

STANDARDS MAP for a Basic Grade-Level Program

Grade 6 – Mathematics

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	IMAP/CRP Notes	
		Y	N			
	NUMBER SENSE					
1.0	Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:	SE/TE: 18A–19B, 180A–181B, 264A–265B, 290A–291B, 318A–321B	SE/TE: 266A–269B, 298A–301B, 308A–311B, 316A–317B			
1.1	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.	SE/TE: 18–19, 202–205 TE: 18B, 202B	SE/TE: 25, Set E; 206–207; 211, Set E TE: 206B			
1.2	Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).	SE/TE: 264A–265B, 266A–269B, 270A–271B	SE/TE: 272A–273B, 278A–279B, 292A–293B, 308A–311B			
1.3	Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.	SE/TE: 286A–287B, 290A–291B, 294A–297B	SE/TE: 298A–301B, 318A–321B, 385			
1.4	Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	SE/TE: 318A–321B, 322A–325B, 326A–327B	SE/TE: 308A–311B, 314A–315B, 316A–317B			

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2.0	Students calculate and solve problems involving addition, subtraction, multiplication, and division:	SE/TE: 64A–65B, 66A–69B, 70A–71B, 72A–73B, 214A–215B	SE/TE: 126A–129B, 224A–225B, 238A–239B, 242A–243B			
2.1	Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	SE/TE: 214A–215B, 218A–221B, 238A–239B, 242A–243B, 252A–253B	SE/TE: 224A–225B, 226A–229B, 248A–249B, 250A–251B, 254A–255B			
2.2	Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$).	SE/TE: 238A–239B, 240A–241B, 242A–243B	SE/TE: 244A–247B, 248A–249B, 250A–251B TRM: Topic 10, pp. 52, 58			
2.3	Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.	SE/TE: 114A–117B, 118A–121B, 122A–123B, 124A–125B	SE/TE: 126A–129B, 130A–133B, 136–137			
2.4	Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).	SE/TE: 174A–175B, 182A–183B, 216A–217B, 218A–221B	SE/TE: 188, Set B; 189, Set E; 224A–225B; 226A–229B; 234. Sets A, B			
ALGEBRA AND FUNCTIONS						
1.0	Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:	SE/TE: 28A–29B, 32A–35B, 88A–91B, 96A–99B, 348A–349B	SE/TE: 42A–43B, 92A–95B, 100A–103B, 350A–351B			

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1.1	Write and solve one-step linear equations in one variable.	SE/TE: 88A–91B, 96A–99B, 126A–129B, 252A–253B, 336A–337B	SE/TE: 92A–95B, 100A–103B, 294A–297B, 340A–341B, 342A–343B			
1.2	Write and evaluate an algebraic expression for a given situation, using up to three variables.	SE/TE: 28A–29B, 44A–45B, 46A–49B, 74A–75B	SE/TE: 116, 122A–123B, 124A–125B, 247			
1.3	Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.	SE/TE: 30A–31B, 32A–35B, 36A–37B, 42A–43B, 74A–75B	SE/TE: 44A–45B; 46A–47B; 52, Set B; 53, Sets C, D; 54, Set F			
1.4	Solve problems manually by using the correct order of operations or by using a scientific calculator.	SE/TE: 32–35, 74–75; TE: 32B, 74B	SE/TE: 53, Set C; 83, Set E; 129			
2.0	Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:	SE/TE: 270A–271B, 274A–276B, 286A–287B, 288A–289B, 290A–291B	SE/TE: 272A–273B, 318A–321B, 322A–325B			
2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).	SE/TE: 364A–367B, 368A–371B, 372A–373B	SE/TE: 350; 378, Sets A, B; 379, Set C TRM: Topic 15, pp. 20, 26			
2.2	Demonstrate an understanding that <i>rate</i> is a measure of one quantity per unit value of another quantity.	SE/TE: 270A–271B, 272A–273B, 288A–289B	SE/TE: 282, Set C; 283, Set D; 304, Set B TRM: Topic 11, pp. 36, 42; Topic 12, p. 28			

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2.3	Solve problems involving rates, average speed, distance, and time.	SE/TE: 270A–271B, 274–276, 277 TE: 274B TRM: Topic 12, p. 22	SE/TE: 272A–273B; 282, Set C; 283, Set D, E TRM: Topic 11, pp. 36, 42			
3.0	Students investigate geometric patterns and describe them algebraically:	SE/TE: 162 A–163 B, 382A–385B, 386A–387B	SE/TE: 169, Set E; 396A–397B; 404, Sets A, B			
3.1	Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = 1/2bh$, $C = \pi d$ – the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).	SE/TE: 382A–385B, 386A–387B, 388A–391B, 392A–395B	SE/TE: 396A–397B, 412A–413B, 414A–415B			
3.2	Express in symbolic form simple relationships arising from geometry.	SE/TE: 412A–413B, 414–415 TE: 413B, 415B	SE/TE: 422, Set B; 423, Set C TRM: Topic 17, p. 34			
MEASUREMENT AND GEOMETRY						
1.0	Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:	SE/TE: 382A–385B, 386A–387B, 388A–391B, 392A–395, B412A–413B	SE/TE: 396A–397B, 414A–415B, 416A–419B, 423			
1.1	Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.	SE/TE: 392–395, 396A–397B, 401, TE: 392B	SE/TE: 405, Set C; 414A–415B TRM: Topic 16, pp. 43, 50; Topic 17, p. 34			
1.2	Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.	SE/TE: 392–395, 396A–397B, 401, TE: 392B	SE/TE: 405, Set C; 414A–415B TRM: Topic 16, pp. 43, 50; Topic 17, p. 34			

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1.3	Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.	SE/TE: 414–415 TE: 412B, 414B TRM: Topic 17, p. 34	SE/TE: 412–413 TE: 413B, 415B TRM: Topic 17, p. 28			
2.0	Students identify and describe the properties of two-dimensional figures:	SE/TE: 140A–143B, 152A–155B, 156A–159B, 160A–161B	SE/TE: 144A–147B, 148A–151B, 155, 162A–163B TRM: Topic 6, pp. 45, 76			
2.1	Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.	SE/TE: 148–151, 166 Set B TE: 148B	TE: 149, 151B TRM: Topic 6, p. 51			
2.2	Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.	SE/TE: 148–151, 152A–155B TE: 148B	SE/TE: 166, Set B; 167, Set C; 173 Exercise 26 TRM: Topic 6, p. 51			
2.3	Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).	SE/TE: 152–155, 156–159 TE: 152B, 156B	TE: 155B, 159B TRM: Topic 6, pp. 57, 64			
STATISTICS, DATA ANALYSIS, AND PROBABILITY						
1.0	Students compute and analyze statistical measurements for data sets:	SE/TE: 444A–447B, 448A–451B, 456A–457B, 468A–469B, 472	SE/TE: 448A–451B, 454A–455B, 456A–457B			
1.1	Compute the range, mean, median, and mode of data sets.	SE/TE: 444A–447B, 468A–469B TRM: Topic 19, pp. 36, 90	SE/TE: 448A–451B, 452A–453B, 454A–455B, 456A–457B			

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1.2	Understand how additional data added to data sets may affect these computations.	SE/TE: 448A–451B, 452A–453B TRM: Topic 19, pp. 42, 48	SE/TE: 454–455, 473 TE: 455B TRM: Topic 19, p. 54			
1.3	Understand how the inclusion or exclusion of outliers affects these computations.	SE/TE: 448–451, 452–453 TE: 448B, 453B	SE/TE: 472, Sets B, C TRM: Topic 19, pp. 42, 48			
1.4	Know why a specific measure of central tendency (mean, median) provides the most useful information in a given context.	SE/TE: 456–457; 473, Set E TE: 456B	TE: 457B TRM: Topic 19, p. 60 PM: Topic 19, p. 59			
2.0	Students use data samples of a population and describe the characteristics and limitations of the samples:	SE/TE: 434A–435B, 458A–461B, 464A–465B, 466A–467B, 474	SE/TE: 462A–463B, 474, 475, Set H			
2.1	Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.	SE/TE: 458–461, 462–463, 474 TE: 458B TRM: Topic 19, p. 66	SE/TE: 474 TE: 463B TRM: Topic 19, p. 72			
2.2	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.	SE/TE: 458A–461B, 462A–463B TRM: Topic 19, pp. 66, 84	SE/TE: 464A–465B, 466A–467B TRM: Topic 19, pp. 72, 78			
2.3	Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.	SE/TE: 434A–435B, 464A–465B, 466–467 TRM: Topic 18, p. 32; Topic 19, p. 78	SE/TE: 475 Set H TE: 467B TRM: Topic 19, p. 84			

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2.4	Identify data that represent sampling errors and explain why the sample (and the display) might be biased.	SE/TE: 434A–435B, 464–465, TE: 464B	SE/TE: 475, Set H TE: 465B TRM: Topic 19, p. 78			
2.5	Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.	SE/TE: 434–435, 441 Set C TE: 434B TRM: Topic 18, p. 32	SE/TE: 466–467, 475 Set H TE: 467B TRM: Topic 19, p. 84			
3.0	Students determine theoretical and experimental probabilities and use these to make predictions about events:	SE/TE: 486A–487B, 488A–491B, 504	SE/TE: 492A–495B, 496A–497B TRM: Topic 20, pp. 54, 60			
3.1	Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.	SE/TE: 492–495, 496A–497B, 498A–499B	SE/TE: 20A–21B, 354A–355B, 478A–481B, 482A–485B, 505			
3.2	Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).	SE/TE: 488–491 TE: 488B TRM: Topic 20, p. 48	SE/TE: 498–499 TE: 499B TRM: Topic 20, p. 66			
3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of an event not occurring.	SE/TE: 486–487, 488–491 TE: 486B, 488B	SE/TE: 492A–495B, 496A–497B, 503 Set C, 504 TRM: Topic 20, pp. 54, 60			
3.4	Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.	SE/TE: 492–495, 504 Set E TE: 492B	SE/TE: 497, Exercise 18; 505, Set F TRM: Topic 20, p. 54			

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3.5	Understand the difference between independent and dependent events.	SE/TE: 496–497, 505 Set F TE: 496B	TE: 497B TRM: Topic 20, p. 60 PM: Topic 19, p. 59			
MATHEMATICAL REASONING						
1.0	Students make decisions about how to approach problems:	(Grade 6, NS 2.3, AF 1.2) SE/TE 122A–123B, (Grade 6, NS 2.3) SE/TE 130A–133B, (Grade 6, AF 3.0, MG 2.0) SE/TE 162A–163B ¹	(Grade 6, NS 1.2, AF 2.2, AF 2.3) SE/TE 270A–271B, (Grade 6, AF 2.0) SE/TE 374A–375B, (Grade 6, AF 3.0) SE/TE 398A–401B ¹			
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.	(Grade 6, AF 1.2) SE/TE 44A–45B, (Grade 6, NS 2.3, AF 1.2) SE/TE 122A–123B, (Grade 6, NS 2.3) SE/TE 130A–133B, (Grade 6, AF 3.0, MG 2.0) SE/TE 162A–163B, (Grade 6, SDAP 3.1, 3.2) SE/TE 498A–499B	(Grade 6, AF 1.2) SE/TE 46A–47B, (Grade 6, NS 2.3, AF 1.2) SE/TE 124A–125B, (Grade 6, NS 1.2, AF 2.2, AF 2.3) SE/TE 270A–271B, (Grade 6, AF 2.0) SE/TE 374A–375B, (Grade 6, AF 3.0) SE/TE 398A–401B			

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1.2	Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.	(Grade 6, NS 2.0) SE/TE 184–185, 189 Set F, (Grade 6, NS 2.0) TE 184B, (Grade 6, NS 2.0) TRM Topic 7, p. 54	(Grade 5, NS 1.4) SE/TE 468–469, 475 Set I, (Grade 5, NS 1.4) TE 469B, (Grade 5, NS 1.4) TRM Topic 19, p. 90			
1.3	Determine when and how to break a problem into simpler parts.	(Grade 6, NS 2.0) SE/TE 76–79, 83 Set F, (Grade 6, NS 2.0) TE 76B, (Grade 6, NS 2.0) TRM Topic 3, p. 70	(Grade 5, SDAP 1.0) SE/TE 441, (Grade 5, SDAP 1.0) TE 437B, (Grade 5, SDAP 1.0) TRM Topic 18, p. 38			
2.0	Students use strategies, skills, and concepts in finding solutions:	(Grade 6, AF 1.4) SE/TE 32A–35B, (Grade 6, NS 2.0) SE/TE 76A–79B, (Grade 6, NS 2.3) SE/TE 130A–133B, (Grade 6, NS 2.0) SE/TE 222A–223B, (Grade 6, AF 1.0, AF 1.1) SE/TE 340A–341B	(Grade 6, NS 2.0) SE/TE 72A–73B, (Grade 6, NS 2.3, AF 1.1) SE/TE 126A–129B, (Grade 6, NS 2.0) SE/TE 244A–247B, (Grade 6, NS 1.4) SE/TE 316A–317B, (Grade 6, AF 3.0) SE/TE 398A–401B			

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2.1	Use estimation to verify the reasonableness of calculated results.	(Grade 6, NS 2.0) SE/TE 72A–73B, (Grade 6, NS 2.4) SE/TE 224A–225B, (Grade 6, SDAP 1.1) SE/TE 468A–469B	(Grade 6, NS 2.0) SE/TE 64A–65B, (Grade 6, NS 2.0) SE/TE 222A–223B, (Grade 6, NS 2.4) SE/TE 226A–229B			
2.2	Apply strategies and results from simpler problems to more complex problems.	(Grade 6, NS 2.0) SE/TE 76A–79B, (Grade 6, AF 2.0) SE/TE 374A–375B, (Grade 6, NS 2.0) TRM Topic 3, p. 70, (Grade 6, AF 2.0) TRM Topic 15, p. 38	(Grade 5, SDAP 1.0) SE/TE 436–437, 441, (Grade 5, SDAP 1.0) TE 437B, (Grade 5, SDAP 1.0) TRM Topic 18, p. 38			
2.3	Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.	(Grade 6 AF 1.0, 2.1) SE/TE 350A–351B, (Grade 5, SDAP 1.0) SE/TE 426–429, 440, (Grade 5, SDAP 1.0) TE 426B, (Grade 5, SDAP 1.0) TRM Topic 18, p. 20	(Grade 5, SDAP 1.0) SE/TE 430–433, 440, (Grade 5, SDAP 1.0) TE 433B, (Grade 5, SDAP 1.0) TRM Topic 18, p. 26			
2.4	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	(Grade 6, AF 1.0, AF 1.1) SE/TE 340A–341B, (Grade 6,	(Grade 6, AF 3.0) SE/TE 398A–401B, (Grade 5,			

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	(continued)	AF 1.0) SE/TE 348A–349B, (Grade 6, SDAP 3.1) SE/TE 354A–355B	SDAP 1.0) SE/TE 426A–429B, (Grade 6, SDAP 2.3, SDAP 2.5) SE/TE 434A–435B			
2.5	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	(Grade 6, NS 2.0) SE/TE 76A–79B, (Grade 6, AF 1.1) SE/TE 92A–95B, (Grade 6, AF 1.1) SE/TE 100A–103B, (Grade 6, NS 1.2) SE/TE 292A–293B, (Grade 6, SDAP 3.1) SE/TE 354A–355B, (Grade 6, AF 2.0) SE/TE 374A–375B	(Grade 6, AF 1.2) SE/TE 44A–45B, (Grade 6, NS 2.0, AF 1.3) SE/TE 74A–75B, (Grade 6, NS 2.3, AF 1.1) SE/TE 126A–129B, (Grade 6, NS 1.0, NS 1.2) SE/TE 266A–269B, (Grade 6, AF 1.0, AF 1.1) SE/TE 340A–341B, (Grade 6, SDAP 2.3, SDAP 2.5) SE/TE 434A–435			
2.6	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	(Grade 5, NS 1.1) SE/TE 58A–61B, (Grade 6, AF 1.0) SE/TE 339, (Grade 5, NS 1.1) TE 58B	(Grade 6 NS 2.0) SE/TE 222 (Grade 6 NS 2.0) TE 222B, (Grade 6 NS 2.0) TE 244B			

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2.7	Make precise calculations and check the validity of the results from the context of the problem.	(Grade 6, AF 1.4) SE/TE 32A–35B, (Grade 6, NS 2.0) SE/TE 66A–69B, (Grade 6, NS 2.4) SE/TE 218A–221B, (Grade 6, NS 1.3, AF 2.3) SE/TE 274A–277B, (Grade 6, AF 3.1, AF 3.2, MG 1.3) SE/TE 412A–413B	(Grade 6, AF 1.2) SE/TE 42A–43B, (Grade 6, NS 1.0, NS 2.4) SE/TE 182A–183B, (Grade 6, AF 1.0) SE/TE 348A–349B, (Grade 6, AF 1.3, AF 3.2, MG 1.3) SE/TE 414A–415B, (Grade 6, SDAP 1.0, SDAP 1.1) SE/TE 444A–447B			
3.0	Students move beyond a particular problem by generalizing to other situations:	(Grade 6, SDAP 3.1) SE/TE 20A–21B, (Grade 6, NS 2.3) SE/TE 130A–133B, (Grade 6, NS 1.4, AF 1.1) SE/TE 326A–327B, (Grade 6, SDAP 3.1) SE/TE 354A–355B, (Grade 6, MG 1.0) SE/TE 416A–419B	(Grade 6, NS 1.2) SE/TE 278A–279B, (Grade 5, SDAP 1.0) SE/TE 436A–437B, 441, (Grade 6, NS 1.3) SE 295 Exercise 3			

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3.1	Evaluate the reasonableness of the solution in the context of the original situation.	(Grade 6, NS 1.4, AF 1.1) SE/TE 326A–327B, (Grade 6, SDAP 1.1) SE/TE 468A–469B, (Grade 6, NS 1.2, AF 1.1) TRM Topic 13, p. 65, (Grade 6, SDAP 1.1) TRM Topic 19, p. 90	(Grade 6, NS 1.2) SE/TE 278A–279B, (Grade 6, NS 1.3) SE/TE p. 295 Exercise 3, (Grade 6, AF 2.1) SE/TE p. 370 Exercise 28, (Grade 6, SDAP 2.5) SE/TE p. 467 Exercise 15			
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	(Grade 6, SDAP 3.1) SE/TE 20A–21B, (Grade 6, NS 2.3) SE/TE 130A–133B, (Grade 6, NS 1.4, AF 1.1) SE/TE 326A–327B	(Grade 5, SDAP 1.0) SE/TE 436–437, 441, (Grade 5, SDAP 1.0) TE 437B, (Grade 5, SDAP 1.0) TRM Topic 18, p. 38			
3.3	Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.	(Grade 6, SDAP 3.1) SE/TE 354A–355B, (Grade 6, MG 1.0) SE/TE 16A–419B (Grade 6, SDAP 3.1) TRM Topic 14, p. 64, (Grade 6, MG 1.0) TRM Topic 17, p. 40	(Grade 6, NS 1.2) SE/TE 278–279, 283, (Grade 6, NS 1.2) TE 279B, (Grade 6, NS 1.2) TRM Topic 11, p. 54			

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 Grade Level(s): Six

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
				Y	N	
Appendix						
¹ This standard is met throughout the program in the problem solving exercises. Sample pages are given.						