

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

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to the

**INDIANA
Academic Standards
Mathematics**

Grade Three



G/M-267_G3

Introduction

This correlation shows the alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2011, to Indiana’s Academic Standards – Mathematics, Final Draft March 12, 2009. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition include facsimile pages of the Student Edition.

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

Personalized Curriculum

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

Instructional Design

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

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

Differentiated Instruction

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

**Scott Foresman-Addison Wesley enVisionMATH
to the
Indiana Academic Standards – Mathematics**

Grade 3

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
GRADE 3	
Standard 1	
Number Sense and Computation	
3.1.1 Count, read, write, compare, and plot on a number line whole numbers up to at least 10,000.	Topic 1: 4B-5B, 6A-7B, 8A-9B, 10A-11B, 12A-14, 15A-15B, 16A-17B Topic 2: 32-33, 35 Topic 9: 224 Topic 16: 374
3.1.2 Interpret and model fractions as parts of a whole, parts of a group, and points and distances on a number line for numbers less than, equal to, or greater than one.	Topic 12: 274A, 274C-274D, 276A-277B, 278A-279B, 280A-281B, 290A-293B Topic 13: 306
3.1.3 Compare and order fractions by using models, benchmark fractions, or common numerators or denominators.	Topic 12: 274B, 282A-283B, 284, 288A-289B, 290A-293B
3.1.4 Use words, models, standard form and expanded form to represent place value and to show equivalent forms of whole numbers up to at least 10,000.	Topic 1: 4B-5B, 6A-7B, 8A-9B, 10A-11B, 12A-14, 15A-15B, 16A-17B Topic 2: 40
3.1.5. Solve problems involving addition and subtraction of whole numbers fluently using a standard algorithmic approach.	Topic 2: 30A-30D, 32A-33B, 34A-35B, 36A-39B, 44, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58A-59B Topic 3: 64A-64E, 66A-67B, 68A-71B, 72A-73B Topic 4: 84A-84E, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B, 98A-99B Topic 13: 320 Topic 17: 404
3.1.6 Represent the concept of multiplication of whole numbers with models as repeated addition, equal-sized groups, arrays, area models, and equal “jumps” on a number line and explain the result of multiplying by zero.	Topic 5: 106A-106C, 106E, 108A-109B, 110A-113B, 130A-131B
3.1.7 Represent the concept of division of whole numbers with models as successive subtraction, partitioning, sharing, and an inverse of multiplication. Show that division by zero is not possible.	Topic 7: 162A-162D, 164A-165B, 170A-171B, 174A-175 Topic 8: 182A-182B, 184A-185B, 194A-195B

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3.1.8 Construct and analyze frequency tables and bar graphs from data, including data collected through observations, surveys and experiments.	Topic 20: 456A-456D, 457, 458B-459B, 460A-463B, 466A-467B
3.1.9 Identify events on a continuum from impossible to unlikely, equally likely, likely or certain. Determine a simple probability in a context using pictures.	Topic 20: 456B-456C, 456E, 472A-475B, 476A-477B
Standard 2	
Algebra and Functions	
3.2.1. Write and solve equations using (=) to show equivalence and use variables to express mathematical relationships involving multiplication.	Topic 5: 109, 116, 117B, 122, 125, 154A-156 Topic 18: 417, 426A-428, 429A-429B
3.2.2 Create, extend, and give a rule for number patterns using multiplication.	Topic 5: 106B, 109, 122A-124, 126-127B, 128-129B Topic 6: 150-151B Topic 9: 204B, 204D, 210B-211B, 212B-215B
3.2.3 Solve problems using the identity principle of multiplication.	Topic 5: 106A, 130A-131B
Standard 3	
Geometry and Measurement	
3.3.1 Identify angles that are right angles and other angles that are greater than or less than a right angle.	Topic 10: 232B, 232E, 244A-245B
3.3.2 Identify, describe and draw points, lines and line segments and use these terms when describing two-dimensional shapes.	Topic 10: 232B, 242A-243B, 246
3.3.3 Identify and draw lines of symmetry in geometric shapes and recognize symmetrical shapes in the environment.	Topic 11: 258A, 258D, 264A-265B, 266A-267B
3.3.4 Find the perimeter of polygons.	Topic 16: 366A, 366C, 266E, 368A-369B, 370A-371B
3.3.5 Choose and use appropriate units and tools to estimate and measure length and weight. Estimate and measure length to 1/4 inch, weight in pounds and kilograms, and temperature in Celsius and Fahrenheit selecting appropriate units for the given situation. Use the relationship between the units to express answers in different units.	Topic 14: 326A-326F, 328A-331B, 332A-333B, 334A-337B, 340A-341B Topic 15: 348A, 348C-348F, 350A-351B, 352A-354, 355B, 358A-359B Topic 17: 390D, 390-391, 402A-403B
3.3.6 Using an analog clock tell time to the nearest minute.	Topic 17: 390A-390F, 392A-395B, 396A-397B

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
Process Standards	
Problem Solving	
<ul style="list-style-type: none"> • Build new mathematical knowledge through problem solving. 	<p>Problem solving is taught throughout the curriculum, especially in the Interactive Learning, Guided Practice, Independent Practice and Problem Solving features. The following are some representative examples:</p> <p>Topic 2: 34-35, 36B, 36-37, 40B, 40-41 Topic 3: 66B, 68B, 69-70, 73, 75-76, 78 Topic 4: 86b, 87, 89, 90b, 92B, 93-94 Topic 5: 108B, 109, 110B, 114B, 116B Topic 6: 140B, 142B, 144B, 148B, 150B Topic 7: 164B, 164, 166B, 170B, 172B Topic 8: 184B, 186B, 190B, 190, 192B Topic 13: 306B, 308B, 312B, 312-313 Topic 18: 412B, 414B, 416B, 416, 420B Topic 19: 436B, 438B, 438B, 440-441</p>
<ul style="list-style-type: none"> • Solve problems that arise in mathematics and in other contexts. 	<p>This objective is taught throughout the curriculum, especially in the <i>Interactive Learning, Problem Solving and Guided Practice</i> features. The following are some representative examples:</p> <p>Topic 1: 4B, 5, 7, 9, 11, 13-14, 17, 18B Topic 2: 34-35, 36B, 36-37, 40B, 40-41 Topic 6: 140B, 141, 143, 145-146, 149 Topic 8: 185, 188, 190B, 192B, 193, 195 Topic 9: 206B, 207, 208B, 209, 222B Topic 11: 260B, 262, 264B, 268B-269B Topic 14: 330-331, 333, 334B, 336-337 Topic 17: 392B, 394, 396B, 397, 400B Topic 19: 436B, 438B, 438B, 40-441 Topic 20: 458B, 460, 465, 466B, 478B</p>
<ul style="list-style-type: none"> • Apply and adapt a variety of appropriate strategies to solve problems. 	<p>Topic 1: 24A-25B Topic 2: 58A-59B Topic 3: 78A-79B Topic 4: 98A-100, 101A-101B Topic 5: 118A-120, 121A0121B, 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-</p>

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
continued	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
• Monitor and reflect on the process of mathematical problem solving.	Topic 1: 3, 5, 7, 8, 13, 14, 16, 17, 24, 27 Topic 2: 32, 38, 41, 42
Reasoning and Proof	
• Recognize reasoning and proof as fundamental aspects of mathematics.	Topic 1: 3, 5, 7, 8, 13, 14, 16, 17, 24, 27 Topic 2: 32, 38, 41, 42
• Make and investigate mathematical conjectures.	Topic 10: 252A-253B
• Develop and evaluate mathematical arguments and proofs.	Topic 5: 118A-120, 121A-121B, 132
• Select and use various types of reasoning and methods of proof.	Topic 1: 3, 5, 7, 8, 13, 14, 16, 17, 24, 27 Topic 2: 32, 38, 41, 42
Communication	
• Organize and consolidate their mathematical thinking through communication.	Topic 1: 20 Topic 2: 33, 58A-59B Topic 4: 98A-101, 101A-101B Topic 6: 141 Topic 1: 194A-195B, 196A-198, 199A-199B
• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.	Topic 1: 20 Topic 2: 33, 58A-59B Topic 4: 98A-101, 101A-101B Topic 6: 141 Topic 1: 194A-195B, 196A-198, 199A-199B
• Analyze and evaluate the mathematical thinking and strategies of others.	Topic 1: 3, 5, 7, 8, 13, 14, 16, 17, 24, 27 Topic 2: 32, 38, 41, 42
• Use the language of mathematics to express mathematical ideas precisely.	In the beginning of each topic, the curriculum provides <i>Vocabulary Cards, Vocabulary Activities, Written and Oral Language in Math</i> and <i>Vocabulary</i>. In lesson notes in Teacher’s Edition, <i>New Vocabulary</i> feature appears in student text and new vocabulary is highlighted. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i>. Topic 1: 3, 4B-5, 8A, 8, 10B, 10, 18A-18 Topic 2: 30E-30F, 31, 32A-33, 40, 44, 47 Topic 5: 106E-106F, 107, 108, 110-111 Topic 8: 182E-182F, 183, 184A-185 Topic 9: 204E-204F, 205, 206A-206

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continued	Topic 11: 258E-258F, 259, 264A-264 Topic 14: 326E-326F, 327, 328, 334A Topic 17: 390E-390F, 391, 400A-400 Topic 19: 434E-434F, 435, 446A, 449 Topic 20: 456E-456F, 457, 468A-469
Connections	
<ul style="list-style-type: none"> Recognize and use connections among mathematical ideas. 	Topic 1: 5, 7, 9, 13, 14, 17, 19, 20, 21, 25 Topic 2: 33, 35, 37
<ul style="list-style-type: none"> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole. 	Topic 1: 5, 7, 9, 13, 14, 17, 19, 20, 21, 25 Topic 2: 33, 35, 37
<ul style="list-style-type: none"> Recognize and apply mathematics in contexts outside of mathematics. 	Topic 1: 4-5, 6-7, 8-9, 12-14 16-17, 18-21, 22-23 Topic 2: 35, 47 Topic 3: 77 Topic 5: 113 Topic 7: 169 Topic 9: 215 Topic 13: 313 Topic 20: 463
Representation	
<ul style="list-style-type: none"> Create and use representations to organize, record, and communicate mathematical ideas. 	Each lesson contains a Visual Learning Bridge and related <i>Visual Learning Animation</i> on CD or www.pearsonsuccessnet.com. The following are representative examples: Topic 1: 4-5, 6-7, 8-9, 10-11, 12-13 Topic 2: 32-33, 34-35, 36-37, 40-41 Topic 4: 86-87, 88-89, 90-91, 92-93 Topic 5: 110-111, 114-115, 116-117 Topic 7: 164-165, 166-167, 170-171 Topic 12: 276-277, 278-279, 282-283 Topic 13: 306-307, 308-309, 312-313 Topic 17: 392-393, 396-397, 398-399 Topic 18: 412-413, 414-415, 418-419 Topic 19: 436-437, 438-439, 440B-441
<ul style="list-style-type: none"> Select, apply, and translate among mathematical representations to solve problems. 	Multiple representations are presented in <i>Interactive learning, Visual learning</i> and <i>Guided Practice</i> exercises. Additional representations may be found at www.pearsonsuccessnet.com. The following are some representative examples: Topic 2: 32B-33, 34B, 40B, 48B-49, 50B Topic 3: 66B, 66-67, 68B, 68-69 Topic 5: 108B, 108-109, 110B, 110-111 Topic 7: 164B, 166B, 166-167, 172-173

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continued	Topic 8: 184-185, 186-187, 192-193 Topic 12: 274-275, 280-281, 284-285 Topic 16: 368-369, 370-371, 380-381 Topic 17: 392-393, 396-397, 398-399 Topic 18: 412-413, 414B, 416-417, 421 Topic 19: 436B, 436-437, 438B, 444B
<ul style="list-style-type: none"> • Use representations to model and interpret physical, social, and mathematical phenomena. 	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 1: 4-5, 5B, 6-7, 7B, 9, 10, 12-13 Topic 2: 34B, 35B, 40B, 48B, 48-49, 54B Topic 4: 86-87, 87B, 88-89, 90B, 96-97 Topic 6: 140B, 140-141, 141B, 148-149 Topic 9: 208B, 20-209, 209B, 224-225 Topic 12: 278-279, 282B, 282-283, 293B Topic 13: 306B, 306-307, 307B, 308-309 Topic 18: 412B, 412-413, 413B, 416B Topic 19: 436B, 436-437, 437B, 440-441 Topic 20: 458-459, 459B, 478B-479
Estimation and Mental Computation	
<ul style="list-style-type: none"> • Know and apply appropriate methods for estimating the results of computations. 	Topic 2: 44A-46, 47A-47B, 48, 54, 56, 59 Topic 3: 64B, 74A-76, 77A-77B, 79 Topic 6: 146 Topic 9: 207, 215, 221 Topic 11: 267 Topic 12: 283 Topic 13: 307 Topic 15: 354 Topic 17: 394 Topic 18: 414A-415B Topic 19: 445
<ul style="list-style-type: none"> • Round numbers to a specified place value. 	Topic 2: 30B, 40A-42, 43A-43B, 48, 54 Topic 3: 74B-76, 77A-77B Topic 4: 91 Topic 6: 146 Topic 15: 354 Topic 17: 394 Topic 18: 419, 424, 428 Topic 20: 462

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<ul style="list-style-type: none"> • Use estimation to decide whether answers are reasonable. 	<p>Topic 2: 44-46, 48, 54, 56, 59 Topic 3: 74-76, 78A, 78-79, 79B Topic 6: 146 Topic 8: 185 Topic 9: 207, 215, 221, 223 Topic 11: 267 Topic 12: 283 Topic 13: 307 Topic 15: 354 Topic 16: 379 Topic 17: 394, 403 Topic 18: 414-415 Topic 19: 438-439, 445</p>
<ul style="list-style-type: none"> • Decide when estimation is an appropriate strategy for solving a problem. 	<p>Topic 2: 44A-46, 47A-47B, 48, 54, 56, 59 Topic 3: 64B, 74A-76, 77A-77B, 79 Topic 6: 146 Topic 9: 207, 215, 221 Topic 11: 267 Topic 12: 283 Topic 13: 307 Topic 15: 354 Topic 17: 394 Topic 18: 414A-415B Topic 19: 445</p>
<ul style="list-style-type: none"> • Determine appropriate accuracy and precision of measurement in problem situations. 	<p>Topic 14: 326B, 328B-331B, 332A-333B, 334B-336, 340B-341B Topic 15: 350B-351B, 352B-354, 355B, 356-357, 357B, 358B-359B</p>
<ul style="list-style-type: none"> • Use properties of numbers and operations to perform mental computation. 	<p>Topic 2: 30B-30C, 34B-35B, 36B-38, 39A-39B Topic 3: 64B 72B-73B Topic 18: 410A, 412A-413B Topic 19: 434A, 436A-437B</p>
<ul style="list-style-type: none"> • Recognize when the numbers involved in a computation allow for a mental computation strategy. 	<p>Topic 2: 30B-30C, 34B-35B, 36B-38, 39A-39B Topic 3: 64B 72B-73B Topic 18: 410A, 412A-413B Topic 19: 434A, 436A-437B</p>
Technology	
<ul style="list-style-type: none"> • Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum. 	<p>Technology is fully integrated into the curriculum. www.pearsonsuccessnet.com features <i>eTools</i>, <i>Visual Learning Animation</i> and an <i>Animated Glossary</i> to support and extend the curriculum as does the <i>Going Digital</i> feature. The following are representative examples;</p>

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continued	<p>Topic 2: 34-35, 35B, 39, 39B, 40-41, 43B Topic 4: 86-87, 87B, 89B, 91B, 95B, 101 Topic 5: 110-111, 113B, 115B, 116-117 Topic 6: 140-141, 141B, 142-143, 157 Topic 8: 184B, 185B, 190-191, 194B, 199 Topic 9: 206, 207B, 208-209, 209B, 227 Topic 11: 260-261, 263, 263B, 264-265 Topic 15: 350B, 350-351, 351B, 355 Topic 16: 368, 369B, 370-371, 371B, 383 Topic 18: 412-413, 413B, 415B, 417, 429</p>
<ul style="list-style-type: none"> • Technology can contribute to concept development, simulation, representation, communication, and problem solving. 	<p>There is <i>Visual Learning Animation</i> in every lesson related to animated learning bridges. www.pearsonsuccessnet.com eTools digital activities are found throughout the program. The following are some representative examples: Topic 1: 4B, 4-5, 5B, 6B, 7B, 8-9, 15B Topic 2: 36-37, 39B, 40B, 40-41, 43B Topic 3: 66B, 66-67, 67B, 71B, 73B Topic 4: 86-87, 87B, 89B, 91B, 95B, 101 Topic 5: 108-109, 113B, 115B, 116-117 Topic 7: 164B, 164-165, 165B, 166B, 169B Topic 9: 208B, 208-209, 209B, 221B Topic 12: 276B, 276-277, 277B, 284B Topic 14: 328-329, 331B, 333B, 341B Topic 18: 414B, 414-415, 415B, 417, 429</p>
<ul style="list-style-type: none"> • The challenge is to ensure that technology supports-but is not a substitute for- the development of skills with basic operations, quantitative reasoning, and problem solving skills. 	<p>The technology that is integrated into the curriculum supports but is not a substitute for development of basic skills. www.pearsonsuccessnet.com features <i>eTools, Visual Learning Animation, Going Digital</i> and <i>Animated Glossary</i> to support the development of skills. The following are representative examples: Topic 1: 8B, 10-11, 11B, 12B, 15B, 18B Topic 4: 89B, 90-91, 91B, 93, 96B, 97B Topic 6: 142B, 147B, 148-149, 149B, 150B Topic 7: 169B, 170-171, 171B, 173B, 177B Topic 8: 185B, 192B, 193B, 194-195, 199 Topic 10: 214B, 241B, 242-243, 243B Topic 12: 287B, 288B, 288-289, 289B Topic 13: 315B, 316-317, 317B, 319B</p>

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
continued	Topic 17: 399B, 400-401, 401B, 403B Topic 20: 459B, 464-465, 465B, 466B
o Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.	Topic 2: 30A-30D, 32A-33B, 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58A-59B Topic 3: 64A-64E, 66A-67B, 68A-71B, 72A-73B Topic 4: 84A-84E, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B, 98A-99B Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 122A-125B, 126A-127B, 128A-129B, 130A-131B Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B Topic 7: 162A-162F, 162-163, 164A-165B, 166A-169B, 170A-171B Topic 8: 182A-182F, 182-183, 184A-185B, 186A-189B, 190A-191B, 192A-193B, 194A-195B
o The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.	Technology features <i>eTools, Visual Learning Animation and Animated Glossary</i> to support the curriculum as skills are presented to the student. (www.pearsonsuccessnet.com) The following are representative examples: Topic 2: 36-37, 39B, 40B, 40-41, 43B Topic 4: 86-87, 87B, 89B, 91B, 95B, 101 Topic 5: 108-109, 113B, 115B, 116-117 Topic 6: 142B, 147B, 148-149, 149B, 150B Topic 8: 185B, 192B, 193B, 194-195, 199 Topic 9: 206, 207B, 208-209, 209B, 227 Topic 11: 260-261, 263, 263B, 264-265 Topic 15: 350B, 350-351, 351B, 355 Topic 16: 368, 369B, 370-371, 371B, 383