and extend their understanding of fractions (including mixed numbers) to include decimals and the relationships between fractions and decimals. Students work with common factors and common multiples as preparation for learning procedures for fraction operations in grades five and six. When they are comfortable with and knowledgeable about fractions, students are likely to be successful with the challenging skills of learning how to add, subtract, multiply, and divide fractions. | |
| 4.2.A Students are expected to: Represent decimals through hundredths with place value models, fraction equivalents, and the number line. | SE/TE: Topic 13: 327A-327E, 328-329, 336A-337B, 338A-341B, 342A-345B, 346A-347B, 354A-355B |
| 4.2.B Students are expected to: Read, write, compare, and order decimals through hundredths. | SE/TE: Topic 13: 327A-327E, 328-329, 336A-337B, 338A-341B, 342A-345B, 346A-347B, 348A-351B, 352A-353B, 354A-355B |

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| 4.2.C Students are expected to: Convert a mixed number to a fraction and vice versa, and visually represent the number. | SE/TE: Topic 12: 302A-305B |
| 4.2.D Students are expected to: Convert a decimal to a fraction and vice versa, and visually represent the number. | SE/TE: Topic 13: 327B, 327D, 327E, 336A-337B, 338A-341B, 342A-345B |
| 4.2.E Students are expected to: Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols $<$, $>$, or $=$. | SE/TE: Topic 11: 255B, 270A-272, 273A-273B, 274A-275B, 276A-278 Topic 13: 327B, 348A-351B |
| 4.2.F Students are expected to: Write a fraction equivalent to a given fraction. | SE/TE: Topic 11: 255B, 264A-267B, 268A-269B |
| 4.2.G Students are expected to: Simplify fractions using common factors. | SE/TE: Topic 11: 255B, 264A-267B, 268A-269B |
| 4.2.H Students are expected to: Round fractions and decimals to the nearest whole number. | SE/TE: Topic 16: 460 |
| 4.2.I Students are expected to: Solve single- and multi-step word problems involving comparison of decimals and fractions (including mixed numbers), and verify the solutions. | SE/TE: Topic 11: 255B, 270A-272, 273A-273B, 274A-275B, 276A-278 Topic 13: 327B, 348A-351B, 354A-354B |
| 4.3 Concept of area | |
| Students learn how to find the area of a rectangle as a basis for later work with areas of other geometric figures. They select appropriate units, tools, and strategies, including formulas, and use them to solve problems involving perimeter and area. Solving such problems helps students develop spatial skills, which are critical for dealing with a wide range of geometric concepts. The study of area is closely connected to Core Content on multiplication, and connections between these concepts should be emphasized whenever possible. | |
| 4.3.A Students are expected to: Determine congruence of two-dimensional figures. | SE/TE: for related content see: Topic 16: 434A-435B, 436A-437B, 438A-439B |
| 4.3.B Students are expected to: Determine the approximate area of a figure using square units. | SE/TE: Topic 15: 399A, 399C-399E, 399, 402A-403B |
| 4.3.C Students are expected to: Determine the perimeter and area of a rectangle using formulas, and explain why the formulas work. | SE/TE: Topic 15: 399B, 339C-399E, 399, 402A-403B |
| 4.3.D Students are expected to: Determine the areas of figures that can be broken down into rectangles. | SE/TE: Topic 15: 399A, 399C-399E, 399, 402A-403B |

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| Washington State Mathematics Learning Standards - Grade Four | enVisionMATH Common Core Grade Four |
|---|---|
| 4.3.E Students are expected to: Demonstrate that rectangles with the same area can have different perimeters, and that rectangles with the same perimeter can have different areas. | SE/TE: Topic 15: 403-403B |
| 4.3.F Students are expected to: Solve single- and multi-step word problems involving perimeters and areas of rectangles and verify the solutions. | SE/TE: Topic 15: 339C-399E, 399, 402A-403B |
| 4.4 Additional Key Content | |
| Students use coordinate grids to connect numbers to basic ideas in algebra and geometry. This connection between algebra and geometry runs throughout advanced mathematics and allows students to use tools from one branch of mathematics to solve problems related to another branch. Students also extend and reinforce their work with whole numbers and fractions to describe sets of data and find simple probabilities. Students combine measurement work with their developing ideas about multiplication and division as they do basic measurement conversions. They begin to use algebraic notation while solving problems in preparation for formalizing algebraic thinking in later grades. | |
| 4.4.A Students are expected to: Represent an unknown quantity in simple expressions, equations, and inequalities using letters, boxes, and other symbols. | SE/TE: Topic 1: 23 Topic 3: 73 Topic 4: 93 Topic 6: 147 Topic 12: 301, 319 Topic 16: 454-455 |
| 4.4.B Students are expected to: Solve single- and multi-step problems involving familiar unit conversions, including time, within either the U.S. customary or metric system. | SE/TE: Topic 14: 363B, 368B, 370B, 372A-374, 375A-375B, 376A-377B, 378A-379B, 380B-381B, 382B-383B, 384A-386, 387A-387B, 388B-389B, 390A-391B |
| 4.4.C Students are expected to: Estimate and determine elapsed time using a calendar, a digital clock, and an analog clock. | SE/TE: Topic 14: 388B-389B, 390A |
| 4.4.D Students are expected to: Graph and identify points in the first quadrant of the coordinate plane using ordered pairs. | SE/TE: This standard is addressed in Grade 5: Topic 16: 389A-389E, 389, 392A-395B |
| 4.4.E Students are expected to: Determine the median, mode, and range of a set of data and describe what each measure indicates about the data. | SE/TE: This standard is addressed in Grade 6: Topic 19: 474C, 474E, 482A-483B |
| 4.4.F Students are expected to: Describe and compare the likelihood of events. | SE/TE: For related content see: Topic 13 Extending Fraction Concepts: 336A-337B, 338a-341B, 348A-351B |

| Washington State Mathematics Learning Standards - Grade Four | enVisionMATH Common Core Grade Four |
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| 4.4.G Students are expected to: Determine a simple probability from a context that includes a picture. | SE/TE: For related content see: Topic 11 Fraction Equivalence and Ordering: 264A-267B |
| 4.4.H Students are expected to: Display the results of probability experiments and interpret the results. | SE/TE: For related content see: Topic 11 Fraction Equivalence and Ordering: 264A-267B |
| 4.5 Reasoning, problem solving, and communication | |
| Students in grade four solve problems that extend their understanding of core mathematical concepts—such as multiplication of multi-digit numbers, area, probability, and the relationships between fractions and decimals—as they make strategic decisions that bring them to reasonable solutions. Students use pictures, symbols, or mathematical language to explain the reasoning behind their decisions and solutions. They further develop their problem-solving skills by making generalizations about the processes used and applying these generalizations to similar problem situations. These critical reasoning, problem-solving, and communication skills represent the kind of mathematical thinking that equips students to use the mathematics they know to solve a growing range of useful and important problems and to make decisions based on quantitative information. | |
| 4.5.A Students are expected to: Determine the question(s) to be answered given a problem situation. | SE/TE: The Problem solving process is emphasized through the book. It is described in the <i>Problem Solving Handbook</i> xiv and xxiii Also see: Topic 1: 2J Topic 2: 37D Topic 3: 63D Topic 4: 87D Topic 5: 113D Topic 6: 135D Topic 7: 163D Topic 8: 183D Topic 9: 203D Topic 10: 225D Topic 11: 255D Topic 12: 287D Topic 13: 327D Topic 14: 363D Topic 15: 399D Topic 16: 419D |
| 4.5.B Students are expected to: Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem. | SE/TE: Topic 6: 154A-156, 157A-157B |
| 4.5.C Students are expected to: Identify missing information that is needed to solve a problem. | SE/TE: Topic 6: 154A-156, 157A-157B |

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| <p>4.5.D Students are expected to: Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> | <p>SE/TE: <i>Problem Solving Handbook</i> xiv-xxiii Topic 1: 2J Topic 2: 37D Topic 3: 63D Topic 4: 87D Topic 5: 113D Topic 6: 135D Topic 7: 163D Topic 8: 183D Topic 9: 203D Topic 10: 225D Topic 11: 255D Topic 12: 287D Topic 13: 327D Topic 14: 363D Topic 15: 399D Topic 16: 419D</p> |
| <p>4.5.E Students are expected to: Select and use one or more appropriate strategies to solve a problem and explain why that strategy was chosen.</p> | <p>SE/TE: Problem solving strategies are addressed in the <i>Problem Solving Handbook</i>: xiv-xxiii Also see: Topic 1: 18A-19B, 30A-31B Topic 2: 54A-56, 57A-57B Topic 3: 80A-81B Topic 4: 104A-106, 107A-107B Topic 5: 126A-128, 129A-129B Topic 6: 154A-156, 157A-157B Topic 7: 176A-177B Topic 8: 196A-197B Topic 9: 218A-219B Topic 10: 246A-247B Topic 11: 276A-278, 279A-279B Topic 12: 316A-318, 319A-319B Topic 13: 354A-355B Topic 14: 376A-377B, 390A-391B Topic 15: 410A-413B Topic 16: 442A-443B</p> |
| <p>4.5.F Students are expected to: Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p> | <p>SE/TE: Topic 1: 30A-31B Topic 2: 54A-56, 57A-57B Topic 3: 80A-81B Topic 4: 104A-106, 107A-107B Topic 9: 218A-219B Topic 12: 316A-318, 319A-319B Topic 13: 354A-355B Topic 15: 410A-413B</p> |

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| Washington State Mathematics Learning Standards - Grade Four | enVisionMATH Common Core Grade Four |
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| 4.5.G Students are expected to: Explain why a specific problem-solving strategy or procedure was used to determine a solution. | SE/TE: <i>Problem Solving Handbook</i> xiv and xxiii Topic 1: 2J Topic 2: 37D Topic 3: 63D Topic 4: 87D Topic 5: 113D Topic 6: 135D Topic 7: 163D Topic 8: 183D Topic 9: 203D Topic 10: 225D Topic 11: 255D Topic 12: 287D Topic 13: 327D Topic 14: 363D Topic 15: 399D Topic 16: 419D |
| 4.5.H Students are expected to: Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question. | SE/TE: Topic 5: 126A-128, 129A-129B |
| 4.5.I Students are expected to: Summarize mathematical information, draw conclusions, and explain reasoning. | SE/TE: <i>Problem Solving Handbook</i> xiv Topic 11: 276A-278, 279A-279B Topic 14: 376A-377B |
| 4.5.J Students are expected to: Make and test conjectures based on data (or information) collected from explorations and experiments. | SE/TE: Topic 16: 442A-443B |

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| Washington State Mathematics Learning Standards - Grade Five | enVisionMATH Common Core Grade Five |
|---|---|
| 5.1 Multi-digit division | |
| Students learn efficient ways to divide whole numbers. They apply what they know about division to solve problems, using estimation and mental math skills to decide whether their results are reasonable. This emphasis on division gives students a complete set of tools for adding, subtracting, multiplying, and dividing whole numbers-basic skills for everyday life and further study of mathematics. | |
| 5.1.A Students are expected to: Represent multi-digit division using place value models and connect the representation to the related equation. | SE/TE: Topic 4: 89A-89E, 92A-93B, 94A-95B, 96A-97B, 98A-100, 101A-101B, 102A-104, 105A-105B, 106A-109B, 110A-111B Topic 5: 117A-117E, 117, 120A-121B, 123A-123B, 124A-125B, 126A-127B, 128A-131B, 132A-133B, 134A-135B |
| 5.1.B Students are expected to: Determine quotients for multiples of 10 and 100 by applying knowledge of place value and properties of operations. | SE/TE: Topic 4: 92A-93B Topic 5: 117A, 126A-127B |
| 5.1.C Students are expected to: Fluently and accurately divide up to a four digit number by one- or two-digit divisors using the standard long-division algorithm. | SE/TE: Topic 4: 89A-89E, 92A-93B, 94A-95B, 96A-97B, 98A-100, 101A-101B, 102A-104, 105A-105B, 106A-109B, 110A-111B Topic 5: 117A-117E, 117, 120A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-131B, 132A-133B, 134A-135B |
| 5.1.D Students are expected to: Estimate quotients to approximate solutions and determine reasonableness of answers in problems involving up to two-digit divisors. | SE/TE: Topic 4: 89A, 94A-95B, 96A-97B Topic 5: 117A, 134A-135B |
| 5.1.E Students are expected to: Mentally divide two-digit numbers by one-digit divisors and explain the strategies used. | SE/TE: Topic 4: 89A, 94A-95B Topic 5: 117A, 120A-121B |
| 5.1.F Students are expected to: Solve single- and multi-step word problems involving multi-digit division and verify the solutions. | SE/TE: Topic 4: 89A-89E, 92A-93B, 94A-95B, 96A-97B, 98A-100, 101A-101B, 102A-104, 105A-105B, 106A-109B, 110A-111B Topic 5: 117A-117E, 117, 120A-121B, 123A-123B, 124A-125B, 126A-127B, 128A-131B, 132A-133B, 134A-135B |

| Washington State Mathematics Learning Standards - Grade Five | enVisionMATH Common Core Grade Five |
|--|---|
| 5.2 Addition and subtraction of fractions and decimals | |
| Students use what they know about adding and subtracting whole numbers and build on their understanding of fractions and decimals as they learn procedures for adding and subtracting fractions and decimals. Students apply these procedures, along with mental math and estimation, to solve a wider range of problems that involve more of the types of numbers students see in other school subjects and in their lives. | |
| 5.2.A Students are expected to: Represent addition and subtraction of fractions and mixed numbers using visual and numerical models, and connect the representation to the related equation. | SE/TE: Topic 9: 219A-219E, 228A-229B, 234A-235B, 236A-237B, 238A-239B, 240A-241B Topic 10: 249B-249E, 254A-255B, 256A-258, 259A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B |
| 5.2.B Students are expected to: Represent addition and subtraction of decimals using place value models and connect the representation to the related equation. | SE/TE: Topic 2: 27B-27E, 30A-33B, 36A-38, 39A-39B, 40A-43B, 44A-45B, 46A-47B, 48A-49B, 50A-53B |
| 5.2.C Students are expected to: Given two fractions with unlike denominators, rewrite the fractions with a common denominator. | SE/TE: Topic 9: 219B, 222A-223B, 224A-225B, 232A-233B, 234A-235B, 236A-237B, 238A-239B |
| 5.2.D Students are expected to: Determine the greatest common factor and the least common multiple of two or more whole numbers. | SE/TE: Topic 9: 219A, 230A-231B Topic 16: 424-425 |
| 5.2.E Students are expected to: Fluently and accurately add and subtract fractions, including mixed numbers. | SE/TE: Topic 9: 219A-219E, 228A-229B, 234A-235B, 236A-237B, 238A-239B, 240A-241B Topic 10: 249B-249E, 254A-255B, 256A-258, 259A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B |
| 5.2.F Students are expected to: Fluently and accurately add and subtract decimals. | SE/TE: Topic 2: 27B-27E, 30A-33B, 36A-38, 39A-39B, 40A-43B, 44A-45B, 46A-47B, 48A-49B, 50A-53B |
| 5.2.G Students are expected to: Estimate sums and differences of fractions, mixed numbers, and decimals to approximate solutions to problems and determine reasonableness of answers. | SE/TE: Topic 2: 27B, 36A-38, 39A-39B Topic 9: 228A-229B Topic 10: 249B, 254A-255B |

| Washington State Mathematics Learning Standards - Grade Five | enVisionMATH Common Core Grade Five |
|--|---|
| 5.2.H Students are expected to: Solve single- and multi-step word problems involving addition and subtraction of whole numbers, fractions (including mixed numbers), and decimals, and verify the solutions. | SE/TE: Topic 2: 27B-27E, 30A-33B, 36A-38, 39A-39B, 40A-43B, 44A-45B, 46A-47B, 48A-49B, 50A-53B Topic 9: 219A-219E, 228A-229B, 234A-235B, 236A-237B, 238A-239B, 240A-241B Topic 10: 249B-249E, 254A-255B, 256A-258, 259A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B |
| 5.3 Triangles and quadrilaterals | |
| Students focus on triangles and quadrilaterals to formalize and extend their understanding of these geometric shapes. They classify different types of triangles and quadrilaterals and develop formulas for their areas. In working with these formulas, students reinforce an important connection between algebra and geometry. They explore symmetry of these figures and use what they learn about triangles and quadrilaterals to solve a variety of problems in geometric contexts. | |
| 5.3.A Students are expected to: Classify quadrilaterals. | SE/TE: Topic 15: 369B-369D, 369, 376A-377B, 378A-379B, 380A-381B |
| 5.3.B Students are expected to: Identify, sketch, and measure acute, right, and obtuse angles. | SE/TE: Topic 15: 369A-369D, 374A-375B |
| 5.3.C Students are expected to: Identify, describe, and classify triangles by angle measure and number of congruent sides. | SE/TE: Topic 15: 369A-369D, 374A-375B |
| 5.3.D Students are expected to: Determine the formula for the area of a parallelogram by relating it to the area of a rectangle. | SE/TE: This standard is addressed in Grade 6: Topic 17: 434A-436, 437A-437B |
| 5.3.E Students are expected to: Determine the formula for the area of a triangle by relating it to the area of a parallelogram. | SE/TE: This standard is addressed in Grade 6: Topic 17: 434A-436, 437A-437B |
| 5.3.F Students are expected to: Determine the perimeters and areas of triangles and parallelograms. | SE/TE: This standard is addressed in Grade 6: Topic 17: 426A-429B, 434A-436, 437A-437B |
| 5.3.G Students are expected to: Draw quadrilaterals and triangles from given information about sides and angles. | SE/TE: Topic 15: 369A-369D, 374A-375B, 369B-369D, 369, 376A-377B, 378A-379B, 380A-381B |
| 5.3.H Students are expected to: Determine the number and location of lines of symmetry in triangles and quadrilaterals. | SE/TE: This standard is addressed in Grade 6: Topic 11: 288A-289B |
| 5.3.I Students are expected to: Solve single- and multi-step word problems about the perimeters and areas of quadrilaterals and triangles and verify the solutions. | SE/TE: This standard is addressed in Grade 6: Topic 17: 426A-429B, 434A-436, 437A-437B |

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| 5.4 Representations of algebraic relationships | |
| Students continue their development of algebraic thinking as they move toward more in-depth study of algebra in middle school. They use variables to write simple algebraic expressions describing patterns or solutions to problems. They use what they have learned about numbers and operations to evaluate simple algebraic expressions and to solve simple equations. Students make tables and graphs from linear equations to strengthen their understanding of algebraic relationships and to see the mathematical connections between algebra and geometry. These foundational algebraic skills allow students to see where mathematics, including algebra, can be used in real situations, and these skills prepare students for success in future grades. | |
| 5.4.A Students are expected to: Describe and create a rule for numerical and geometric patterns and extend the patterns. | SE/TE: Topic 16: 426-427 |
| 5.4.B Students are expected to: Write a rule to describe the relationship between two sets of data that are linearly related. | SE/TE: Topic 16: 401, 401B, 402B-403B |
| 5.4.C Students are expected to: Write algebraic expressions that represent simple situations and evaluate the expressions, using substitution when variables are involved. | SE/TE: Topic 8: 191B-191E, 210A-211B |
| 5.4.D Students are expected to: Graph ordered pairs on the coordinate plane for two sets of data related by a linear rule and draw the line they determine. | SE/TE: Topic 16: 389B, 400A-401B, 402A-403B |
| 5.5 Additional Key Content | |
| Students extend their work with common factors and common multiples as they deal with prime numbers. Students extend and reinforce their use of numbers, operations, and graphing to describe and compare data sets for increasingly complex situations they may encounter in other school subjects and in their lives. | |
| 5.5.A Students are expected to: Classify numbers as prime or composite. | SE/TE: This standard is addressed in Grade 6: Topic 5: 124A-125B |
| 5.5.B Students are expected to: Determine and interpret the mean of a small data set of whole numbers. | SE/TE: This standard is addressed in Grade 6: Topic 19: 480A-481B |
| 5.5.C Students are expected to: Construct and interpret line graphs. | SE/TE: This standard is addressed in Grade 6: Topic 19: 487 |

| Washington State Mathematics Learning Standards - Grade Five | enVisionMATH Common Core Grade Five |
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| 5.6 Reasoning, problem solving, and communication | |
| Students in grade five solve problems that extend their understanding of core mathematical concepts—such as division of multi-digit numbers, perimeter, area, addition and subtraction of fractions and decimals, and use of variables in expressions and equations—as they make strategic decisions leading to reasonable solutions. Students use pictures, symbols, or mathematical language to explain the reasoning behind their decisions and solutions. They further develop their problem-solving skills by making generalizations about the processes used and applying these generalizations to similar problem situations. These critical reasoning, problem-solving, and communication skills represent the kind of mathematical thinking that equips students to use the mathematics they know to solve a growing range of useful and important problems and to make decisions based on quantitative information. | |
| 5.6.A Students are expected to: Determine the question(s) to be answered given a problem situation. | SE/TE: The Problem solving process is emphasized through the book. It is described in the <i>Problem Solving Handbook</i> xiv - xxiii Also see: Topic 1: 2J Topic 2: 27D Topic 3: 61D Topic 4: 89D Topic 5: 117D Topic 6: 143D Topic 7: 167D Topic 8: 191D Topic 9: 219D Topic 10: 249D Topic 11: 277D Topic 12: 305D Topic 13: 329D Topic 14: 351D Topic 15: 369D Topic 16: 389D |
| 5.6.B Students are expected to: Identify information that is given in a problem and decide whether it is essential or extraneous to the solution of the problem. | SE/TE: Topic 5: 136A-137B |
| 5.6.C Students are expected to: Determine whether additional information is needed to solve the problem. | SE/TE: Topic 5: 136A-137B |

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| <p>5.6.D Students are expected to: Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.</p> | <p>SE/TE: <i>Problem Solving Handbook</i> xiv - xxiii Topic 1: 2J Topic 2: 27D Topic 3: 61D Topic 4: 89D Topic 5: 117D Topic 6: 143D Topic 7: 167D Topic 8: 191D Topic 9: 219D Topic 10: 249D Topic 11: 277D Topic 12: 305D Topic 13: 329D Topic 14: 351D Topic 15: 369D Topic 16: 389D</p> |
| <p>5.6.E Students are expected to: Select and use one or more appropriate strategies to solve a problem, and explain the choice of strategy.</p> | <p>SE/TE: <i>Problem Solving Handbook</i> xiv-xxiii Topic 1: 18A-20, 21A-21B Topic 2: 44A-45B, 50A-52, 53A-53B Topic 3: 82A-83B Topic 4: 96A-97B, 110A-111B Topic 5: 136A-137B Topic 6: 160A-161B Topic 7: 182A-184, 185A-185B Topic 8: 212A-213B Topic 9: 226A-227B, 240A-242, 243A-243B Topic 10: 266A-267B Topic 11: 292A-293B, 298A-299B Topic 12: 312A-313B, 322A-323B Topic 13: 344A-345B Topic 14: 362A-363B Topic 15: 382A-383B Topic 16: 398A-399B, 404A-405B</p> |
| <p>5.6.F Students are expected to: Represent a problem situation using words, numbers, pictures, physical objects, or symbols.</p> | <p>SE/TE: <i>Problem Solving Handbook</i> xiv-xxiii Topic 2: 44A-45B, 50A-52, 53A-53B Topic 3: 82A-83B Topic 4: 110A-111B Topic 6: 160A-161B Topic 7: 182A-184, 185A-185B Topic 8: 212A-213B Topic 9: 226A-227B, 240A-242, 243A-243B Topic 10: 266A-267B Topic 11: 292A-293B, 298A-299B Topic 12: 312A-313B, 322A-323B Topic 13: 344A-345B Topic 14: 362A-363B Topic 16: 398A-399B</p> |

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| 5.6.G Students are expected to: Explain why a specific problem-solving strategy or procedure was used to determine a solution. | SE/TE: <i>Problem Solving Handbook</i> xiv - xxiii Topic 1: 2J Topic 2: 27D Topic 3: 61D Topic 4: 89D Topic 5: 117D Topic 6: 143D Topic 7: 167D Topic 8: 191D Topic 9: 219D Topic 10: 249D Topic 11: 277D Topic 12: 305D Topic 13: 329D Topic 14: 351D Topic 15: 369D Topic 16: 389D |
| 5.6.H Students are expected to: Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question. | SE/TE: <i>Problem Solving Handbook</i> xv Topic 4: 96A-97B |
| 5.6.I Students are expected to: Summarize mathematical information, draw conclusions, and explain reasoning. | SE/TE: Topic 9: 226A-227B Topic 14: 362A-363B Topic 15: 382A-383B |
| 5.6.J Students are expected to: Make and test conjectures based on data (or information) collected from explorations and experiments. | SE/TE: Topic 14: 354B, 355, 355B, 357, 357B, 359, 361, 361bB, 362B-363B |

| Washington State Mathematics Learning Standards - Grade Six | enVisionMATH Common Core Grade Six |
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| 6.1 Multiplication and division of fractions and decimals | |
| Students have done extensive work with fractions and decimals in previous grades and are now prepared to learn how to multiply and divide fractions and decimals with understanding. They can solve a wide variety of problems that involve the numbers they see every day-whole numbers, fractions, and decimals. By using approximations of fractions and decimals, students estimate computations and verify that their answers make sense. | |
| 6.1.A Students are expected to: Compare and order non-negative fractions, decimals, and integers using the number line, lists, and the symbols $<$, $>$, or $=$. | SE/TE: Topic 1: 8A-9B, 22A-23B Topic 5: 132A-133B, 134A-135B Topic 10: 224A-225B, 226A-228B, 229A-229B |
| 6.1.B Students are expected to: Represent multiplication and division of non-negative fractions and decimals using area models and the number line, and connect each representation to the related equation. | SE/TE: Topic 1: 18A-21B Topic 3: 60C, 70A-73B, 74A-75B, 76A-77B, 78A-79B Topic 8: 184A-184F, 186A-187B, 190A-191B, 192A-193 Topic 9: 200A-200F, 201, 204A-205B, 206A-207B |
| 6.1.C Students are expected to: Estimate products and quotients of fractions and decimals. | SE/TE: Topic 3: 60B, 66A-69B Topic 8: 188A-189B Topic 9: 208A-209B |
| 6.1.D Students are expected to: Fluently and accurately multiply and divide non-negative fractions and explain the inverse relationship between multiplication and division with fractions. | SE/TE: Topic 8: 184A-184F, 186A-187B, 190A-191B, 192A-193 Topic 9: 200A-200F, 201, 202A-203B, 204A-205B, 206A-207B |
| 6.1.E Students are expected to: Multiply and divide whole numbers and decimals by 1000, 100, 10, 1, 0.1, 0.01, and 0.001. | SE/TE: Topic 1: 18A-21B Topic 3: 72 |
| 6.1.F Students are expected to: Fluently and accurately multiply and divide non-negative decimals. | SE/TE: Topic 1: 18A-21B Topic 3: 60C, 66A-69B, 70A-73B, 76A-77B, 78A-79B |
| 6.1.G Students are expected to: Describe the effect of multiplying or dividing a number by one, by zero, by a number between zero and one, and by a number greater than one. | SE/TE: Topic 2: 30B, 31, 34A-35B |

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| 6.1.H Students are expected to: Solve single- and multi-step word problems involving operations with fractions and decimals and verify the solutions. | SE/TE: Topic 1: 18A-21B Topic 3: 60C, 70A-73B, 74A-75B, 76A-77B, 78A-79B, 84A-87B Topic 8: 184A-184F, 186A-187B, 190A-191B, 192A-193, 194A-195B Topic 9: 200A-200F, 201, 202A-203B, 204A-205B, 206A-207B |
| 6.2 Mathematical expressions and equations | |
| Students continue to develop their understanding of how letters are used to represent numbers in mathematics-an important foundation for algebraic thinking. Students use tables, words, numbers, graphs, and equations to describe simple linear relationships. They write and evaluate expressions and write and solve equations. By developing these algebraic skills at the middle school level, students will be able to make a smooth transition to high school mathematics. | |
| 6.2.A Students are expected to: Write a mathematical expression or equation with variables to represent information in a table or given situation. | SE/TE: Topic 2: 30A, 30C-30D, 32A-33B, 48A-49B, 50A-53B Topic 4: 102A-105B, 110A-113B |
| 6.2.B Students are expected to: Draw a first-quadrant graph in the coordinate plane to represent information in a table or given situation. | SE/TE: Topic 10: 246A-249B, 250, 253A |
| 6.2.C Students are expected to: Evaluate mathematical expressions when the value for each variable is given. | SE/TE: Topic 2: 30A, 46A-47B |
| 6.2.D Students are expected to: Apply the commutative, associative, and distributive properties, and use the order of operations to evaluate mathematical expressions. | SE/TE: Topic 2: 30B, 30E, 31, 34A-35B, 36A-39B, 40A-41B, 46A-47B |
| 6.2.E Students are expected to: Solve one-step equations and verify solutions. | SE/TE: Topic 3: 82A-83B Topic 4: 94B-94F, 98A-101B, 102A-105B, 106A-109B, 110A-113B Topic 9: 200B, 212A-213B |
| 6.2.F Students are expected to: Solve word problems using mathematical expressions and equations and verify solutions. | SE/TE: Topic 2: 30A, 30C-30D, 32A-33B, 48A-49B, 50A-53B Topic 4: 94B-94F, 98A-101B, 102A-105B, 106A-109B, 110A-113B Topic 9: 200B, 212A-213B |

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| 6.3 Ratios, rates, and percents | |
| Students extend their knowledge of fractions to develop an understanding of what a ratio is and how it relates to a rate and a percent. Fractions, ratios, rates, and percents appear daily in the media and in everyday calculations like determining the sale price at a retail store or figuring out gas mileage. Students solve a variety of problems related to such situations. A solid understanding of ratios and rates is important for work involving proportional relationships in grade seven. | |
| 6.3.A Students are expected to: Identify and write ratios as comparisons of part-to-part and part-to-whole relationships. | SE/TE: Topic 12: 298A, 299, 300A-301B |
| 6.3.B Students are expected to: Write ratios to represent a variety of rates. | SE/TE: Topic 12: 298A-298F, 298-299, 300A-301B, 302A-305B, 306A-307B, 308A-309B, 310A-313B, 314A-315B Topic 13: 320A-320F, 321, 322A-323B |
| 6.3.C Students are expected to: Represent percents visually and numerically, and convert between the fractional, decimal, and percent representations of a number. | SE/TE: Topic 14: 342A-342F, 343, 344A, 347B, 348A-349B, 350A-351B |
| 6.3.D Students are expected to: Solve single- and multi-step word problems involving ratios, rates, and percents, and verify the solutions. | SE/TE: Topic 12: 298A-298F, 298-299, 300A-301B, 302A-305B, 306A-307B, 308A-309B, 310A-313B, 314A-315B Topic 13: 320A-320F, 321, 322A-323B, 322A-325B, 326A-327B, 328A-329B, 330A-333B, 334A-337B Topic 14: 342A-342F, 343, 344A, 347B, 348A-349B, 350A-351B, 352A-353B, 354A-357B, 358A-361B, 362A-363B |
| 6.3.E Students are expected to: Identify the ratio of the circumference to the diameter of a circle as the constant π , and recognize $\frac{22}{7}$ and 3.14 as common approximations of π . | SE/TE: Topic 17: 424B, 424D, 438A-441B |
| 6.3.F Students are expected to: Determine the experimental probability of a simple event using data collected in an experiment. | This state standard is addressed at Grade 7 in the Common Core State Standards; therefore it falls outside the Grade K-6 <i>enVisionMATH</i> Common Core curriculum. |
| 6.3.G Students are expected to: Determine the theoretical probability of an event and its complement and represent the probability as a fraction or decimal from 0 to 1 or as a percent from 0 to 100. | This state standard is addressed at Grade 7 in the Common Core State Standards; therefore it falls outside the Grade K-6 <i>enVisionMATH</i> Common Core curriculum. |

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| 6.4 Two- and three-dimensional figures | |
| Students extend what they know about area and perimeter to more complex two-dimensional figures, including circles. They find the surface area and volume of simple three-dimensional figures. As they learn about these important concepts, students can solve problems involving more complex figures than in earlier grades and use geometry to deal with a wider range of situations. These fundamental skills of geometry and measurement are increasingly called for in the workplace and they lead to a more formal study of geometry in high school. | |
| 6.4.A Students are expected to: Determine the circumference and area of circles. | SE/TE: Topic 17: 424B, 425, 438A-441B, 442A-443B |
| 6.4.B Students are expected to: Determine the perimeter and area of a composite figure that can be divided into triangles, rectangles, and parts of circles. | SE/TE: Topic 17: 424A-424F, 426-428, 429A-429B, 430A, 430-433B, 434A-437B |
| 6.4.C Students are expected to: Solve single- and multi-step word problems involving the relationships among radius, diameter, circumference, and area of circles, and verify the solutions. | SE/TE: Topic 17: 424B, 425, 438A-441B, 442A-443B |
| 6.4.D Students are expected to: Recognize and draw two-dimensional representations of three-dimensional figures. | SE/TE: Topic 18: 454-456, 457A-457B, 458A-459, 461B |
| 6.4.E Students are expected to: Determine the surface area and volume of rectangular prisms using appropriate formulas and explain why the formulas work. | SE/TE: Topic 18: 452B-452F, 453, 458A-461B, 462A-463B, 464A-465B, 466A-469B |
| 6.4.F Students are expected to: Determine the surface area of a pyramid. | SE/TE: Topic 18: 458, 460, 461A-461B |
| 6.4.G Students are expected to: Describe and sort polyhedra by their attributes: parallel faces, types of faces, number of faces, edges, and vertices. | SE/TE: Topic 18: 452A, 452E, 453, 454A-457B |
| 6.5 Additional Key Content | |
| Students extend their mental math skills now that they have learned all of the operations- addition, subtraction, multiplication, and division-with whole numbers, fractions, and decimals. Students continue to expand their understanding of our number system as they are introduced to negative numbers for describing positions or quantities below zero. These numbers are a critical foundation for algebra, and students will learn how to add, subtract, multiply, and divide positive and negative numbers in seventh grade as further preparation for algebraic study. | |
| 6.5.A Students are expected to: Use strategies for mental computations with non-negative whole numbers, fractions, and decimals. | SE/TE: Topic 2: 42A-45B Topic 16: 415 |

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| 6.5.B Students are expected to: Locate positive and negative integers on the number line and use integers to represent quantities in various contexts. | SE/TE: Topic 10: 220E-220F, 221, 222A-223B |
| 6.5.C Students are expected to: Compare and order positive and negative integers using the number line, lists, and the symbols $<$, $>$, or $=$. | SE/TE: Topic 10: 224A-225B |
| 6.6 Reasoning, problem solving, and communication | |
| Students refine their reasoning and problem-solving skills as they move more fully into the symbolic world of algebra and higher-level mathematics. They move easily among representations-numbers, words, pictures, or symbols-to understand and communicate mathematical ideas, to make generalizations, to draw logical conclusions, and to verify the reasonableness of solutions to problems. In grade six, students solve problems that involve fractions and decimals as well as rates and ratios in preparation for studying proportional relationships and algebraic reasoning in grade seven. | |
| 6.6.A Students are expected to: Analyze a problem situation to determine the question(s) to be answered. | SE/TE: The Problem solving process is emphasized through the book. It is described in the <i>Problem Solving Handbook</i> xv and xiii. Also see: Topic 1: 2I Topic 2: 30F Topic 3: 60F Topic 4: 94F Topic 5: 118F Topic 6: 142F Topic 7: 160F Topic 8: 184F Topic 9: 200F Topic 10: 220F Topic 11: 260F Topic 12: 298F Topic 13: 320F Topic 14: 342F Topic 15: 370F Topic 16: 398F Topic 17: 424F Topic 18: 452F Topic 19: 474F |

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| <p>6.6.B Students are expected to: Identify relevant, missing, and extraneous information related to the solution to a problem.</p> | <p>SE/TE: Topic 1: 2I Topic 2: 30F Topic 3: 60F Topic 4: 94F Topic 5: 118F Topic 6: 142F Topic 7: 160F Topic 8: 184F Topic 9: 200F Topic 10: 220F Topic 11: 260F Topic 12: 298F Topic 13: 320F Topic 14: 342F Topic 15: 370F Topic 16: 398F Topic 17: 424F Topic 18: 452F Topic 19: 474F</p> |
| <p>6.6.C Students are expected to: Analyze and compare mathematical strategies for solving problems, and select and use one or more strategies to solve a problem.</p> | <p>SE/TE: Topic 1: 24A-25B Topic 2: 50A-53B Topic 3: 84A-87B Topic 4: 102A-105B, 110A-113B Topic 5: 136A-137B Topic 6: 154A-155B Topic 7: 178A-179B Topic 8: 194A-195B Topic 9: 214A-215B Topic 10: 250A-253B Topic 11: 290A-291B Topic 12: 314A-315B Topic 13: 328A-329B Topic 14: 362A-363B Topic 15: 390A-391B Topic 16: 418A-419B Topic 17: 444A-447B Topic 18: 466A-469B Topic 19: 500A-501B</p> |

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| 6.6.D Students are expected to: Represent a problem situation, describe the process used to solve the problem, and verify the reasonableness of the solution. | SE/TE: Topic 14: 362A-363B |
| 6.6.E Students are expected to: Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language. | SE/TE: Topic 13: 328A-329B |
| 6.6.F Students are expected to: Apply a previously used problem-solving strategy in a new context. | SE/TE: Topic 3: 84A-87B Topic 8: 194A-195B |
| 6.6.G Students are expected to: Extract and organize mathematical information from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning. | SE/TE: Topic 4: 102A-105B, 110A-113B Topic 6: 154A-155B Topic 12: 314A-315B |
| 6.6.H Students are expected to: Make and test conjectures based on data (or information) collected from explorations and experiments. | SE/TE: Topic 5: 136A-137B Topic 19: 500A-501B |