A Correlation of

Scott Foresman • Addison Wesley

enVisionMATH™

to the

Oklahoma Priority Academic Student Skills (PASS)

Grades K - 6

PEARSON

C/M-107

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH,** copyright 2011, to the Oklahoma Priority Academic Student Skills (PASS) dated Spring 2009. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

The en**Vision**MATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

Personalized Curriculum
en**Vision**MATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

Instructional Design
en**Vision**MATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher's Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**Vision**MATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

Differentiated Instruction
en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a "Try Again" at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

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Kindergarten

Oklahoma Priority Academic Student Skills	Scott Foresman – Addison Wesley enVisionMATH
Kindergarten	
Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will sort and classify objects and analyze simple patterns.	
1. Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).	**Topic 1:** 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C **Topic 3:** 45A-46B **Topic 7:** 115A-116C, 117A-118C, 121A-122C, 125A-126C, 127A-128C **Topic 8:** 147A-148C
2. Explain verbally and extend simple patterns.	**Topic 3:** 31A-31J, 31-32, 33A-34C, 35A-36C, 37A-38C,39A-40C, 41A-42C, 45A-46C **Topic 12:** 211E, 221A-222C, 223A-224C, 225A-226C, 227A-228C, 229A-230C, 231A-232C
3. Use objects to demonstrate "related facts" such as 3 + 4 = 7, 7 – 3 = 4, 7 – 4 = 3.	**Topic 10:** 175A-175J, 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-194C, 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C Embedded: 189A-190C, 207A-208C **Topic 11:** 193A-193J, 205A- 206C, 207A-208C, Extensions: 210B Relating Addition and Subtraction, Using Objects to Demonstrate Related Facts
Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.	
1. Compare a group or set to another group, set or numerical quantity and verbally explain which has more, less or equivalent quantities.	**Topic 3:** 39A–40C, 41A–42C **Topic 4:** 49B, 49E, 63A–64C, 65A–66C, 67A–68C **Topic 5:** 73F, 93A–94C, 95A–96C **Topic 6:** 99A-99B, 99E, 99G, 101A–102C, 103A–104C, 105A–106C, 107A–10 **Topic 8:** 135A, 135C, 135E-135G, 137A–138C, 141A–142C **Topic 13:** 245A–246C, 247A–248C **Topic 14:** 253A–254C **Topic 16:** 301A-302C

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2. Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).	**Topic 4:** 51A–52C, 55A–56C **Topic 5:** 73E, 75A–76C, 81A–82C, 87A–88C **Topic 6:** 99C, 101A–102C, 103A–104C, 105A–106C, 109A–110C **Topic 11:** 199A–200C **Topic 16:** 289A–290C
3. Count forward to one hundred and backward from twenty.	**Topic 4:** 51A–52C **Topic 6:** 107A–108C **Topic 12:** 223A–224C, 225A–226C, 227A–228C, 231A–232C
4. Count objects in a set one-by-one from one through twenty.	**Topic 4:** 53A–54C, 55A–56C, 57A–58C, 59A–60C, 61A–62C, 63A–64C, 65A–66C, 67A–68C, 69A–70C **Topic 5:** 75A–76C, 77A–78C, 79A–80C, 81A–82C, 83A–84C, 85A–86C, 87A–88C, 89A–90C, 91A–92C **Topic 6:** 101A–102C, 109A–110C **Topic 8:** 143A–144C, 145A–146C, 147A–148C **Topic 9:** 159A–160C **Topic 10:** 177A–178C, 179A–180C, 181A–182C, 183A–184C, 185A–186C, 187A–188C, 189A–190C **Topic 11:** 195A–196C, 197A–198C, 201A–202C, 203A–204C, 205A–206C **Topic 12:** 213A–214C, 215A–216C, 217A–218C, 219A–220C **Topic 13:** 237A–238C, 239A–240C, 241A–242C
5. Identify and create sets of objects zero through twenty.	**Topic 3:** 43A–44C, **Topic 4:** 51A–52C, 55A–56C **Topic 5:** 75A–76C, 77A–78C, 81A–82C, 83A–84C, 87A–88C, 89A–90C **Topic 6:** 109A-110C **Topic 12:** 213A–214C, 215A–216C, 217A–218C, 219A–220C, 221A–222C, 229A–230C
6. Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.	**Topic 4:** 53A–54C, 57A–58C, 59A–60C, 69A–70C **Topic 5:** 79A–80C, 85A–86C, 91A–92C, 93A–94C, 95A–96C **Topic 6:** 103A–104C, 107A–108C, 109A–110C, **Topic 9:** 159A–160C, 169A–170C **Topic 10:** 177A–178C, 179A–180C, 181A–182C, 183A–184C, 185A–186C, 187A–188C, 189A–190C **Topic 11:** 195A–196C, 197A–198C, 201A–202C, 203A–204C, 205A–206C, 207A–208C

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continued	**Topic 12:** 213A–214C, 215A–216C, 217A–218C, 219A–220C **Topic 13:** 237A–238C, 239A–240C, 241A–242C **Topic 14:** 259A–260C, 261A–262C, 263A–264C **Topic 15:** 277A–278C, 279A–280C
7. Identify and use ordinal numbers to order objects first through tenth.	**Topic 8:** 143A–144C, 145A–146C, 147A–148C **Topic 14:** 257A–258C **Topic 15:** 277A–278C
8. Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).	**Topic 4:** 61A–62C **Topic 5:** 77A–78C, 83A–84C, 89A–90C **Topic 6:** 109A-110C **Topic 10:** 177A–178C, 179A–180C, 181A–182C, 183A–184C, 185A–186C, 187A–188C, 189A–190C **Topic 11:** 195A–196C, 197A–198C, 201A–202C, 203A–204C, 205A–206C, 207A–208C
Standard 3: Geometry - The student will identify common geometric shapes and explore the relationship of objects in the environment.	
1. Identify, name, and describe a variety of two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g., with different sizes or orientations).	**Topic 1:** 9A–10C **Topic 7:** 115A–116C, 117A–118C, 119A–120C, 129A–130C, 131A–132C; Extensions: 134B Trapezoids, Hexagons **Topic 8:** 137A–138C, 141A–142C
2. Identify, name and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders.	**Topic 7:** 125A–126C, 127A–128C, 129A–130C
3. Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).	**Topic 2:** 17A–18C, 19A–20C, 21A–22C, 23A–24C, 25A–26C, 27A–28C
Standard 4: Measurement - The student will explore the concepts of measurement.	
1. Linear Measurement	
a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).	**Topic 9:** 159A–160C, 165A–166C, 169A–170C, 171A–172C

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b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).	**Topic 1:** 3A–4C, 5A–6C, 7A–8C, 9A–10C, 11A–12C **Topic 9:** 153A–154C, 155A–156C, 157A–158C, 161A–162C, 163A–164C, 165A–166C, 167A–168C
c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	**Topic 9:** 153A–154C, 155A–156C, 157A–158C, 161A–162C, 163A–164C, 167A–168C, 171A–172C **Topic 14:** 255A–256C, 257A–258C, 263A–264C, 265A–266C **Topic 15:** 273A–274C, 275A–276C, 281A–282C, 283A–284C
d. Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).	**Topic 9:** Extension: 174B Which Tool to Use **Topic 14:** 261A–262C, 263A–264C **Topic 15:** 281A-282C
2. Time	
a. Tell time on digital and analog clocks to the hour.	**Topic 14:** 261A–262C, 263A–264C; Extension: 268B Digital Clocks
b. Identify the days of the week and months of the year.	**Topic 15:** 271A–272C, 273A–274C, 275A–276C, 279A–280C
3. Money: Identify the coins penny, nickel, dime and quarter.	**Topic 13:** 237A–238C, 239A–240C, 241A–242C, 243A–244C, 245A–246C, 247A–248C
Standard 5: Data Analysis – The child will collect, organize, and display data in a group setting.	
Data Analysis	
a. Use numbers and counting as a means for solving problems and measuring quantity.	**Topic 5:** 95A–96C **Topic 9:** 165A–166C, 171A–172C **Topic 11:** 207A–208C **Topic 13:** 247A–248C **Topic 14:** 259A–260C **Topic 16:** 289A–290C, 291A–292C, 293A–294C, 295A–296C, 297A–298C, 301A–302C

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b. Develops abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.	**Topic 3:** 43A–44C **Topic 4:** 69A–70C **Topic 5:** 95A–96C **Topic 10:** 189A–190C **Topic 14:** 265A–266C **Topic 16:** 291A–292C, 293A–294C, 295A–296C, 297A–298C, 301A–302C
c. Describes similarities and differences between objects.	**Topic 7:** 115A–116C, 117A–118C, 121A–122C, 129A–130C, 131A–132C

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Grade 1

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MATHEMATICS PROCESS STANDARDS	
Grade 1	
Process Standard 1: Problem Solving	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	Problem solving approaches are taught throughout the curriculum especially in the Interactive Learning, Guided-Practice and Problem-Solving features. The following are some representative examples: **Topic 2:** 31-34B, 35, 38, 39, 43A-46B **Topic 3:** 51, 54, 55, 58, 60-61, 67A-70B, 75-77 **Topic 4:** 83, 86, 88-89, 94, 95A-98B, 111, 114 **Topic 6:** 143, 146, 148-149, 163A-166B **Topic 9:** 243, 246, 250, 251, 255A-258B **Topic 13:** 367, 370, 372-373, 378A-381B, 387-389 **Topic 14:** 400-401, 403-406, 422, 443A-446B **Topic 16:** 484, 486-487, 492, 493A-496B, 493-496 **Topic 19:** 585A-588B, 590-591, 596, 600 **Topic 20:** 609, 612, 614-615, 637A-640
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	This objective is taught throughout the curriculum especially in the Interactive Learning, Problem-Solving and Guided-Practice features. The following are some representative examples: **Topic 1:** 3, 6, 8-9, 11, 14, 16-17, 19, 22 **Topic 3:** 51, 54, 55, 58, 60-61, 67A-70B **Topic 5:** 119, 124-125, 131A-134B **Topic 7:** 171, 174, 175A-178B, 180-181 **Topic 8:** 207A-210B, 214, 218, 220-221 **Topic 9:** 243, 246, 250, 251, 255A-258B **Topic 14:** 400-401, 406, 422, 443A-446B **Topic 17:** 521, 529A-532B, 536 **Topic 19:** 585A-588B, 590-591, 596, 600 **Topic 20:** 609, 612, 614-615, 637A-640

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3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	**Topic 1:** 23A-26B **Topic 2:** 43A-46B **Topic 3:** 75A-78B **Topic 4:** 111A-114B **Topic 5:** 135A-138B **Topic 6:** 163A-166B **Topic 7:** 187A-190B **Topic 8:** 223A-226B **Topic 9:** 255A-258B **Topic 10:** 295A-298B **Topic 11:** 323A-326B **Topic 12:** 359A-362B **Topic 13:** 387A-390B **Topic 14:** 403A-406B **Topic 15:** 473A-476B **Topic 16:** 493A-496B, 509A-512B **Topic 17:** 533A-536B **Topic 18:** 569A-572B **Topic 19:** 601A-604B **Topic 20:** 637A-640B
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	**Topic 1:** 11-14B, 23-26B **Topic 2:** 31-34B **Topic 3:** 71-74B
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).	**Topic 20:** 637A-640B, Problem of the Day Tip 107A, Quick Check 190A, Problem Solving Language of Math- 41-42, 205-206, 353-354, Test-Taking Tips 27E, 193F, 259A, 391A
Process Standard 2: Communication	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 4, 7, 8, 14, 16, 18B, 20, 23 **Topic 3:** 52, 55, 56, 60, 64, 67, 72 **Topic 4:** 88, 90A, 92, 94, 100, 106A **Topic 5:** 119, 120, 124, 134B, 135 **Topic 6:** 146, 146A, 156, 163, 164 **Topic 8:** 198, 201, 206, 214 **Topic 10:** 266, 272, 274B, 276, 284, 292 **Topic 12:** 332, 336, 338, 339, 340, 346 **Topic 13:** 376, 380, 383, 384, 388 **Topic 17:** 541, 544, 556, 570, 580

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2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	**Topic 1:** 18, 22 **Topic 5:** 124, 126, 130, 135
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provide additional models or representations. The following are some representative examples: **Topic 2:** 31, 32-33, 36-38, 39-42B, 46B **Topic 3:** 49, 51, 52-54, 54B, 58B, 63-66B **Topic 5:** 119-122B, 123, 126B, 128-130 **Topic 7:** 175, 180-181 **Topic 8:** 195, 198, 202B, 207, 208-210B **Topic 9:** 243, 244-246, 250, 250A, 254B **Topic 14:** 396-398, 399, 402B, 415-418 **Topic 17:** 520B, 521, 522-524, 526-528 **Topic 19:** 585, 586-588, 589, 593, 602-604 **Topic 20:** 610-612, 612B, 616B, 634-635
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	In the beginning of each topic, the curriculum provides *Vocabulary Cards, Connections to Everyday Vocabulary, Vocabulary Activities, Written and Oral Language in Math* and *Vocabulary* in lesson notes in Teacher's Edition. *My New Math Words*, and *Word Bank* features appear in student text and new vocabulary is highlighted. **www.pearsonsuccessnet.com** supplies an *Animated Glossary*. The following are representative pages: **Topic 2:** 29E-29F, 31A-33, 39A-39 **Topic 3:** 49E-49F, 53, 55A-57, 64, 65, 69 **Topic 8:** 193E-193F, 199A-199, 201, 212 **Topic 9:** 241, 243A-245, 248, 251 **Topic 11:** 307A-307, 309, 313 **Topic 12:** 332-333, 335, 338, 347A-347 **Topic 14:** 393E-393F, 393, 407A-407 **Topic 17:** 515, 518, 519, 521A-521 **Topic 18:** 539E-539F, 546, 557A-557 **Topic 20:** 607E-607F, 607, 621A-621

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Process Standard 3: Reasoning	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	**Topic 1:** 15A-18B, 19A-22B **Topic 5:** 123A–126B, 135A–138B, **Topic 6:** 155A–158B **Topic 9:** 247A-250B, 251A-254B, 255A–258B **Topic 10:** 271A–274B, 275A–278B, 279A–282B, 283A–286B, 291A–294B, 295A–298B **Topic 12:** 331A–334B, 335A–338B, 351A–354B, **Topic 16:** 481A–484B **Topic 17:** 517A–520B, 521A–524B **Topic 20:** 613A–616B, 625A–628B
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).	**Topic 1:** 11-14B, 23-26B **Topic 3:** 71-74B **Topic 4:** 95-98B **Topic 5:** 123-126 **Topic 10:** 271-274, 283-286 **Topic 13:** 387-389 **Topic 14:** 403A-406B **Topic 17:** 517-520, 521-524, 525-528 **Topic 20:** 625-626, 637-639
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	**Topic 9:** 247-250B **Topic 14:** 403A-406B **Topic 18:** 573A-576B, 577A-580B
Process Standard 4: Connections	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	This objective is used throughout the curriculum. The following are some representative examples: **Topic 1:** 4-6, 8-10, 12-14, 16-18, 21-22 **Topic 2:** 32-34, 36-38, 40-42, 44-46 **Topic 5:** 120-122, 124-126, 128-130 **Topic 7:** 172-173, 176-178, 188-190 **Topic 8:** 196-198, 204-206, 236-238 **Topic 9:** 244-246, 248-250, 252-254 **Topic 14:** 396-398, 404-406, 420-422 **Topic 17:** 518-520, 526-528, 530-532 **Topic 19:** 594-596, 598-600 **Topic 20:** 610-612, 614-616
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 • 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as 1/3).	**Topic 3:** 51-54B, 55-58B **Topic 4:** 83-86B, 99-102B **Topic 9:** 243-246B **Topic 19:** 585-588B, 589-592B

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3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	**Topic 1:** 7-10, 11-14, 15-18, 19-22 **Topic 2:** 31-34, 39-42 **Topic 3:** 51-54, 55-58, 59-62, 63-66, 67-70 **Topic 4:** 83-86, 87-90, 91-94, 95-98, 99-102, 103-106, 107-110 **Topic 14:** 399-402, 407-410, 411-414, 415-418
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	This objective is taught throughout the curriculum especially in the Interactive Learning, Problem-Solving and Guided-Practice features. The following are some representative examples: **Topic 1:** 3, 6, 8-9, 11, 14, 16-17, 19, 22 **Topic 3:** 51, 54, 55, 58, 60, 67A-70B **Topic 5:** 119, 122, 124-125, 131A-134B **Topic 7:** 174, 175A-178B, 180-181 **Topic 8:** 207A-210B, 214, 218, 222 **Topic 9:** 243, 246, 250, 251, 255A-258B **Topic 14:** 400-401, 406, 422, 443A-446B **Topic 17:** 521, 524, 529A-532B, 536 **Topic 19:** 585A-588B, 590-591, 596, 600 **Topic 20:** 609, 612, 614-615, 637A-640
Process Standard 5: Representation	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	This objective is taught throughout the curriculum. The following are some representative examples: **Topic 1:** 3, 4, 8-10, 12-14, 16-18, 20-22 **Topic 2:** 32-34, 36-38, 40-42, 44-46 **Topic 5:** 120-122, 124-126, 128-130 **Topic 7:** 172-174, 176-178, 188-190 **Topic 8:** 196-198, 204-206, 236-238 **Topic 9:** 244-246, 248-250, 252-254 **Topic 14:** 396-398, 404-406, 420-422 **Topic 17:** 518-520, 526-528, 530-532 **Topic 18:** 561-564, 565-568, 569-572 **Topic 19:** 590-592, 594-596, 598-600 **Topic 20:** 610-612, 614-616, 618-620
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provides additional models or representations. The following are some representative examples: **Topic 2:** 31, 32-33, 36-38, 39-42B, 46B **Topic 3:** 49, 51, 52-54, 54B, 58B, 63-66B **Topic 5:** 119-122B, 123, 126B, 128-130 **Topic 7:** 171, 172-173, 176-178B, 180-181 **Topic 8:** 195, 198, 202B, 207, 208-210B **Topic 9:** 243, 244-246, 250, 250A, 254B

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continued	**Topic 14:** 396-398, 399, 402B, 415-418B **Topic 17:** 520B, 521, 522-524, 526-528 **Topic 18:** 561-564, 565-568, 569-572 **Topic 19:** 585, 586-588, 589, 593, 602-604 **Topic 20:** 610-612, 612B, 616B, 634-635

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GRADE 1	
MATHEMATICS CONTENT STANDARDS	
Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.	
1. Describe, extend and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).	**Topic 1:** 15A–18B, 19A–22B, 23A–26B **Topic 8:** 211A–214B, 223A–226B, 235A–238B **Topic 9:** 243A–246B, 247A–250B, 251A–254B, 255A–258B **Topic 12:** 355A–358B
2. Describe, extend and create patterns with numbers in a variety of situations (e.g., addition charts, skip counting, calendars).	**Topic 5:** 123A–126B, 135A–138B, **Topic 6:** 155A–158B **Topic 7:** 175A–178B **Topic 9:** 255A–258B **Topic 10:** 267A–270B, 271A–274B, 275A–278B, 279A–282B, 283A–286B, 291A–294B, 295A–298B **Topic 12:** 331A–334B, 335A–338B, 339A–342B, 343A–346B, 351A–354B, **Topic 16:** 481A–484B **Topic 17:** 517A–520B, 521A–524B **Topic 20:** 613A–616B, 625A–628B
3. Demonstrate number patterns by counting as many as 100 objects by 1's, 2's, 5's and 10's.	**Topic 1:** 3A–6B, 7A–10B, 11A–14B **Topic 10:** 271A–274B, 275A–278B, 279A–282B, 283A–286B **Topic 11:** 303A–306B, 307A–310B **Topic 13:** 375A–378B, 379A–382B
4. Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., 2 + 4 = 4 + 2, 3 + 0 = 3).	**Topic 3:** 49A-49B, 71A–74B **Topic4:** 81A-81B **Topic 6:** 147A–150B **Topic 7:** 169A-169B, 169E-169F, 175A-178B, 179A-182B, 183A-186B **Topic 16:** 479A-479B, 505A-505
Standard 2: Number Sense and Operation - The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.	
1. Number Sense	
a. Use concrete models of tens and ones to develop the concept of place value.	**Topic 5:** 119A–122B **Topic 6:** 159A–162B **Topic 10:** 263A–266B **Topic 11:** 303A–306B, 307A–310B, 311A–314B, 315A–318B, 319A–322B, 323A–326B **Topic 12:** 339A–342B
b. Compare objects by size and quantity (e.g., more than, less than, equal to).	**Topic 2:** 31A–34B, 35A–38B, 39A–42B, 43A–46B **Topic 4:** 103A–106B **Topic 7:** 171A–174B, **Topic 10:** 267A–270B

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continued	**Topic 12:** 331A–334B, 335A–338B, 39A–342B, 343A–346B, 347A–350B, 351A–354B, 355A–358B, 359A–362B **Topic 14:** 395A–398B, 399A–402B, 403A–406B, 407A–410B, **Topic 15:** 465A–468B **Topic 18:** 541A–544B
c. Read and write numerals to 100.	**Topic 1:** 3A–6B, 7A–10B, 11A–14B, 15A–18B, 19A–22B, 23A–26B **Topic 2:** 31A–34B, 35A–38B **Topic 9:** 251A–254B **Topic 10:** 263A–266B, 287A–290B **Topic 11:** 311A–314B, 315A–318B **Topic 12:** 359A–362B **Topic 13:** 367A–370B **Topic 15:** 453A–456B, 457A–460B, 461A–464B, 469A–472B **Topic 16:** 493A–496B, 509A–512B **Topic 19:** 589A–592B, 593A–596B, 597A–600B, 601A–604B
d. Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths).	**Topic 19:** 585A–588B, 589A–592B, 593A–596B, 597A–600B, 601A–604B
2. Number Operations	
a. Develop and apply the concepts of addition and subtraction.	
i. Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes).	**Topic 3:** 51A–54B, 55A–58B, 59A–62B, 75A–78B **Topic 4:** 83A–86B, 87A–90B, 91A–94B **Topic 5:** 127A–130B, 131A–134B **Topic 6:** 159A–162B, 163A–166B **Topic 7:** 183A–186B **Topic 10:** 263A–266B, 267A–270B **Topic 16:** 481A–484B, 485A–488B, 489A–492B, 497A–500B, 501A–504B **Topic 17:** 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B
ii. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.	**Topic 3:** 51A–54B, 55A–58B, 59A–62B, 63A–66B, 67A–70B, 75A–78B **Topic 4:** 83A–86B, 87A–90B, 91A–94B, 95A–98B, 99A–102B, 103A–106B, 107A–110B, 111A–114B **Topic 5:** 119A–122B, 123A–126B, 127A–130B, 131A–134B

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iii. Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., 7+3=10 and 10-3=7).	**Topic 6:** 143A–146B, 147A–150B, 151A–154B, 155A–158B **Topic 7:** 171A–174B, 179A–182B, 187A–190B **Topic 13:** 387A–390B **Topic 20:** 609A–612B
b. Write addition and subtraction number sentences for problem-solving situations.	**Topic 3:** 63A–66B, 67A–70B, 71A–74B **Topic 4:** 95A–98B, 99A–102B, 107A–110B, 111A–114B **Topic 6:** 143A–146B, 151A–154B, 163A–166B **Topic 7:** 171A–174B, 175A–178B, 179A–182B, 183A–186B, 187A–190B **Topic 16:** 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B **Topic 17:** 517A–520B, 525A–528B, 529A–532B, 533A–536B **Topic 20:** 609A–612B, 617A–620B, 621A–624B, 629A–632B, 633A–636B, 637A–640B
c. Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	**Topic 11:** 319A–322B **Topic 13:** 371A–374B **Topic 20:** 609A–612B, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 637A–640B
Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes	
1. Sort and identify congruent shapes.	**Topic 8:** 193A-193B, 193E-193F, 215A–218B, 219A-219
2. Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	**Topic 8:** 193A-193B, 195A–198B, 199A–202B, 203A-206B, 207A-210B
3. Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).	**Topic 8:** 193A-193B, 227A–230B, 231A–234B, 235A–238B
4. Use language to describe relationships of objects in space (e.g., above, below, behind, between).	**Topic 18:** 553A-556B; Extension: 582B Proximity

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Standard 4: Measurement - The student will develop and use measurement skills in a variety of situations.	
1. Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.	**Topic 14:** 395A–398B, 399A–402B, 403A–406B, 407A–410B
2. Time	
a. Tell time on digital and analog clocks on the hour and half-hour.	**Topic 15:** 453A–456B, 457A–460B, 461A–464B, 465A–468B
b. Develop the concepts of days, weeks, and months using a calendar.	**Topic 15:** 469A–472B, 473A–476B
3. Money: Identify and name the value of pennies, dimes, nickels, and quarters.	**Topic 13:** 367A–370B, 371A–374B, 375A–378B, 379A–382B, 387A–390B
Standard 5: Data Analysis – The student will demonstrate an understanding of data collection and display.	
1. Data Analysis	
a. Organize, describe, and display data using concrete objects, pictures, or numbers.	**Topic 2:** 39A–42B **Topic 5:** 135A–138B **Topic 10:** 291A–294B, 295A–298B **Topic 11:** 323A–326B, **Topic 12:** 347A–350B, 359A–362B **Topic 15:** 473A–476B **Topic 16:** 509A–512B **Topic 18:** 541A–544B, 545A–548B, 549A–552B, 557A–560B, 561A–564B, 565A–568B, 569A–572B
b. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite foods).	**Topic 18:** 545A–548B, 549A–552B, 557A–560B, 561A–564B, 565A–568B, 569A–572B

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Grade 2

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Grade 2	
MATHEMATICS PROCESS STANDARDS	
Process Standard 1: Problem Solving	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	Problem solving approaches are taught throughout the curriculum especially in the Interactive Learning, Guided-Practice and Problem-Solving features. The following are some representative examples: **Topic 1:** 7, 10, 12-14, 18, 20-22, 26, 27 **Topic 4:** 102, 104-106, 110, 134 **Topic 6:** 171, 174, 178, 182, 190 **Topic 8:** 219, 220-222, 234, 243-246 **Topic 14:** 416-417, 422, 426, 438, 443-446 **Topic 15:** 458, 459, 462, 463, 471 **Topic 16:** 479, 483, 486, 488-490 **Topic 17:** 512, 514, 516-518, 522 **Topic 18:** 552-554, 563, 566, 583-586 **Topic 19:** 592-593, 594, 595-598
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	This objective is taught throughout the curriculum especially in the Interactive Learning, Problem-Solving and Guided-Practice features. The following are some representative examples: **Topic 2:** 35, 38, 42, 46, 63-66B **Topic 4:** 102, 118, 122, 126 **Topic 5:** 146, 150, 154, 158, 162 **Topic 6:** 175, 178, 179, 188-190 **Topic 9:** 251, 254, 255, 275-278 **Topic 14:** 418, 422, 426, 430, 434, 446 **Topic 15:** 454, 458, 459, 462, 471-474 **Topic 16:** 479, 482, 483, 486, 503-506 **Topic 19:** 591, 594, 595, 611, 612 **Topic 20:** 619, 622, 626, 634, 635-638
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	**Topic 1:** 27A-30B **Topic 2:** 63A-66B **Topic 3:** 91A-94B **Topic 4:** 135A-138B **Topic 5:** 163A-166B **Topic 6:** 187A-190B **Topic 7:** 211A-214B **Topic 8:** 243A-246B **Topic 9:** 275A-278B

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continued	**Topic 10:** 307A-310B **Topic 11:** 343A-346B **Topic 12:** 371A-374B **Topic 13:** 407A-710B **Topic 14:** 443A-446B **Topic 15:** 471A-474B **Topic 16:** 503A-506 B **Topic 17:** 543A-546 B **Topic 18:** 583A-586 B **Topic 19:** 611A-614 B **Topic 20:** 635A-638 B
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	**Topic 3:** 91-94B **Topic 9:** 275-278B **Topic 13:** 391-394B **Topic 17:** 543-546B **Topic 19:** 611-613B
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).	**Topic 1:** 1A-1F, **Topic 7:** 211-214B Problem Solving Language of Math Topic4: 133-134, Topic 5:145-146, Topic 9: 277-278, Topic 13: 401-402, Topic 15: 471, 473-474, Topic 18: 585-586
Process Standard 2: Communication	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 4, 6, 8, 10, 12, 14, 16, 18 **Topic 2:** 36, 38, 40, 42, 44, 46, 50 **Topic 5:** 146, 148, 150, 158, 160 **Topic 7:** 196, 198, 200, 202, 204, 206 **Topic 8:** 220, 222, 224, 226, 228, 232 **Topic 9:** 252, 254, 256, 258, 264, 267 **Topic 14:** 420, 424, 426, 428, 432, 434 **Topic 17:** 520, 522, 524, 526, 528, 530 **Topic 19:** 596, 598, 600, 602, 604, 608 **Topic 20:** 624, 626, 628, 631, 632, 634
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	**Topic 2:** 50, 58 **Topic 3:** 74, 94 **Topic 4:** 134 **Topic 7:** 211-214 **Topic 11:** 338, 343-345 **Topic 12:** 371-374 **Topic 13:** 394 **Topic 14:** 418 **Topic 17:** 538 **Topic 20:** 638

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3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provide additional models or representations. The following are some representative examples: **Topic 2:** 38B, 39, 42, 44-45, 46B, 56-57 **Topic 3:** 72, 74B, 76-77, 80-81, 86B **Topic 5:** 144-145, 152-153, 160-162 **Topic 7:** 196-197, 198B, 200-201, 208 **Topic 8:** 220-221, 224-225, 226B, 228 **Topic 9:** 252-253, 256-257, 258B, 264 **Topic 16:** 480-481, 482B, 486, 488-489 **Topic 17:** 512-513, 514B, 516-517, 518B **Topic 19:** 592-593, 596-597, 602, 602B **Topic 20:** 620-622, 629, 632-633, 634B
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	In the beginning of each topic, the curriculum provides *Vocabulary Cards, Connections to Everyday Vocabulary, Vocabulary Activities, Written and Oral Language in Math* and *Vocabulary* in lesson notes in Teacher's Edition. *My New Math Words*, and *Word Bank* features appear in student text and new vocabulary is highlighted. **www.pearsonsuccessnet.com** supplies an *Animated Glossary*. The following are some representative examples: **Topic 1:** 1E-1F, 1, 3A-5, 7A, 8, 11A-13 **Topic 4:** 97E-97F, 97, 99A-101, 107A **Topic 6:** 169E-169F, 169, 171A-173 **Topic 10:** 281E-281F, 281, 287A-289 **Topic 11:** 313E-313F, 313, 316-317 **Topic 12:** 349E-349F, 349, 351A-353 **Topic 14:** 413E-413F, 413, 423A-425 **Topic 17:** 509E-509F, 509, 511A-513 **Topic 18:** 549E-549F, 549, 551A-553 **Topic 20:** 617E-617F, 617, 619A, 620
Process Standard 3: Reasoning	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	**Topic 4:** 127A-130B, 131A-134B **Topic 6:** 187A-190B **Topic 12:** 357 **Topic 17:** 527A-530B, 543A-546B **Topic 20:** 635A-638B

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2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	**Topic 1:** 28 **Topic 3:** 81 **Topic 4:** 113, 117, 125 **Topic 5:** 145, 153, 157 **Topic 8:** 233 **Topic 9:** 253, 265 **Topic 10:** 285, 293, 297, 301, 305 **Topic 11:** 317, 329, 333, 337, 341, 343A-346B **Topic 12:** 353, 361, 365 **Topic 13:** 381, 389, 393, 401, 405, 409 **Topic 14:** 417, 421, 425, 429, 433, 437, 441 **Topic 15:** 453, 457, 461 **Topic 16:** 481, 485, 489, 497 **Topic 17:** 517, 521 **Topic 18:** 561, 565, 573, 581 **Topic 19:** 601
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	**Topic 16:** 477, 496-497, 499-502 **Topic 17:** 543-546
Process Standard 4: Connections	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	This objective is used throughout the curriculum. The following are some representative examples. **Topic 2:** 48-49, 56-57, 60-61, 64-66 **Topic 3:** 72-73, 76-77, 80-81, 88-89 **Topic 7:** 196-197, 200-201, 208-209 **Topic 8:** 220-221, 224-226, 232-233 **Topic 10:** 292-293, 294B, 304-305 **Topic 12:** 356-357, 360-361, 368-369 **Topic 17:** 512-513, 516-518, 520-521 **Topic 18:** 552-553, 554B, 560-561 **Topic 19:** 592-593, 594B, 596-598, 598B **Topic 20:** 620-622, 632-633, 634B
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as 1/3).	**Topic 12:** 356A-358B, 360-362 **Topic 19:** 591A-594B, 595A-598B **Topic 20:** 619A-622B

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3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	**Topic 13:** 387-390, 391-394, 399-402 **Topic 16:** 503-506 **Topic 17:** 543-546 **Topic 19:** 591-594, 595-598, 611-614 **Topic 20:** 623-626, 631A-634B
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	This objective is taught throughout the curriculum especially in the Interactive Learning, Problem-Solving and Guided-Practice features. The following are some representative examples: **Topic 1:** 6, 10, 14, 15, 18, 19-22 **Topic 3:** 78, 78B, 82, 86, 90, 92-94 **Topic 4:** 102, 106, 114, 118, 122, 126 **Topic 9:** 254, 258, 262, 266, 270, 274 **Topic 10:** 286, 290, 294, 298, 302 **Topic 13:** 382, 394, 398, 406, 410 **Topic 14:** 418, 422, 426, 430, 434 **Topic 17:** 514, 526, 530, 534, 542 **Topic 18:** 554, 558, 562, 570, 574 **Topic 19:** 594, 598, 602, 606, 612-613
Process Standard 5: Representation	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	This objective is used throughout the curriculum. The following are some representative examples. **Topic 1:** 4-6, 8-10, 12-13, 16-17, 19 **Topic 3:** 71, 72, 75, 76-77, 80-81, 83 **Topic 4:** 100-101, 104-105, 110, 118 **Topic 7:** 196-198, 199, 207, 208-209 **Topic 10:** 291A-294B, 303A-306B **Topic 11:** 319, 322B, 332-334, 338 **Topic 14:** 418, 422, 426, 430, 434 **Topic 16:** 479-482, 483-486, 487-490 **Topic 17:** 514, 518, 526, 530, 542 **Topic 19:** 594, 598, 600-602, 610 **Topic 20:** 622, 626, 628-630, 635A-638B
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provides additional models or representations. The following are some representative examples: **Topic 2:** 40-41, 44-45, 48, 56-57, 59 **Topic 3:** 71, 72, 75, 76-77, 80-81, 83 **Topic 5:** 146, 147, 151, 155, 158, 162 **Topic 6:** 171, 176-177, 187A-190B **Topic 8:** 220-221, 224-226, 243A-246B **Topic 9:** 254, 256-257, 259, 278 **Topic 12:** 351-354, 356-358, 360-362

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continued	**Topic 15:** 454, 458, 462, 463, 470 **Topic 16:** 486, 487, 490B, 493-494 **Topic 18:** 553, 561, 576-578, 583-586B

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GRADE 2	
CONTENT STANDARDS	
Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.	
1. Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).	**Topic 4:** 127A-127 **Topic 6:** 187A-190B **Topic 11:** 335A–338B; Extension: 348B Extend Repeating and Growing Patterns **Topic 17:** 543A-546B
2. Formulate and record generalizations about number patterns in a variety of situations (e.g., addition and subtraction patterns, even and odd numbers, build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents).	**Topic 2:** 39A–42B, 43A–46B, 47A–50B, 51A–54B, 55A–58B, 59A–62B **Topic 3:** 75A–78B, 79A–82B, 83A–86B **Topic 4:** 119A–122B, 127A–130B, 131A–134B, **Topic 6:** 171A–174B, 175A–178B, 183A–186B, 187A–190B **Topic 7:** 195A–198B, 203A–206B **Topic 11:** 335A–338B **Topic 17:** 523A–526B, 527A–530B, 543A–546B **Topic 18:** 551A–554B **Topic 20:** 635A–638B
3. Find unknown values in open number sentences with a missing addend and use to solve everyday problems.	**Topic 1:** 3A–6B, 7A–10B, 11A–14B, 15A–18B, 19A–22B, 23A–26B, 27A–30B **Topic 2:** 35A–38B, 39A–42B, 43A–46B, 47A–50B, 51A–54B, 55A–58B, 59A–62B, 63A–66B **Topic 3:** 71A–74B, 75A–78B, 79A–82B, 87A–90B, 91A–94B **Topic 7:** 207A–210B, 211A–214B **Topic 8:** 243A–246B **Topic 18:** 567A–570B
4. Recognize and apply the associative property of addition (e.g., 3 + (2 +1) = (3 + 2) + 1).	**Topic 2:** 33A-33B, 51A–54B **Topic 6:** 175A-178B **Topic 8:** 217A-217B, 239A-242B

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Standard 2: Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.	
1. Number Sense	
a. Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).	**Topic 4:** 99A–102B, 103A–106B, 107A–110B, 111A–114B, 115A–118B, 135A–138B **Topic 7:** 199A–202B **Topic 8:** 219A–222B, 223A–226B, 231A–234B **Topic 9:** 251A–254B, 255A–258B, 263A–266B **Topic 17:** 511A–514B, 515A–518B, 519A–522B, 531A–534B
b. Represent a number in a variety of ways (e.g., write 15 as 8 + 7, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).	**Topic 1:** 7A–10B, 11A–14B, 15A–18B, 19A–22B, 23A–26B, 27A–30B **Topic 2:** 55A–58B, 59A–62B, 63A–66B **Topic 4:** 99A–102B, 103A–106B, 107A–110B, 111A–114B, 131A–134B **Topic 6:** 175A–178B **Topic 7:** 199A–202B **Topic 8:** 219A–222B, 231A–234B, 243A–246B **Topic 9:** 251A–254B, 263A–266B **Topic 17:** 511A–514B, 515A–518B, 519A–522B, 523A–526B **Topic 18:** 551A–554B, **Topic 19:** 591A–594B, 603A–606B
c. Write a number sentence to compare numbers less than 1,000 (e.g., 425 > 276, 73 < 107, page 351 comes after 350, 753 is between 700 and 800).	**Topic 4:** 111A–114B, 115A–118B, 119A–122B, 135A–138B **Topic 9:** 275A–278B **Topic 17:** 531A–534B, 535A–538B, 543A–546B, **Topic 19:** 611A–614B
d. Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).	**Topic 12:** 351A–354B, 355A–358B, 359A–362B, 363A–366B, 367A–370B, 371A–374B
2. Number Operations	
a. Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 18 and the associated subtraction facts (e.g., 15+3=18 and 18-3=15).	**Topic 1:** 3A–6B, 7A–10B, 11A–14B, 15A–18B, 19A–22B, 23A–26B, 27A–30B **Topic 2:** 35A–38B, 39A–42B, 43A–46B **Topic 3:** 71A–74B, 75A–78B, 79A–82B, 83A–86B, 87A–90B, 91A–94B **Topic 5:** 151A–154B, 155A–158B, 159A–162B, 63A–166B **Topic 6:** 179A–182B, 187A–190B **Topic 7:** 211A–214B

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continued	**Topic 8:** 227A–230B, 235A–238B, 239A–242B **Topic 9:** 259A–262B, 267A–270B, 271A–274B, 75A–278B **Topic 10:** 291A–294B, 303A–306B **Topic 18:** 567A–570B, 571A–574B
b. Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	**Topic 10:** 287A–290B, 299A–302B, 307A–310B **Topic 18:** 555A–558B, 571A–574B
c. Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	**Topic 6:** 171A–174B, 175A–178B, 179A–182B, 183A–186B **Topic 7:** 195A–198B, 199A–202B, 203A–206B, 207A–210B **Topic 8:** 219A–222B, 223A–226B, 227A–230B, 231A–234B, 235A–238B, 239A–242B **Topic 9:** 251A–254B, 255A–258B, 259A–262B, 263A–266B, 267A–270B, 271A–274B**Topic 10:** 283A–286B, 291A–294B, 295A–298B, 303A–306B, 307A–310B **Topic 15:** 471A–474B
d. Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.	**Topic 19:** 591A–594B, 603A–606B, 611A–614B **Topic 20:** 619A–622B, 623A–626B, 627A–630B, 631A–634B
Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.	
1. Identify symmetric and congruent shapes and figures.	**Topic 11:** 313A- 313B, 331A–334B, 339A–342B, Problem of the Day Tip 343A, Reteaching Sets—348A (Set D, 7-8)
2. Investigate and predict the results of putting together and taking apart two-dimensional shapes.	**Topic 11:** 323A–326B, 327A–330B, 343A–346B **Topic 12:** 351A–354B, 355A–358B
Standard 4: Measurement - The student will use appropriate units of measure in a variety of situations.	
1. Linear Measurement	
a. Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).	**Topic 13:** 391A–394B. 395A-398B **Topic 14:** 423A-426B, 427A-430B

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b. Select and use appropriate units of measurement in problem solving and everyday situations.	**Topic 13:** 379A–382B, 383A–386B, 387A–390B, 391A–394B **Topic 14:** 415A–418B, 419A–422B, 423A–426B, 427A–430B, 431A–434B, 443A–446B
2. Time	
a. Tell time on digital and analog clocks on the quarter-hour.	**Topic 15:** 451A–454B, 455A–458B, 459A–462B, 471A–474B
b. Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.	**Topic 8:** 217D **Topic 15:** 449A-449B, 463A–466B; Extension: 476B Time Applications, Spiral Review: 483A
3. Money	
a. Identify and count money up to a twenty dollar bill.	**Topic 5:** 143A–146B, 147A–150B, 151A–154B, 155A–158B, 159A–162B, 163A–166B **Topic 10:** 283A–286B, 287A–290B, 295A–298B, 299A–302B
b. Recognize and write different amounts of money using dollar and cent notation.	**Topic 5:** 141E, 147ª-150B, 155A–158B, 159A–162B, Extensions: 312B
Standard 5: Data Analysis - The student will demonstrate an understanding of data collection, display, and interpretation.	
1. Data Analysis	
a. Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).	**Topic 5:** 163A–166B **Topic 6:** 87A–190B **Topic 16:** 479A–482B, 483A–486B, 487A–490B, 503A–506B, **Topic 18:** 583A–586B **Topic 20:** 635A–638B
b. Summarize and interpret data in charts, bar graphs, and tables.	**Topic 16:** 479A–482B, 483A–486B, 487A–490B, 503A–506B, **Topic 18:** 583A–586B

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Grade 3

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Grade 3	
MATHEMATICS PROCESS STANDARDS	
Process Standard 1: Problem Solving	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	**Topic 1:** 24-25 **Topic 2:** 58-59 **Topic 4:** 98-100 **Topic 5:** 132-133 **Topic 6:** 154-156 **Topic 7:** 174-176 **Topic 8:** 196-198 **Topic 9:** 224-226 **Topic 11:** 268-269 **Topic 12:** 298-299 **Topic 13:** 316-318, 320-321 **Topic 14:** 342-343 **Topic 15:** 360-361 **Topic 16:** 374-375, 384-385 **Topic 17:** 404-405 **Topic 18:** 426-428 **Topic 19:** 448-450 **Topic 20:** 482-483
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	This objective is taught throughout the curriculum especially in the Interactive Learning, Problem Solving and Guided Practice features. The following are some representative examples: **Topic 1:** 9, 11, 13, 18B-21, 21B, 23 **Topic 2:** 35, 36B, 42, 44B, 47, 49, 52 **Topic 6:** 141, 143, 147, 149, 157B **Topic 8:** 188, 191, 192B, 193, 195 **Topic 9:** 207, 209, 215, 221, 222B **Topic 12:** 279, 283, 289, 292-293 **Topic 14:** 330-331, 333, 339, 341 **Topic 17:** 394, 398B, 400B, 401 **Topic 19:** 437, 439, 441, 445, 447 **Topic 20:** 459, 461-462, 464B, 478B

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3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	**Topic 1:** 24A-25B **Topic 2:** 58A-59B **Topic 3:** 78A-79B **Topic 4:** 98A-100, 101A-101B **Topic 5:** 118A-120, 121A-121B, 132A-133B **Topic 6:** 154A-156, 157A-157B **Topic 7:** 174A-176, 177A-177B **Topic 8:** 196A-198, 199A-199B **Topic 9:** 224A-226, 227A-227B **Topic 10:** 252A-253B **Topic 11:** 268A-269B **Topic 12:** 298A-299B **Topic 13:** 316A-318, 319A-319B, 320A-321B **Topic 14:** 342A-343B **Topic 15:** 360A-361B **Topic 16:** 374A-375B, 384A-385B **Topic 17:** 404A-405B **Topic 18:** 426A-428, 429A-429B **Topic 19:** 448A-450, 451A-451B **Topic 20:** 482A-483B
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	**Topic 3:** 78A-79B **Topic 5:** 118A-120, 121A-121B, 132A-133B **Topic 6:** 154A-156, 157A-157B **Topic 16:** 374A-375B
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).	**Topic 2:** Problem Solving 49, 56A-57B **Topic 3:** 78A-79B, Reteaching: Set E 1-2 **Topic 4:** 94 **Topic 5:** Language of Math: 115 **Topic 6:** 154A-157B **Topic 7:** Language of Math: 169 **Topic 13:** 304A-304B, 320A-321B, Reteaching 325 (Set D 1-2) **Topic 19:** 438A-439B, 448A-451B
Process Standard 2: Communication	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 7, 10B, 13, 15B, 18B, 20 **Topic 2:** 33, 34B, 39B, 40B, 58-59 **Topic 4:** 98-101, 101A-101B **Topic 5:** 108B, 110B, 111, 113B, 117 **Topic 6:** 140B, 141, 142B, 144B, 145 **Topic 8:** 194A-195B, 196A-198, 199A-199 **Topic 10:** 234B, 235, 237, 238B, 245 Topic 12 276B, 277, 278B, 290B, 294B

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continued	**Topic 13:** 308B, 312B, 317, 320B **Topic 17:** 392B, 396B, 398B, 402B
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	**Topic 1:** 8, 13, 17, **Topic 2:** 32, 38, 57 **Topic 3:** 70, 78A-79B
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provide additional models or representations. The following are some representative examples: **Topic 2:** 32B, 33, 40B, 41, 48B-49, 49B **Topic 3:** 66B-67, 68-69, 78-79 **Topic 5:** 108B-109, 110B-111, 113, 114B **Topic 7:** 162A-162B, 164B-165, 174B-175 **Topic 8:** 182A, 183, 184-185, 196B-197 **Topic 9:** 204B, 208B-209, 212B-213 **Topic 16:** 366C, 366E, 373, 374B-375 **Topic 17:** 397, 398B-399, 400B, 401B **Topic 19:** 434B, 436B-436, 440A-442 **Topic 20:** 456B, 458B-459, 478A-479
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	In the beginning of each topic, the curriculum provides *Vocabulary Cards, Connections to Everyday Vocabulary, Vocabulary Activities, Written and Oral Language in Math* and *Vocabulary* in lesson notes in Teacher's Edition. *My New Math Words*, and *Word Bank* features appear in student text and new vocabulary is highlighted. **www.pearsonsuccessnet.com** supplies an *Animated Glossary*. The following are representative examples: **Topic 1:** 2E-2F, 3, 4A-5, 12A-12, 18A-19 **Topic 2:** 30E-30F, 32A-33, 40A-40 **Topic 5:** 106E-106F, 107, 108A-109 **Topic 8:** 182E-182F, 183, 184A-185 **Topic 9:** 204E-204F, 205, 206A-206 **Topic 11:** 258E-258F, 259, 264A-264 **Topic 14:** 326E-326F, 327, 340A-341 **Topic 17:** 390E-390F, 391, 400A-400 **Topic 19:** 434E-434F, 435, 446A-446 **Topic 20:** 458A-459, 460A-460, 468A-469

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Process Standard 3: Reasoning	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	**Topic 5:** 122-124, 126-127, 128-129, 130-131 **Topic 6:** 150-151 **Topic 9:** 206-207, 208-209, 210-211, 212-213, 218-221 **Topic 12:** 285, 290-291, 298-299 **Topic 15:** 360-361 **Topic 18:** 412-413 **Topic 19:** 436-437
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).	**Topic 1:** 5, 10, 14, 20, 21, 22, 24, 25 **Topic 2:** 33, 34, 35, 37, 41, 46 **Topic 5:** 112, 115, 118-120, 122, 131, 132 **Topic 7:** 166-168 **Topic 8:** 193, 195 **Topic 9:** 209, 210, 222, 224-225 **Topic 10:** 245, 247, 249, 251 **Topic 12:** 277, 299 **Topic 13:** 311 **Topic 14:** 330, 333, 341, 342-343 **Topic 15:** 356, 357 **Topic 17:** 394 **Topic 18:** 421 **Topic 20:** 465, 472-475
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	**Topic 10:** 252A-253B **Topic 17:** 390F **Topic 20:** 476-477, 478-479, 482A-483B,
Process Standard 4: Connections	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	This objective is used throughout the curriculum. The following are some representative examples. **Topic 1:** 4B-5, 6B-7, 10, 12B-13 **Topic 3:** 66B-67, 68B-69, 78-79 **Topic 5:** 108B-109, 110B-111, 115 **Topic 7:** 164-165, 166B-167, 173, 174B-175 **Topic 8:** 184-185, 189B, 192-193 **Topic 9:** 206-207, 208-209, 211, 215 **Topic 12:** 278-279, 280, 282-283, 285 **Topic 18:** 412-413, 416B-417, 417B, 418 **Topic 19:** 436B-436, 440B-442, 443B **Topic 20:** 459, 463B, 464-465, 466-467

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2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as).	**Topic 5:** 110-112, 113, 125 **Topic 9:** 210-211,212-213 **Topic 12:** 276A-277B, 278A-279B **Topic 18:** 416-417
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	**Topic 1:** 5, 7, 9, 13, 17, 19, 20, 21, **Topic 2:** 33, 35, 37 **Topic 5:** 110A-112B, 113, 125 **Topic 7:** 170B-171B **Topic 13:** 306A-307B **Topic 14:** 328A-331B **Topic 18:** 416A-417B
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	This objective is taught throughout the curriculum especially in the Interactive Learning and Guided Practice features. The following are some representative examples: **Topic 2:** 47 **Topic 3:** 77 **Topic 5:** 113 **Topic 7:** 169 **Topic 9:** 215 **Topic 20:** 463
Process Standard 5: Representation	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	This objective is used throughout the curriculum. The following are some representative examples. **Topic 1:** 4-5, 6-7, 10B-10, 12B-13, 16 **Topic 3:** 66-67, 68-69, 73, 75, 78 **Topic 5:** 108-109, 110-111, 114-115 **Topic 7:** 164-165, 166-167, 172-173 **Topic 8:** 184-185, 192-193, 196A-197 **Topic 9:** 206-207, 208-209, 218-219 **Topic 14:** 334-335, 338-339, 340-341 **Topic 17:** 392-393, 396-397400-401 **Topic 19:** 436-437, 440-441, 448-449 Topic 20**:** 458-459, 464-465, 466-467
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provides additional models or representations. Sample activities follow: **Topic 2:** 40B, 40-41, 48B-49, 49B, 50-51 **Topic 4:** 86B-87, 87B, 89, 90B-91, 91B **Topic 6:** 140B-141B, 142B-143B, 144 **Topic 7:** 164B-165B, 166-167, 174B-176 **Topic 10:** 238B, 241, 244-245B, 248-249B

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continued	**Topic 11:** 260B. 264-265, 266B, 267B **Topic 13:** 306B-307B, 308B-309, 316-317 **Topic 15:** 350B-351, 351B, 356-357, 360B **Topic 16:** 368B-369B, 371, 374B-375B **Topic 18:** 412B-413B, 416B-417B, 419B

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GRADE 3	
MATHEMATICS CONTENT STANDARDS	
Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to extend and create patterns	
1. Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with the same relationship).	**Topic 1:** 12A–15B **Topic 2:** 34A–35B **Topic 3:** 68A–71B **Topic 5:** 108A–109B, 110A–113B, 118A–121B, 122A–125B, 126A–127B, 128A–129B, 130A–131B **Topic 6:** 150A–151B, **Topic 9:** 206A–207B, 208A–209B, 210A–211B, 212A–215B, 218A–221B, 224A–227B **Topic 12:** 298A–299B **Topic 15:** 360A–361B
2. Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.	**Topic 2:** 32A–33B, 36A–39B, 48A–49B **Topic 3:** 66A–67B, 68A–71B, 72A–73B **Topic 4:** 92A–95B, 98A–101B **Topic 5:** 132A–133B **Topic 6:** 142A–143B, 144A–147B, 148A–149B, 152A–153B, 154A–157B **Topic 7:** 166A–169B **Topic 8:** 196A–199B **Topic 9:** 208A–209B, 216A–217B, 224A–227B **Topic 13:** 316A–319B, 320A–321B, **Topic 16:** 374A–375B, 384A–385B **Topic 17:** 398A–399B **Topic 18:** 426A–429B, **Topic 19:** 448A–451B
3. Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$ **)**	**Topic 2:** 32A-33B **Topic 4:** 95 **Topic 5:** 110A–113B, 130A–131B **Topic 8:** 182A-182B **Topic 18:** 422A–425B
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.	
1. Number Sense	
a. Place Value	
i. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).	**Topic 1:** 4A–5B, 6A–7B, 10A–11B, 12A–15B, 16A–17B, 24A–25B **Topic 2:** 36A–39B, 40A–43B, 50A–53B, 54A–55B, 56A–57B **Topic 4:** 86A–87B, 90A–91B, 92A–95B, 96A–97B, 98A–101B **Topic 19:** 440A–443B

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ii. Read and write whole numbers up to 4 digits (e.g., expanded form, standard form).	**Topic 1:** 4A–5B, 6A–7B, 8A–9B, 10A–11B
b. Whole Numbers and Fractions	
i. Compare and order whole numbers up to 4 digits.	**Topic 1:** 12A–15B, 16A–17B **Topic 2:** 34A–35B, 40A–43B **Topic 5:** 122A–125B, 128A–129B, 130A–131B **Topic 8:** 186A–189B **Topic 9:** 222A–223B **Topic 13:** 312A–315B
ii. Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).	**Topic 12:** 276A–277B, 278A–279B, 280A–281B, 282A–283B, 284A–287B, 288A–289B, 290A–293B; Extension: 303E Common Percents
2. Number Operations	
a. Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.	**Topic 2:** 44A–47B, 48A–49B, 50A–53B, 54A–55B, 56A–57B, 58A–59B **Topic 3:** 68A–71B, 72A–73B, 74A–77B, 78A–79B **Topic 4:** 90A–91B, 92A–95B, 96A–97B **Topic 13:** 312A–315B
b. Multiplication Concepts and Fact Families	
i. Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.	**Topic 5:** 108A–109B, 110A–113B, 114A–115B, 116A–117B **Topic 6:** 140A–141B, 142A–143B, 144A–147B **Topic 18:** 412A–413B, 416A–417B, 418A–419B, 420A–421B, 422A–425B
ii. Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10 x 10 and the associated division facts (e.g., 5 x 6 = 30 and 30 ÷ 6 = 5).	**Topic 5:** 122A–125B, 126A–127B, 128A–129B **Topic 6:** 140A–141B, 142A–143B, 144A–147B, 148A–149B, 150A–151B, 152A–153B **Topic 7:** 172A–173B **Topic 8:** 184A–185B, 186A–189B, 190A–191B, 192A–193B, 194A–195B **Topic 13:** 316A–319B **Topic 18:** 412A–413B, 414A–415B, 416A–417B, 418A–419B, 420A–421B, 422A–425B, 426A–429B **Topic 19:** 436A–437B, 438A–439B, 440A–443B
iii. Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.	**Topic 18:** 410A-410B, 414A–415B, 420-421, 422-423

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Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.	
1. Identify and compare attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube, the radius is half of a circle, lines of symmetry).	**Topic 10:** 234A–237B, 238A–241B, 246A–247B, 248A–249B, 250A–251B, 252A–253B **Topic 11:** 264A–265B, 266A–267B
2. Analyze the effects of combining and subdividing two- and three-dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).	**Topic 10:** 238A–241B **Topic 11:** 268A–269B, **Topic 12:** 276A–277B, **Topic 14:** 342A–343B **Topic 16:** 384A–385B
3. Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.	**Topic 20:** 456A-456B, 468A–471B
Standard 4: Measurement - The student will use appropriate units of measure to solve problems.	
1. Measurement	
a. Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.	**Topic 14:** 328A–331B, 332A–333B, 334A–337B, 340A–341B
b. Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram	**Topic 15:** 350A–351B, 352A–355B, 358A–359B
c. Develop and use the concept of perimeter of different shapes to solve problems.	**Topic 16:** 368A–369B, 370A–371B, 372A–373B
d. Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).	**Topic 14:** 328A–331B, 334A–337B, 338A–339B, 340A–341B **Topic 15:** 356A–357B
2. Time and Temperature	
a. Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).	**Topic 2:** Spiral Review Master: 36A **Topic 17:** 400A–401B, 404A–405B
b. Tell time on a digital and analog clock to the nearest 5 minute.	**Topic 17:** 390A-390B, 392A–395B, 396A–397B
c. Read a thermometer and solve for temperature change.	**Topic 17:** 390B, 390D, 391, 402A–403B, 404A–405B **Topic 20:** 470-471
3. Money: Determine the correct amount of change when a purchase is made with a five dollar bill.	**Topic 1:** 22A–23B **Topic 13:** 312A–315B

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Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability	
1. Data Analysis:	
a. Pose questions, collect, record, and interpret data to help answer questions (e.g., which was the most popular booth at our carnival?).	**Topic 1:** 24A–25B **Topic 20:** 456A-456B, 457, 458A–459B, 460A-463B
b. Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).	**Topic 2:** 44A–47B **Topic 3:** 74A–77B **Topic 4:** 98A–101B **Topic 9:** 224A–227B **Topic 20:** 458A–459B, 460A–463B, 464A–465B, 466A–467B, 468A–471B, 472A–475B, 478A–481B, 482A–483B
c. Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.	**Topic 20:** 456D, 464A–465B, 466A–467B, 478A-481B, 482A-483B
2. Probability: Describe the probability (more, less, or equally likely) of chance events.	**Topic 20:** 472A–475B, 476A–477B, 478A–481B

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Grade 4

Oklahoma Priority Academic Student Skills	Scott Foresman – Addison Wesley enVisionMATH
Grade 4	
MATHEMATICS PROCESS STANDARDS	
Process Standard 1: Problem Solving	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	**Topic 1:** 20-21 **Topic 2:** 34-35, 44-46 **Topic 3:** 68-69 **Topic 4:** 86-88 **Topic 5:** 116-118 **Topic 6:** 134-135 **Topic 7:** 156-157 **Topic 8:** 186-187 **Topic 9:** 208-209 **Topic 10:** 238-240 **Topic 11:** 258-260 **Topic 12:** 282-283 **Topic 13:** 308-309 **Topic 14:** 336-338 **Topic 15:** 356-357 **Topic 16:** 392-393 **Topic 17:** 420-422 **Topic 18:** 440-441 **Topic 19:** 460-461 **Topic 20:** 476-477
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	This objective is taught throughout the curriculum especially in the Interactive Learning, Problem Solving and Guided Practice features. The following are some representative examples: **Topic 1:** 6, 10B, 12, 15, 16A-17B, 18-19 **Topic 3:** 56, 57, 59, 61, 63, 65, 67, 69 **Topic 5:** 97, 97B, 99, 102, 103, 105B **Topic 7:** 143, 145, 145B, 149, 151, 153 **Topic 8:** 165, 167, 167B, 169, 172, 176 **Topic 9:** 197, 197B, 199, 201, 203, 205 **Topic 14:** 218, 221, 226, 229, 232, 233 **Topic 17:** 403, 404B-405, 407, 409, 411 **Topic 19:** 449, 451, 453, 457, 459, 461 **Topic 20:** 468B, 469, 469B, 471, 474

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3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	**Topic 1:** 20A-21B **Topic 2:** 34A-35B, 44A-46, 47A-47B **Topic 3:** 68A-69B **Topic 4:** 86A-88, 89A-89B **Topic 5:** 102A-104, 105A-105B, 116A-118, 119A-119B **Topic 6:** 134A-135B **Topic 7:** 156A-157B **Topic 8:** 186A-187B **Topic 9:** 208A-209B **Topic 10:** 238A-240, 241A-241B **Topic 11:** 258A-260, 261A-261B **Topic 12:** 282A-283B **Topic 13:** 308A-309B **Topic 14:** 336A-338, 339A-339B **Topic 15:** 356A-357B **Topic 16:** 392A-393B **Topic 17:** 420A-422, 423A-423B **Topic 18:** 440A-441B **Topic 19:** 460A-461B **Topic 20:** 476A-477B
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	**Topic 5:** 102A-104, 105A-105B **Topic 6:** 134A-135B **Topic 7:** 156A-157B **Topic 8:** 186A-187B **Topic 10:** 238A-240, 241A-241B **Topic 13:** 308A-309B
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).	**Topic 2:** 34A-35B **Topic 8:** 186B-187B **Topic 9:** 208B-209B
Process Standard 2: Communication	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 4B, 10B, 10-11, 16B, 17, 19 **Topic 3:** 54B, 58B, 60B, 61, 62B, 63 **Topic 4:** 76-77, 80B, 82B, 84B, 86B **Topic 5:** 96B, 98B, 100B, 102B, 106-107 **Topic 6:** 128B, 130B, 131, 132B, 134 **Topic 8:** 164B, 164, 166B, 167, 184B **Topic 10:** 216B, 217, 220B, 222B, 222 **Topic 12:** 268B, 270B, 271, 276B, 277 **Topic 13:** 290B, 291, 294B, 294, 296B Topic 17:402B, 402, 404B, 407, 409

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2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	**Topic 5:** 102A-103, 105B **Topic 6:** 134-135 **Topic 10:** 238A-240, 241A-241B
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provide additional models or representations. The following are some representative examples: **Topic 2:** 28-29, 32B, 35, 36B, 44A-46 **Topic 3:** 58B, 60B-61, 62B-63, 64B-65 **Topic 5:** 106B-107, 109B, 113B, 116A-118 **Topic 7:** 146B-149B, 150B-151B, 156-157 **Topic 8:** 164-165, 168B-169, 170B-171 **Topic 9:** 196B, 200-201, 206-207, 207B **Topic 14:** 316B-317, 318B-319, 321, 323B **Topic 17:** 402B, 406B-407, 410B-411 **Topic 19:** 448-449, 452B-453B, 460-461 **Topic 20:** 468-469, 470B-471, 475, 477
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	In the beginning of each topic, the curriculum provides *Vocabulary Cards, Connections to Everyday Vocabulary, Vocabulary Activities, Written and Oral Language in Math* and *Vocabulary* in lesson notes in Teacher's Edition. *My New Math Words*, and *Word Bank* features appear in student text and new vocabulary is highlighted. www.pearsonsuccessnet.com supplies an *Animated Glossary*. The following are representative pages: **Topic 1:** 2E-2F, 3, 4A-4, 16A-17 **Topic 3:** 52E-52F, 53, 54A-55, 58A-58 **Topic 8:** 162E-162F, 163, 168A-169 **Topic 9:** 194E-194F, 195, 196A-197 **Topic 14:** 314E-314F, 315, 316A-317 **Topic 15:** 345, 346A-347, 354A-354, **Topic 16:** 362E-362F, 363, 364A-365 **Topic 17:** 400E-400F, 401, 402A-402 **Topic 18:** 430E-430F, 431, 432A-432 **Topic 20:** 466E-466F, 467, 470A-471
Process Standard 3: Reasoning	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	**Topic 6:** 128B-129B, 130B-131B, 132B-133B, 143-135, 135B **Topic 10:** 227 **Topic 12:** 270-271, 273

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2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	**Topic 5:** 102B-104 **Topic 6:** 134B-135 **Topic 9:** 208B-209 **Topic 10:** 238B-240 **Topic 13:** 308B-309 **Topic 20:** 476B-477
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	**Topic 2:** 44-45 **Topic 5:** 116-117 **Topic 9:** 208A-209B **Topic 20:** 472A-474, 475A-475B
Process Standard 4: Connections	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 4B-5, 16-17 **Topic 2:** 28B, 32B, 36B, 43B, 47 **Topic 5:** 106-107, 109A-109B, 113B **Topic 7:** 146B-147, 149, 149B, 151, 151B **Topic 8:** 169, 170B-171, 174B, 180B-181B **Topic 10:** 216B, 220B, 222B, 224B, 230B **Topic 11:** 250-251, 255, 257, 258B-259 **Topic 12:** 268B-269B, 270-271, 274B **Topic 13:** 288B, 296A-298, 299B **Topic 18:** 434B, 438B-439B, 440B
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as).	**Topic 3:** 54A-55, 57B **Topic 4:** 76A-78, 79B **Topic 5:** 106B-107 **Topic 7:** 146B-147 **Topic 10:** 216B-218 **Topic 13:** 296-298
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	**Topic 3:** 54A-56, 57B **Topic 4:** 76A-78, 80-81, 84-85 **Topic 12:** 274B-275B
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	**Topic 2:** 39 **Topic 3:** 57 **Topic 10:** 233 **Topic 13:** 293

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Process Standard 5: Representation	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 4-5, 8-9, 10-11, 14-15, 16-17 **Topic 3:** 58-59, 60-61, 62-63, 66-67 **Topic 5:** 100-101, 102-103, 106-107 **Topic 7:** 146-147, 150-151, 152-154 **Topic 8:** 178-179, 180-181, 184-185 **Topic 9:** 196-197, 198-199, 200-201 **Topic 14:** 329-330, 332-333, 334-335 **Topic 17:** 404-405, 406-407, 416-417 **Topic 19:** 454-455, 456-457, 458-459 **Topic 20:** 468-469, 470-471, 472-473
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provides additional models or representations. Sample activities follow: **Topic 1:** 4B-5, 14B, 16, 20A-21B **Topic 2:** 28B-29, 32B, 34-35, 36B, 36, 42B **Topic 4:** 80B, 82B, 84B-85, 86A-88 **Topic 6:** 128A-129B, 130-131B, 132B-133 **Topic 10:** 216B-218, 220B, 222B, 224B **Topic 11:** 250-251, 255, 257, 258B-259 **Topic 14:** 316B-317, 318B-319, 320B-321 **Topic 17:** 404B-405, 406B-407, 416B-417 **Topic 19:** 448B-449, 450B-451, 452B-453 **Topic 20:** 468B-469, 470B-471, 476B-477

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GRADE 4	
MATHEMATICS CONTENT STANDARDS	
Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to create, extend, and analyze patterns	
1. Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the rule from a table or "function machine", extend visual and number patterns).	**Topic 3:** 58A–59B, 66A–67B**Topic 6:** 130A–131B, 132A–133B **Topic 8:** 164A–165B, 170A–173B **Topic 12:** 268A–269B **Topic 15:** 356A–357B
2. Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.	**Topic 2:** 34A–35B, 44A–47B **Topic 3:** 54A–57B, 68A–69B **Topic 4:** 76A–79B, 86A–89B **Topic 5:** 102A–105B, 116A–119B **Topic 6:** 134A–135B **Topic 7:** 156A–157B **Topic 8:** 186A–187B **Topic 11:** 250A–253B, 258A–261B **Topic 13:** 296A–299B, 300A–303B **Topic 14:** 320A–323B **Topic 16:** 392A–393B **Topic 18:** 434A–435B, 436A–437B, 440A–441B
3. Recognize and apply the associative property of multiplication (e.g., $6 \cdot (2 \cdot 3) = (6 \cdot 2) \cdot 3$).	**Topic 7:** Extension: 161A Using the Associative Property of Multiplication
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions. 1. Number Sense	
1. Number Sense	
a. Place Value	
i. Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).	**Topic 1:** 4A–7B, 10A–13B, 14A–15B, 16A–17B **Topic 3:** 54A–57B **Topic 12:** 268A–269B, 270A–273B **Topic 13:** 290A–293B
ii. Model, read, write and rename decimal numbers to the hundredths (e.g., money, numerals to words).	**Topic 1:** 16A–17B **Topic 12:** 268A–269B, 276A–279B, 280A–281B **Topic 13:** 290A–293B, 294A–295B, 296A–299B, 300A–303B, 304A–305B, 306A–307B, 308A–309B

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b. Whole Number, Fraction, and Decimal	
i. Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use >, <, = symbols).	**Topic 1:** 10A–13B **Topic 12:** 270A–273B **Topic 13:** 290A–293B, **Topic 14:** 332A–333B, 334A–335B, **Topic 16:** 378A–379B, 384A–385B, 386A–389B, 390A–391B **Topic 17:** 404A–405B, 414A–415B, 416A–417B **Topic 18:** 438A–439B
ii. Use 0, 1/2, and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., 1/3, 3/4, 0.7, 0.4, 62%, 12%).	**Topic 10:** 230A–233B, 234A–235B **Topic 12:** 276A–279B, 280A–281B, 282A–283B; Extensions: 287E Locating Fractions, Decimals, and Percents on a Number Line **Topic 18:** 438A–439B
iii. Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).	**Topic 10:** 222A–223B, 230A–233B, 234A–235B, 236A–237B, 238A–241B **Topic 11:** 250A–253B, 258A–261B **Topic 13:** 294A–295B, 296A–299B, 300A–303B, 308A–309B **Topic 14:** 418A–419B
iv. Explore and connect negative numbers using real world situations (e.g. owing money, temperature, measuring elevations above and below sea level).	**Topic 16:** 390A–391B, 392A–393B, **Topic 17**:400E,400
2. Number Operation	
a. Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.	**Topic 5:** 96A–97B, 98A–99B, 100A–101B, 102A–105B, 106A–109B, 110A–113B, 114A–115B, 116A–119B **Topic 7:** 142A–143B, 144A–145B, 146A–149B, 150A–151B, 152A–153B, 154A–155B, 156A–157B; Extension: 161A Multiplying 3-Digit by 3-Digit Numbers **Topic 13:** 304A–305B **Topic 14:** 318A–319B, 324A–325B, 326A–327B, 332A–333B, 334A–335B **Topic 15:** 354A–355B **Topic 16:** 384A–385B
b. Division Concepts and Fact Families	
i. Demonstrate fluency (memorize and apply) with basic division facts up to 144 ÷ 12 and the associated multiplication facts (e.g., 144 ÷ 12 = 12 and 12 x 12 = 144).	**Topic 3:** 58A–59B, 66A–67B **Topic 4:** 80A–81B, 82A–83B, 84A–85B, 86A–89B **Topic 5:** 102A–105B **Topic 8:** 166A–167B, 168A–169B, 174A–177B, 178A–179B, 180A–181B, 182A–183B **Topic 12:** 276A–279B

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ii. Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.	**Topic 8:** 166A–167B, 174B-177B,180-181
iii. Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.	**Topic 4:** 76A–79B, 80A–81B, 82A–83B, 84A–85B **Topic 8:** 164A–165B, 168A–169B, 170A–173B, 174A–177B, 178A–179B, 180A–181B **Topic 10:** 220A–221B **Topic 13:** 306A–307B
Standard 3: Geometry - The student will use geometric properties and relationships to analyze shapes.	
1. Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.	**Topic 9:** 194E, 195, 196A–197B
2. Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).	**Topic 9:** 198A–199B, 200B-201B **Topic 19:** 458A–459B
3. Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.	**Topic 9:** 202A–203B, 204A–205B, 206A–207B, 208A–209B **Topic 19:** 458A–459B, 460A–461B
4. Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).	**Topic 19:** 448A–449B, 450A–451B, 452A–453B, 454A–455B, 460A–461B **Topic 20:** 472A–475B
Standard 4: Measurement – The student will solve problems using appropriate units of measure in a variety of situations.	
1. Measurement	
a. Estimate the measures of a variety of objects using customary units.	**Topic 14:** 316A–317B, 320A–323B **Topic 16:** 364A–365B, 366A–367B, 368A–369B
b. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).	**Topic 16:** 374A–375B, 376A–377B, 378A–379
c. Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, area, and volume.	**Topic 14:** 318A–319B, 320A–323B, 324A–325B, 326A–327B, 332A–333B, 334A–335B, 336A–339B **Topic 15:** 354A–355B **Topic 16:** 364A–365B, 366A–367B, 368A–369B, 374A–375B, 376A–377B, 378A–379B
d. Develop and use the concept of area of different shapes using grids to solve problems.	**Topic 14:** 314A- 314B, 316A–317B, 320A–323B
2. Time and Temperature	
a. Solve elapsed time problems.	**Topic 16:** 362A-362B, 362E-362F, 386A–389B, 392A–393B

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b. Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.	**Topic 16:** 362B, 390A–391B, 392A–393B
3. Money: Determine the correct amount of change when a purchase is made with a twenty dollar bill.	**Topic 1:** 18A–19B
Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability. 1. Data Analysis	
1. Data Analysis	
a. Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).	**Topic 2:** 44A–47B **Topic 3:** 54A–57B **Topic 5:** 116A–119B **Topic 6:** 130A–131B, 132A–133B **Topic 8:** 186A–187B **Topic 10:** 230A–233B **Topic 13:** 308A–309B, **Topic 14:** 336A–339B **Topic 17:** 402A–403B, 404A–405B, 406A–407B, 410A–411B, 416A–417B, 418A–419B, 420A–423B **Topic 20:** 468A–469B, 476A–477B
b. Collect, organize and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).	**Topic 1:** 20A–21B **Topic 14:** 336A–339B **Topic 17:** 402A–403B, 406A–407B, 410A–411B, 416A–417B, 420A–423B **Topic 20:** 468A–469B, 470A–471B 476A–477B
2. Probability: Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).	**Topic 20:** 470A–471B, 472A–475B
3. Central Tendency: Determine the median (middle), and the mode (most often) of a set of data.	**Topic 17:** 400A-400B, 400D, 14A–415B

Scott Foresman-Addison Wesley enVisionMATH
to the
Oklahoma Priority Academic Student Skills

Grade 5

Oklahoma Priority Academic Student Skills	Scott Foresman – Addison Wesley enVisionMATH
Grade 5	
MATHEMATICS PROCESS STANDARDS	
Process Standard 1: Problem Solving	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	**Topic 1:** 14-16 **Topic 2:** 34-36, 46-48 **Topic 3:** 74-76 **Topic 4:** 110-112 **Topic 5:** 126-127, 138-139 **Topic 6:** 162-163 **Topic 7:** 188-190 **Topic 8:** 212-213 **Topic 9:** 246-247 **Topic 10:** 270-271 **Topic 11:** 288-289 **Topic 12:** 314-315 **Topic 13:** 340-341 **Topic 14:** 366-367 **Topic 15:** 386-388 **Topic 16:** 404-405 **Topic 17:** 422-423 **Topic 18:** 454-455 **Topic 19:** 478-479 **Topic 20:** 494-495
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	This objective is taught throughout the curriculum especially in the Interactive Learning, Problem Solving and Guided Practice features. The following are some representative examples: **Topic 1:** 5, 8, 9, 10B, 11, 14B **Topic 3:** 26, 27, 29, 30B, 32, 40, 41 **Topic 5:** 122B, 123, 124B, 125, 126-127B **Topic 7:** 170B, 171, 172B, 173, 176B **Topic 8:** 200B, 202, 205, 207, 209 **Topic 9:** 222, 224B, 229, 231, 233, 236 **Topic 14:** 349, 351, 353, 355, 360, 361 **Topic 17:** 412B, 413, 416, 418B, 422-423 **Topic 19:** 466, 476, 478A-479B **Topic 20:** 487, 490, 493, 494A-495B

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3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	**Topic 1:** 14A-16 **Topic 2:** 34A-36, 37A-37B, 46A-48, 49A-49B **Topic 3:** 74A-76, 77A-77B **Topic 4:** 110A-112, 113A-113B **Topic 5:** 126A-127B, 138A-139B **Topic 6:** 162A-163B **Topic 7:** 188A-190, 191A-191B **Topic 8:** 212A-213B **Topic 9:** 246A-247B **Topic 10:** 270A-271B **Topic 11:** 288A-289B **Topic 12:** 314A-315B **Topic 13:** 340A-341B **Topic 14:** 366A-367B **Topic 15:** 386A-388, 389A-389B **Topic 16:** 404A-405B **Topic 17:** 422A-423B **Topic 18:** 454A-455B **Topic 19:** 478A-479B **Topic 20:** 494A-495B
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	**Topic 4:** 88A-89B **Topic 5:** 126A-127B, **Topic 7:** 188A-190, 191A-191B **Topic 9:** 246A-247B **Topic 10:** 270A-271B
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).	**Topic 5:** 138A-139B **Topic 6:** 162-163, 163B
Process Standard 2: Communication	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 3, 5, 7, 8, 10, 11, 13, 14-15 **Topic 3:** 57, 59, 61, 63, 65, 68, 69, 70 **Topic 4:** 83, 84, 87, 91, 92, 96, 99, 100 **Topic 5:** 121, 124, 125, 126, 134, 139 **Topic 6:** 146, 147, 150, 156, 160, 161 **Topic 8:** 202, 204, 205, 208, 209, 210 **Topic 10:** 255, 258, 261, 262, 264, 266 **Topic 12:** 298, 299, 301, 302, 304, 315 **Topic 13:** 326, 329, 333, 334, 338 **Topic 17:** 413, 415, 416, 418, 421, 422

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2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	**Topic 4:** 88-89 **Topic 6:** 162-163 **Topic 8:** 212-213 **Topic 9:** 246-247 **Topic 10:** 270-271
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provide additional models or representations. The following are some representative examples: **Topic 2:** 24B, 28B-28, 30B, 34-35, 43B **Topic 3:** 58, 64B, 67B, 68B, 70B, 72, 74B **Topic 4:** 88B-89, 90B-91, 93, 94-95, 102 **Topic 6:** 146B-147, 148B-149, 156B-157 **Topic 7:** 176, 180-181, 186B-187, 188 **Topic 9:** 219, 220B-221, 224B-225, 228 **Topic 13:** 322B-323, 326B-327, 328B **Topic 17:** 412B-413, 414B-415, 418-419 **Topic 18:** 430B-431, 432B-433, 440B-441 **Topic 20:** 486B-487, 488B-489, 492B-493
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	In the beginning of each topic, the curriculum provides *Vocabulary Cards, Connections to Everyday Vocabulary, Vocabulary Activities, Written and Oral Language in Math* and *Vocabulary* in lesson notes in Teacher's Edition. *My New Math Words*, and *Word Bank* features appear in student text and new vocabulary is highlighted. **www.pearsonsuccessnet.com** supplies an *Animated Glossary*. The following are some representative examples: **Topic 2:** 22E-22F, 23, 24A-25, 28A-28 **Topic 3:** 56E-56F, 57, 58A-59, 60A-60 **Topic 8:** 198E-198F, 199, 200A-201 **Topic 9:** 218E-218F, 219, 220A-220 **Topic 11:** 276E-276F, 277, 286A-287 **Topic 12:** 294E-294F, 295, 298A-299 **Topic 14:** 346E-346F, 347, 348A-348 **Topic 17:** 410E-410F, 411, 412A-413 **Topic 18:** 428E-428F, 429, 430A-431 **Topic 20:** 484E-484F, 485, 486A-487

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Process Standard 3: Reasoning	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	**Topic 1:** 14A-15, 17B **Topic 2:** 33 **Topic 3:** 77 **Topic 5:**122-123 **Topic 6:** 153 **Topic 8:** 203 **Topic 13:** 325 **Topic 15:** 382A-383B **Topic 16:** 404A-405B
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).	**Topic 1:** 8 **Topic 2:** 40 **Topic 3:** 59, 63, 74-76 **Topic 4:** 110-112 **Topic 5:** 139 **Topic 6:** 162-163 **Topic 7:** 175, 185 **Topic 8:** 202, 204-205 **Topic 9:** 227, 236, 246-247 **Topic 10:** 258, 266 **Topic 11:** 287 **Topic 12:** 299, 302, 309-310 **Topic 13:** 324 **Topic 14:** 365 **Topic 15:** 379 **Topic 16:** 403 **Topic 17:** 421, 423 **Topic 18:** 445, 451, 453 **Topic 19:** 466, 473
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	**Topic 6:** 162A-163B **Topic 8:** 212A-213B **Topic 20:** 488-490, 492-493
Process Standard 4: Connections	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	This concept is developed throughout the curriculum. The following are some representative examples: **Topic 1:** 4-5, 10-11, 12-13, 14-15 **Topic 2:** 24-25, 28-29, 34-35, 44-45 **Topic 5:** 122-123, 126-127, 130-131 **Topic 7:** 170-171, 172-173, 176-177 **Topic 8:** 200-201, 204-205, 210-211 **Topic 9:** 220-221, 224-225, 226-227 **Topic 14:** 348-349, 350-351, 364-365 **Topic 17:** 412-413, 414-415, 420-421 **Topic 19:** 464-465, 468-469, 474-475 **Topic 20:** 486-487, 488-489, 494-495

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2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as).	**Topic 3:** 58, 60B-61, 72B-73 **Topic 4:** 90B-91, 102B-103 **Topic 9:** 220B-221 **Topic 12:** 304B-305 **Topic 13:** 328B-329 **Topic 16:** 396B-397, 398B-399
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	**Topic 3:** 72B-73 **Topic 4:** 10B2-103 **Topic 16:** 400B-401
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	**Topic 2:** 35, 40 **Topic 3:** 71 **Topic 6:** 151 **Topic 9:**246-247
Process Standard 5: Representation	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	Each lesson provides opportunity to utilize a variety of representations: the following are representative examples **Topic 1:** 3, 5, 6B, 7, 10B, 11, 14B-15 **Topic 3:** 64B, 68B, 70B, 71, 74B-75 **Topic 5:** 125, 126-127, 130B, 136, 138B **Topic 7:** 170B, 171, 172B, 176B, 188B-189 **Topic 8:** 200B, 206B, 208B, 210, 212B **Topic 9:** 220B, 221, 224B, 225, 246A-247B **Topic 14:** 348, 350, 352B, 366A-367B **Topic 17:** 412B, 414B, 415, 418B-419 **Topic 19:** 464B, 465, 468B, 469, 478-479 Topic 20**:** 486B, 486, 487B, 488B, 489
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	Each lesson uses Modeling or presents the use of Manipulatives, Differentiated Instruction and Leveled Homework provides additional models or representations. The following are some representative examples: **Topic 1:** 3, 4B, 5, 6B, 10, 12B, 14A-16 **Topic 2:** 24B, 28B-29, 30B, 34B-35, 45B **Topic 5:** 122, 130B, 1133, 136, 138B-139 **Topic 7:** 170-171, 176, 180A, 188B **Topic 8:** 200B-201, 204-205, 206-207 **Topic 9:** 224B-225, 226B-227, 246B-247 **Topic 11:** 277, 278B-279, 280B-281 **Topic 13:** 321, 322B-323, 326B-327 **Topic 15:** 376-377, 380B-381, 382-383 **Topic 18:** 430B-431, 432-433, 454A-455B

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GRADE 5	
MATHEMATICS CONTENT STANDARDS	
Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.	
1. Describe rules that produce patterns found in tables, graphs, and models, and use variables (e.g., boxes, letters, pawns, number cubes, or other symbols) to solve problems or to describe general rules in algebraic expression or equation form.	**Topic 1:** 14A–17B **Topic 2:** 30A–33B **Topic 3:** 60A–61B, 74A–77B **Topic 4:** 84A–85B, 102A–105B **Topic 5:** 122A–123B, 128A–129B, 130A–133B **Topic 6:** 146A–147B, 148A–151B, 152A–155B, 158A–161B **Topic 7:** 170A–171B, 178A–179B **Topic 13:** 340A–341B **Topic 15:** 382A–385B **Topic 16:** 404A–405B **Topic 17:** 420A–421B **Topic 19:** 478A–479B
2. Use algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side) to solve problems.	**Topic 2:** 34A–37B, 38A–41B **Topic 3:** 74A–77B **Topic 4:** 110A–113B **Topic 5:** 138A–139B **Topic 6:** 158A–161B, 162A–163B **Topic 7:** 180A–183B, 184A–185B, 186A–187B, 188A–191B **Topic 8:** 206A–207B **Topic 9:** 234A–237B **Topic 10:** 256A–259B, 260A–261B, 262A–263B, 264A–265B, 266A–267B, 268A–269B, 270A–271B **Topic 12:** 300A–303B, 308A–309B, 314A–315B **Topic 13:** 336A–339B **Topic 14:** 348A–349B, 350A–351B, 352A–353B, 354A–355B, 356A–357B **Topic 15:** 376A–377B, 378A–379B, 382A–385B, 386A–389B **Topic 16:** 398A–399B, 400A–401B **Topic 17:** 422A–423B **Topic 20:** 486A–487B
3. Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., 3 x (2 + 4) = (3 x 2) + (3 x 4).	**Topic 2:** 24A–27B **Topic 3:** 58A-59B **Topic 5:** 376-377

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Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.	
1. Number Sense	
a. Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.	**Topic 1:** 4A–5B, 6A–9B, 10A–11B, 12A–13B, 14A–17B **Topic 2:** 28A–29B, 34A–37B **Topic 9:** 238A–241B, 242A–243B
b. Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems. (e.g., use 10x10 grids, base 10 blocks	**Topic 1:** 12A–13B **Topic 2:** 28A–29B **Topic 3:** 58A–59B **Topic 4:** 102A–105B **Topic 9:** 220A–223B, 224A–225B, 226A–227B, 228A–229B, 230A–231B, 234A–237B, 238A–241B, 242A–243B, 244A–245B, 246A–247B **Topic 16:** 396A–397B, 398A–399B, 400A–401B **Topic 18:** 446A–449B
c. Identify and compare integers using real world situations. (e.g., owing money, temperature, or measuring elevations above and below sea level).	**Topic 1:** 6A–9B **Topic 2:** 24A–27B, 38A–41B **Topic 4:** 90A–93B **Topic 15:** 380A–381B, **Topic 17:** 412A–413B **Topic 18:** 452A–453B
d. Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite, use common factors to add fractions).	**Topic 3:** 60A–61B **Topic 4:** 102A–105B, 106A–109B **Topic 9:** 232A–233B, 234A–237B, **Topic 20:** 260A–261B
2. Number Operations	
a. Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g., 3.72 + 1.4, $4.56 - $2.12).	**Topic 2:** 30A–33B, 42A–43B, 44A–45B, 46A–49B
b. Estimate add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).	**Topic 10:** 256A–259B, 262A–263B, 264A–265B, 266A–267B, 268A–269B
c. Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve application problems.	**Topic 4:** 84A–85B, 86A–87B, 88A–89B, 90A–93B, 94A–97B, 98A–101B, 110A–113B **Topic 5:** 122A–123B, 124A–125B, 126A–127B, 128A–129B, 130A–133B, 134A–135B, 136A–137B **Topic 6:** 152A–155B **Topic 7:** 178A–179B, 180A–183B, 184A–185B, 186A–187B **Topic 18:** 450A–451B

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Standard 3: Geometry - The student will apply geometric properties and relationships.	
1. Compare and contrast the basic characteristics of circle and polygons (triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons).	**Topic 8:** 206A–207B, 208A–209B, 210A–211B, 212A–213B; Extensions: 217F Heptagons
2. Classify angles (e.g., acute, right, obtuse, straight).	**Topic 8:** 204A–205B, 208A–209B
Standard 4: Measurement - The student use appropriate units of measure to solve problems in a variety of contexts.	
1. Measurement	
a. Compare, estimate, and determine the measurement of angles.	**Topic 8:** 204A–205B
b. Develop and use the formula for perimeter and area of a square and rectangle to solve application problems.	**Topic 10:** 270A–271B **Topic 12:** 300A–303B **Topic 12:** 304A–305B, 306A–307B, 314A–315B **Topic 13:** 328A–329B, 336A–339B
c. Convert basic measurements of volume, mass and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).	**Topic 12:** 300A–303B **Topic 14:** 348A–349B, 350A–351B, 352A–353B, 354A–355B, 356A–357B
2. Money: Solve a variety of problems involving money.	**Topic 2:** 42A–43B **Topic 4:** 90A–93B **Topic 10:** 270A–271B **Topic 15:** 386A–389B **Topic 19:** 478A–479B
Standard 5: Data Analysis - The student will use data analysis, statistics and probability to interpret data in a variety of contexts.	
1. Data Analysis	
a. Compare and translate displays of data and justify the selection of the type of table of graph (e.g., charts, tables, bar graphs, pictographs, line graphs, circle graphs, Venn diagrams).	**Topic 14:** 366A–367B **Topic 17:** 420A–421B **Topic 18:** 432A–435B, 436A–439B, 440A–443B, 444A–445B, 446A–449B, 454A–455B
b. Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).	**Topic 14:** 366A–367B **Topic 16:** 404A–405B **Topic 18:** 430A–431B, 432A–435B, 436A–439B, 440A–443B, 454A–455B **Topic 20:** 492A–493B
2. Probability	
a. Determine the probability of events occurring in familiar contexts or experiments and express probabilities as fractions from zero to one (e.g., find the fractional probability of an event given a biased spinner).	**Topic 20:** 488A–491, 491B, 492A–493B

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b. Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations (e.g. create a tree diagrams to see possible combinations).	**Topic 20:** 486A–487B, 488A–491B, 494A–495B
3. Central Tendency: Determine the range (spread), mode (most often), and median (middle) of a set of data.	**Topic 18:** 450A-451, 451B, 452A–453B

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Grade 6

Oklahoma Priority Academic Student Skills	Scott Foresman – Addison Wesley enVisionMATH
GRADE 6	
MATHEMATICS PROCESS STANDARDS	
Process Standard 1: Problem Solving	
1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.	**Topic 1:** 24-25 **Topic 2:** 50-52 **Topic 3:** 84-86 **Topic 4:** 102-104, 110-112 **Topic 5:** 136-137 **Topic 6:** 154-155 **Topic 7:** 178-179 **Topic 8:** 194-195 **Topic 9:** 214-215 **Topic 10:** 250-252 **Topic 11:** 290-291 **Topic 12:** 314-315 **Topic 14:** 362-363 **Topic 15:** 390-391 **Topic 16:** 418-419 **Topic 17:** 444-446 **Topic 18:** 466-468 **Topic 19:** 488-489, 510-511 **Topic 20:** 536-537
2. Use technology to generate and analyze data to solve problems.	**Topic 1:** 7 **Topic 2:** 36-37, 39 **Topic 3:** 70-71 **Topic 4:** 105 **Topic 8:** 186 **Topic 10:** 229, 233 **Topic 11:** 273 **Topic 12:** 313 **Topic 13:** 333 **Topic 4:** 354, 361 **Topic 15:** 385 **Topic 17:** 438, 443, 447 **Topic 19:** 483, 493 **Topic 20:** 533
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.	**Topic 5:** 136A-137B **Topic 15:** 390-391
4. Evaluate results to determine their reasonableness.	**Topic 3:** 87 **Topic 4:** 110-112 **Topic 14:** 362A-363B **Topic 19:** 510A-511B

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5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.	**Topic 1:** 24A-24B **Topic 2:** 50A-52, 53A-53B **Topic 3:** 84A-86, 87A-87B **Topic 4:** 102A-104, 105A-105B **Topic 5:** 136A-137B **Topic 6:** 154A-155B **Topic 7:** 178A-179B **Topic 8:** 194A-195B **Topic 9:** 214A-215B **Topic 10:** 250A-252, 253A-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-446, 447A-447B **Topic 18:** 466A-468, 469A-469B **Topic 19:** 488A-489B, 510A-511B **Topic 20:** 536A-537B
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.	Modeling is utilized throughout the curriculum. The following are some representative examples: **Topic 2:** 32B-33, 36-37, 42A-43, 48-49 **Topic 4:** 96, 97B, 98-99, 102A-103 **Topic 5:** 128B, 124A-124, 128B-130 **Topic 6:** 144B-145, 146-147, 148B-149 **Topic 8:** 186B-187, 188-189, 190B-191 **Topic 9:** 202B-203, 206B, 210B, 214B-215 **Topic 11:** 266B-267, 270B-271, 278-279 **Topic 15:** 371, 376B-377, 382B-383 **Topic 16:** 404-405, 411, 418B-419B **Topic 18:** 454-455, 458-459, 466B-467
Process Standard 2: Communication	
1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).	**Topic 3:** 87 **Topic 4:** 110-112 **Topic 14:** 362-363
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).	**Topic 13:** 328A-329B **Topic 15:** 390A-391B **Topic 16:** 418A-419B **Topic 18:** 466A-467

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3. Select and use appropriate terminology when discussing mathematical concepts and ideas.	In the beginning of each topic, the curriculum provides *Vocabulary Cards, Connections to Everyday Vocabulary, Vocabulary Activities, Written and Oral Language in Math* and *Vocabulary* in lesson notes in Teacher's Edition. *My New Math Words*, and *Word Bank* features appear in student text and new vocabulary is highlighted. **www.pearsonsuccessnet.com** supplies an *Animated Glossary*. The following are some representative examples: **Topic 1:** 2E-2F, 3, 4A-4, 10A-11, 14A-14 **Topic 3:** 60E-60F, 61, 62A-62, 66A, 66 **Topic 7:** 160E-160F, 161, 162A-163 **Topic 9:** 200E-200F, 201, 204A, 204-205 **Topic 11:** 260E-260F, 261, 262A-263 **Topic 12:** 298E-298F, 299, 302A-303 **Topic 14:** 342E-342F, 343, 344A-344 **Topic 17:** 424E-242F, 243, 426A-426 **Topic 18:** 452E-452F, 453, 454A-455 **Topic 20:** 518E-518F, 519, 520A-521
Process Standard 3: Reasoning	
1. Identify and extend patterns and use experiences and observations to make suppositions.	**Topic 2:** 48-49 **Topic 9:** 214-215 **Topic 11:** 290-291 **Topic 15:** 376-379
2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).	**Topic 1:** 23 **Topic 5:** 136A-137B **Topic 10:** 253 **Topic 11:** 286
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).	**Topic 3:** 87 **Topic 4:** 110-112 **Topic 14:** 362-363
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).	**Topic 15:** 390A-391B **Topic 16:** 418A-419B **Topic 18:** 466A-467

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Process Standard 4: Connections	
1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.	**Topic 1:** 7, 17 **Topic 2:** 45 **Topic 3:** 69 **Topic 7:** 177 **Topic 10:** 237, 249 **Topic 11:** 277 **Topic 12:** 305 **Topic 13:** 337 **Topic 14:** 347 **Topic 16:** 403, 407
2. Connect one area or idea of mathematics to another (e.g., relates equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).	**Topic 1:** 13 **Topic 3:** 73 **Topic 4:** 109 **Topic 5:** 123, 131 **Topic 6:** 153 **Topic 7:** 169 **Topic 18:** 461
Process Standard 5: Representation	
1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).	Each lesson provided opportunity to utilize a variety of representations: The following are some representative examples: **Topic 1:** 5, 8B, 10B, 11, 14B, 21, 24A-25 **Topic 3:** 64B, 66B, 70B-71, 74B-75, 78-79 **Topic 4:** 98-99, 102A-103, 105A-105B **Topic 7:** 162B, 164B, 164, 170-171 **Topic 9:** 202B-203, 204B, 209, 213 **Topic 10:** 222B, 224B-225, 226B, 231 **Topic 12:** 302B, 310B-311, 314B-315 **Topic 16:** 404-405, 409, 412-413, 415 **Topic 18:** 4545, 459, 462-463, 466A-467 **Topic 19:** 475, 476B-477, 484-485, 488A **Topic 20:** 520B-521, 523B, 536-537
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).	**Topic 1:** 13, 22-23, **Topic 4:** 998E, 96, 98-99, 106-107 **Topic 5:** 129 **Topic 6:** 144 **Topic 10:** 223, 225, 246-248 **Topic 14:** 345 **Topic 15:** 382-383
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).	**Topic 6:** 146-147B, 148B-149, 150B, 154B-155 **Topic 14:** 344B-346, 347B, 348B, 349B, 350B-350, 351B, 358A **Topic 19:** 474BB, 474D, 475, 476B-479B, 480A-483B, 484B-487B, 488B-489B, 494B-497B, 498A-499B **Topic 20:** 520-521, 523B, 530B

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4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).	Many lessons use Modeling or present the use of Manipulatives, Sample activities follow: **Topic 1:** 4B-5, 8B, 10B-11, 14-15, 23 **Topic 3:** 64B, 70B-71, 74B-75, 78B-79 **Topic 5:** 123, 123B, 124B-125, 128B-129 **Topic 7:** 162B-163, 164B, 166B-167, 178 **Topic 8:** 186B-187, 189, 190B-191, 191B **Topic 10:** 222B-223, 223B, 224B-225, 238 **Topic 13:** 322B-323, 324B-325, 328B-329 **Topic 15:** 371, 376B-377, 380B-381, 382B **Topic 19:** 408B-481, 484B-485, 488A-489 **Topic 20:** 523, 528-529, 530B, 536-537

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GRADE 6	
MATHEMATICS CONTENT STANDARDS	
Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.	
1. Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patters like the Fibonacci numbers).	**Topic 1:** 18A–21B **Topic 2:** 48A–49B **Topic 4:** 106A–109B **Topic 5:** 124A–125B, 126A–127B, 128A–131B, 136A–137B **Topic 6:** 150A–153B **Topic 7:** 164A–165B, 166A–169B, 178A–179B **Topic 9:** 214A–215B **Topic 10:** 238A–239B, 240A–241B **Topic 11:** 290A–291B **Topic 13:** 322A–323B **Topic 15:** 376A–377B, 378A–379B, 380A–381B, 382A–385B, 386A–389B, 390A–391B **Topic 16:** 400A–403B **Topic 17:** 444A–447B **Topic 18:** 458A–461B, 466A–469B **Topic 19:** 494A–497B **Topic 20:** 524A–527B
2. Write algebraic expressions and simple equations that correspond to a given situation.	**Topic 1:** 10A–13B **Topic 2:** 32A–33B, 42A–45B, 46A–47B, 48A–49B, 50A–53B **Topic 4:** 102A–105B, 106A–109B, 110A–113B **Topic 19:** 476A–479B
3. Use substitution to simplify and evaluate algebraic expressions (e.g., if x = 5 evaluate 3 - 5x).	**Topic 1:** 10A–13B **Topic 2:** 42A–45B, 46A–47B, 50A–53B **Topic 3:** 70A–73B, 80A–81B **Topic 4:** 96A–97B, 98A–101B, 102A–105B, 106A–109B, 110A–113B **Topic 7:** 162A–163B **Topic 10:** 230A–233B, 234A–237B **Topic 12:** 310A–313B **Topic 15:** 372A–375B, 380A–381B, 382A–385B **Topic 17:** 438A–441B, 442A–443B **Topic 18:** 464A–465B

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4. Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., 1/3x = 9).	**Topic 2:** 34A–35B, 36A–39B **Topic 3:** 70A–73B **Topic 4:** 96A–97B, 98A–101B, 102A–105B, 106A–109B,110A–113B **Topic 7:** 166A–169B **Topic 9:** 212A–213B **Topic 10:** 242A–245B **Topic 11:** 270A–273B **Topic 12:** 302A–305B, 310A–313B, **Topic 13:** 324A–325B, 326A–327B, 330A–333B, 334A–337B **Topic 14:** 344A–347B, 348A–349B, 350A–351B, 354A–357B, 358A–361B **Topic 15:** 376A–377B, 378A–379B, 386A–389B **Topic 16:** 414A–417B
Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.	
1. Number Sense: Convert compare, and order decimals, fractions, and percents using a variety of methods.	**Topic 1:** 22A–23B **Topic 5:** 128A–131B, 132A–133B, 134A–135B **Topic 6:** 144A–145B, 146A–147B, 148A–149B, 150A–153B, 154A–155B **Topic 7:** 170A–171B, 172A–173B, 174A–177B **Topic 8:** 192A–193B **Topic 9:** 210A–211B **Topic 10:** 226A–229B, 250A–253B **Topic 12:** 300A–301B 302A–305B, 306A–307B, 308A–309B, 314A–315B **Topic 13:** 324A–325B, 330A–333B, 334A–337B **Topic 14:** 344A–347B, 348A–349B, 350A–351B, 352A–353B **Topic 19:** 480A–483B
2. Number Operations	
a. Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.	**Topic 8:** 186A–187B, 188A–189B, 190A–191B, 192A–193B, 194A–195B 202A–203B, **Topic 9:** 204A–205B, 206A–207B, 208A–209B, 210A–211B

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b. Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems.	**Topic 3:** 66A–69B, 70A–73B, 74A–75B, 76A–77B, 78A–79B **Topic 6:** 150A–153B **Topic 14:** 354A–357B, 358A–361B, 362A–363B **Topic 17:** 438A–441B, 442A–443B **Topic 19:** 480A–483B
c. Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g., 7/8 + 8/9 is about 2, 3.9 + 5.3 is about 9).	**Topic 3:** 62A–63B, 66A–69B, 74A–75B, 76A–77B, 78A–79B, 80A–81B, 82A–83B, 84A–87B **Topic 5:** 132A–133B 134A–135B, 136A–137B **Topic 7:** 162A–163B, 166A–169B, 170A–171B, 172A–173B, 174A–177B **Topic 8:** 186A–187B, 188A–189B, 190A–191B, 192A–193B, 194A–195B **Topic 9:** 202A–203B, 204A–205B, 206A–207B, 208A–209B, 210A–211B, 212A–213B, 214A–215B **Topic 10:** 222A–223B **Topic 12:** 308A–309B, 310A–313B, 314A–315B **Topic 13:** 322A–323B, 324A–325B, 326A–327B, 328A–329B **Topic 14:** 352A–353B, 354A–357B, 358A–361B, 362A–363B **Topic 15:** 372A–375B, 386A–389B
d. Use the basic operations on integers to solve problems.	**Topic 1:** 10A–13B, 18A–21B **Topic 2:** 34A–35B, 36A–39B, 42A–45B, 46A–47B **Topic 5:** 124A–125B, 126A–127B **Topic 7:** 164A–165B **Topic 10:** 222A–223B, 224A–225B, 230A–233B, 234A–237B, 238A–239B, 240A–241B, 242A–245B, 250A–253B **Topic 11:** 274A–277B, 278A–281B
e. Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.	**Topic 1:** 10A–13B, 18A–21B **Topic 2:** 36A–39B **Topic 3:** 82A–83B **Topic 10:** 242A–245B
Standard 3: Geometry - The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.	
1. Compare and contrast the basic characteristics of three-dimensional figures (pyramids, prisms, cones, and cylinders).	**Topic 18:** 454A–457B, 458A–461B, 462A–463B, 464A–465B, 466A–469B

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2. Compare and contrast congruent and similar figures.	**Topic 11:** 284A–287B, **Topic 13:** 330A–333B, 334A–337B
3. Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.	**Topic 10:** 246A–249B **Topic 15:** 380A–381B, 382A–385B **Topic 19:** 476A–479B, 484A–487B, 488A–489B
Standard 4: Measurement - The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.	
1. Use formulas to find the circumference and area of circles in terms of pi.	**Topic 17:** 438A–441B, 442A–443B, 444A–447B
2. Convert, add, or subtract measurements within the same system to solve problems (e.g., 9' 8" + 3' 6, 150 minutes = __ hours and __ minutes, 6 square inches = __ square feet).	**Topic 16:** 400A–403B, 404A–407B, 408A–411B
Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.	
1. Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs).	**Topic 1:** 24A–25B **Topic 2:** 50A–53B **Topic 10:** 226A–229B **Topic 11:** 290A–291B **Topic 12:** 300A–301B, 302A–305B, 306A–307B **Topic 19:** 476A–479B, 480A–483B, 484A–487B, 488A–489B, 494A–497B, 498A–499B, 502A–505B, 506A–509B **Topic 20:** 536A–537B
2. Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.	**Topic 20:** 520A–523B, 524A–527B, 536A–537B
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.	**Topic 19:** 474C-474D, 473F, 490A–493B, 500A–501B, 510A–511B