

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

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to the

**Nebraska
NeSA-M (Math)
Tables of Specifications
Grades 3-6**



G/M-273

INTRODUCTION

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2011, to the Nebraska State Mathematics Test Tables of Specifications. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

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

Personalized Curriculum

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

Instructional Design

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

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

Differentiated Instruction

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

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**Scott Foresman – Addison Wesley enVisionMATH © 2011
to the
Nebraska State Mathematics Test Table of Specifications
Grade 3**

Nebraska State Mathematics Test Table of Specifications Grade 3	Scott Foresman–Addison Wesley enVisionMATH
MA 3.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.1.1: Students will represent and show relationships among positive rational numbers within the base-ten number system.	
MA 3.1.1.a: Read and write numbers to one-hundred thousand.	Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 18A-21B, 22A-23B, 24A-25B, 26A-28 Topic 13: 304A-304F, 304-305, 306A-307B
MA 3.1.1.b: Count by multiples of 5 to 200	Topic 1: 15 Topic 5: 122A-123, 124, 125B (Intervention) Topic 9: 204, 208A-209B
MA 3.1.1.c: Count by multiples of 10 to 400	Topic 1: 15 Topic 5: 126A, 127B (Reteaching) Topic 9: 208A-209B
MA 3.1.1.d: Count by multiples of 100 to 1,000	Topic 1: 4A-5B, 6A-7B, 8A-9B, 12A-13
MA 3.1.1.e: Demonstrate multiple equivalent representations for numbers up to 10,000.	Sample References: Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 18A-21B, 22A-23B, 24A-25B, 26A-28 Topic 2: 30A-30F, 30-31, 32-33, 34A-35B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 60-62 Topic 5: 110-113, 125 Topic 13: 304A-304F, 304-305, 306A-307B Topic 18: 412-413, 416A-417B, 418A-419B, 420A-421B, 423 Topic 19: 436B-437A
MA 3.1.1.f: Demonstrate multiple equivalent representations for decimal numbers through the tenths place.	Topic 1: 2E, 18B-21B, 22A-23B, 26-29 Topic 13: 304A-304F, 304-305, 306A-307B, 308A-311B, 312A-315B, 316-317, 322-324
MA 3.1.1.g: Compare and order whole numbers through the thousands	Topic 1: 2B, 12A-15B, 16A-17B, 18A (Daily Spiral Review), 22A (Daily Spiral Review), 26, 28 Topic 2: 43 Topic 5: 114A-115B, 124, 131 Topic 8: 189 Topic 9: 222A-223B Topic 13: 315 Topic 18: 424

Nebraska State Mathematics Test Table of Specifications Grade 3	Scott Foresman–Addison Wesley enVisionMATH
MA 3.1.1.h: Find parts of whole and parts of a set for $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$	Topic 12: 274A-274F, 274-275, 276A-277B, 278A-279B, 280A-281B, 282A-283B, 284A-287B, 288A-289B, 290A-293B, 294A-295B, 296A-297B, 298A-299B, 300-303C
MA 3.1.1.i: Round a given number to tens, hundreds, or thousands	Topic 2: 40A-42, 44A-46, 47A-47B, 48A (Daily Spiral Review), 48, 54 Topic 3: 74B-75, 79 Topic 4: 91 Topic 6: 146 Topic 8: 185 Topic 9: 215, 221 Topic 18: 414B-415B, 419 Topic 19: 438B-439B, 445
MA 3.1.2: Students demonstrate the meaning of multiplication with whole numbers.	
MA 3.1.2.a: Represent multiplication as repeated addition using objects, drawings, words, and symbols	Topic 5: 106A-106B, 106-107, 108A-109B, 110-111, 115, 115B, 134, 135, 135A, 136-137
MA 3.1.2.b: Use objects, drawings, words and symbols to explain the relationship between multiplication and division.	Topic 8: 182A-182F, 182-183, 184A-185B, 186A-187, 189A-189B, 190A-191B, 192A-193B, 200-203C
MA 3.1.2.c: Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence.	Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136 Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160 Topic 18: 410A-410F, 410-411, 412A-413B, 414A-415B, 416A-417B, 418A-419B, 420A-421B, 422A-425B, 426A-429B, 430-432
MA 3.1.2.d: Use drawings, words, and symbols to explain the meaning of multiplication using an array.	Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136 Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160
MA 3.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 3.1.3.a: Compute whole number multiplication facts 0 - 10 fluently	Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136 Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160

Nebraska State Mathematics Test Table of Specifications Grade 3	Scott Foresman–Addison Wesley enVisionMATH
MA 3.1.3.b: Add and subtract through four-digit whole numbers with regrouping	Topic 2: 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 40A-43B, 44A-47B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58A-59B, 60-62 Topic 3: 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B, 74A-77B, 78A-79B, 80-82 Topic 4: 84A-84F, 84-85, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B, 98A-101B, 102-104
MA 3.1.3.c: Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands.	Grade 3 students add and subtract 3-digit numbers; they multiply 3-digit by 1-digit factors. Topic 3: 50A-53B, 54A-55B Topic 4: 92A-95B, 96A-97B Topic 18: 422A-425B
MA 3.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 3.1.4.a: Estimate the two-digit product of whole number multiplication and check the reasonableness	Topic 6: 146 (Ex. 29) Topic 9: 221 Topic 18: 414B-415B
MA 3.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.2.1: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.	
MA 3.2.1.a: Identify the number of sides, angles, and vertices of two-dimensional shapes.	Topic 10: 232B, 232D-232E, 232-233, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254-256 Topic 11: 258A-258F, 258-259, 260A-263B, 264A-265B, 266A-267B, 268A-269B
MA 3.2.1.b: Identify congruent two-dimensional figures given multiple two-dimensional shapes	Topic 11: 258B, 258E-258F, 259, 260A-261, 263, 263A-263B, 264A (Problem of the Day), 270-272
MA 3.2.1.c: Identify lines, line segments, rays, and angles	Topic 10: 242A-243B, 244A-245B, 254-255
MA 3.2.1.d: Describe attributes of solid shapes.	Topic 10: 232A, 232C, 232-233, 234A-235, 236-237, 237A-237B, 238A-239, 240-241, 241A-241B, 254-257

Nebraska State Mathematics Test Table of Specifications Grade 3	Scott Foresman–Addison Wesley enVisionMATH
MA 3.2.2: Students will identify distances on a number line.	
MA 3.2.2.a: Draw a number line and plot points	Topic 1: 2B Topic 2: 32-33A Topic 12: 290A-291, 292-293, 293A-293B, 300-302 Topic 14: 332B
MA 3.2.2.b: Determine the distance between two whole number points on a number line.	Grade 3 students use a number line to compare and order numbers and to model addition. Topic 1: 2B Topic 2: 32-33A Topic 12: 290A-291, 292-293, 293A-293B, 300-302 Topic 14: 332B
MA 3.2.3: Students will draw all lines of symmetry.	
MA 3.2.3.a: Draw all possible lines of symmetry in two-dimensional shapes	Topic 11: 258B, 258D, 259, 264A-265B, 266A-267B, 268A-268B, 269A, 270-272
MA 3.2.4: Students will create two-dimensional shapes and three-dimensional objects.	
MA 3.2.4.a: Sketch and label lines, rays, line segments, and angles	Topic 10: 242B, 243B, 244B, 244
MA 3.2.4.b: Build three-dimensional objects.	Topic 10: 232C, 234B, 238B, 241
MA 3.2.5: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.	
MA 3.2.5.a: Select and use appropriate tools to measure perimeter of simple two-dimensional shapes.	Topic 14: 334A (Problem of the Day) Topic 16: 366A, 366C-366E, 367, 368A-369B, 370A-371B, 372A-373B, 376A (Problem of the Day), 378A (Daily Spiral Review), 380A (Daily Spiral Review), 383, 384A (Daily Spiral Review), 386-389C
MA 3.2.5.b: Count mixed coins and bills greater than \$1.00	Topic 1: 18A-21B, 22A-23B, 24A, 26A, 26-27A, 28-29, Topic 13: 304B, 304D-304F, 304-305, 307, 308A-311B, 312A-314, 315A-315B, 316B-318, 320-321, 322-324
MA 3.2.5.c: Identify time of day.	Topic 17: 390A-390F, 390-391, 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404B-404, 405B, 406-408
MA 3.2.5.d: State multiple ways for the same time using 15 minute intervals.	Topic 17: 390A-390F, 390-391, 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404B-404, 405B, 406-408

Nebraska State Mathematics Test Table of Specifications Grade 3	Scott Foresman–Addison Wesley enVisionMATH
MA 3.2.5.e: Identify the appropriate customary unit for measuring length, weight, and capacity/volume.	Topic 14: 326A-326F, 326-327, 328A-331B, 332A-333B, 334A-337B, 338A-339B, 340A-341B, 344-347A
MA 3.2.5.f: Measure length to the nearest $\frac{1}{2}$ inch and centimeter.	Topic 14: 326A-326F, 326-327, 328A-331B, 332A-333B, 334A-337B, 344-346 Topic 15: 348A-348F, 348-349, 350A-351B, 352A-355B, 360-361, 362-364
MA 3.2.5.g: Compare and order objects according to length using centimeters and meters	Topic 15: 350, 351A, 355B, 362, 363A
MA 3.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.3.1: Students will represent relationships.	
MA 3.3.1.a: Identify, describe, and extend numeric and non-numeric patterns	Topic 1: 15 Topic 5: 106B, 122A-123, 124, 125B (Intervention), 126A, 127B (Reteaching), 128A, 129 Topic 9: 204A-204C, 204, 205, 208A-209B, 210A (Daily Spiral Review), 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-221B, 228-230 Topic 10: 238A (Daily Spiral Review), 247, 252A (Daily Spiral Review) Topic 12: 290A (Daily Spiral Review)
MA 3.3.1.b: Identify patterns using words, tables, and graphs	Topic 1: 15, 18A, 24A Topic 5: 106D, 122B-123, 125B, 127B, 128A-128 Topic 9: 204A-204D, 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218B-219, 220-221, 221A-221B, 227, 228-231 Topic 12: 298B-299B, 302, 303A Topic 15: 352, 354, 355A-355B, 360A-361B, 362-365 Topic 17: 398A-399, 399B (Enrichment), 402A (Daily Spiral Review) Topic 20: 483 (#14)
MA 3.3.2: Students will create and use models to represent mathematical situations.	
MA 3.3.2.a: Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols	Topic 1: 2B, 22A-23B Topic 2: 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 60-62 Topic 3: 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B

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MA 3.3.2.b: Describe and model quantitative change involving subtraction.	Topic 9: 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231 Topic 12: 298B-299B, 302, 303A Topic 17: 402A (Daily Spiral Review) Topic 20: 483 (Ex. 14)
MA 3.3.3: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.	
MA 3.3.3.a: Use symbolic representation of the identity property of addition.	Topic 2: 30E, 31, 32A-33B Topic 4: 95
MA 3.3.3.b: Solve simple one-step whole number equations involving addition and subtraction.	Topic 2: 32-33 Topic 3: 66-67, 70-71 Topic 4: 94-95 Topic 5: 108-109 Topic 8: 192A (Daily Spiral Review), 200, 203A
MA 3.3.3.c: Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction	Topic 2: 32-33 Topic 3: 66-67, 70-71 Topic 4: 94-95 Topic 5: 108-109 Topic 8: 192A (Daily Spiral Review), 200, 203A
MA 3.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.4.1: Students will organize, display, compare, and interpret data.	
MA 3.4.1.a: Represent data using horizontal and vertical bar graphs	Topic 20: 456A-456F, 456-457, 460A-463B, 466-467, 482A-483B, 484-488
MA 3.4.1.b: Use comparative language to describe the data.	Topic 20: 468A-469, 470-471, 471A-471B, 484-487, 487D
MA 3.4.1.c: Interpret data using horizontal and vertical bar graphs	Topic 20: 456A-456F, 456-457, 460A-463B, 466-467, 482A-483B, 484-488
MA 3.4.2: Predictions and Inferences: Mastery not expected at this level.	
MA 3.4.3: Students will find and describe experimental probability.	
MA 3.4.3.a: Perform simple experiments and describe outcomes as possible, impossible, or certain	Topic 20: 456B, 456D, 472A-475B, 476A-477B, 478A-481B, 484-488

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Nebraska State Mathematics Test Table of Specifications
Grade 4**

Nebraska State Mathematics Test Table of Specifications Grade 4	Scott Foresman–Addison Wesley enVisionMATH
MA 4.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.1.1: Students will represent and show relationships among positive rational numbers within the base-ten number system.	
MA 4.1.1.a: Read and write numbers through the millions.	Topic 1: 2A-2H, 2-3, 4A-5, 6-7, 7A-7B, 8A-9B, 10A-11, 12-13, 13A-B, 14A-15B, 16A-17B, 18A-19B, 20A-21B, 22A-24
MA 4.1.1.b: Demonstrate multiple equivalent representations for decimal numbers through the hundredths place.	Topic 1: 16A-17B, 18A-19B Topic 12: 266A-266F, 266-267, 268A-269B, 270A-271, 272-273, 273A-273B, 274A-275B, 276A-277, 278-279, 279A-279B, 280A-281B, 282A-283B, 284-287C
MA 4.1.1.c: Compare and order whole numbers and decimals through the hundredths place.	Topic 1: 10A-11, 12-13, 13A-13B, 22-25 Topic 10: 237 Topic 12: 270A-272, 273A-273B, 274A, 276A, 276-277, 278, 279A-279B, 280A-281B, 282A-283B, 284-287B Topic 18: 438A-439B, 443A
MA 4.1.1.d: Classify a number as even or odd	Topic 1: 21A
MA 4.1.1.e: Represent a fraction as parts of a whole and/or parts of a set	Topic 10: 214A-214F, 214-215, 216A-218, 219A-219B, 220A-221B, 222A-223B, 224A-226, 227A-227B, 228A-229B, 230A-232, 233, 233A-233B, 234A-235B, 236A-237B, 238A-239, 241, 241A-241B, 242-247
MA 4.1.1.f: Use visual models to find equivalent fractions.	Topic 10: 214B, 224A-226, 227A-227B, 228A-229B, 230A-231, 233A-233B, 241A-241B Topic 11: 248A-248C, 250A-250, 254A-255, 255B, 257, 257B, 262, 264
MA 4.1.1.g: Determine the size of a fraction relative to one half using equivalent forms.	Topic 10: 234A-235B, 236A-237B Topic 12: 276A, 276-277, 278, 279A-279B, 280A-281B, 282A, 287A-287B
MA 4.1.1.h: Locate fractions on a number line	Topic 10: 223 Topic 12: 276B-278, 279A-279B, 280-281B, 284-285A, 286-287

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MA 4.1.1.i: Round a whole number to millions	Topic 2: 32A-33B Topic 5: 100A-101B, 102A-104, 105A-105B Topic 7: 144A-145B Topic 8: 166A-167B Topic 14: 316-317
MA 4.1.2: Students will demonstrate the meaning of division with whole numbers.	
MA 4.1.2.a: Use drawings, words, and symbols to explain the meaning of division.	Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C Topic 8: 162A-162F, 162-163, 164A-165B, 166A-167B, 168A-169B, 170A-171, 172-173, 173A-173B, 174A-175, 176-177, 177A-177B, 178A-179B, 180A-181B, 182A-183B, 184A-185B, 186A-187B, 188-193C
MA 4.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 4.1.3.a: Compute whole number division facts 0 - 10 fluently	Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C
MA 4.1.3.b: Add and subtract decimals to the hundredths place.	Topic 1: 18A-19B, 22-25 Topic 13: 288B-288D, 296A-298, 299A-299B, 300A-302, 303A-303B, 304A (Problem of the Day), 308B-309B, 310-313
MA 4.1.3.c: Multiply two-digit whole numbers	Topic 5: 94A-94F, 94-95, 96A-97B, 98A-99B, 102A-104, 105, 105A-105B, 106A-107, 108-109, 109A-109B, 110A-111, 112-113, 113A-113B, 114A-115B, 116A-117, 118-119, 119A-119B, 120-122 Topic 7: 140A-140F, 140-141, 142A-143B, 144A-145B, 146A-147, 148-149, 149A-149B, 150A-151B, 152A-153B, 154A-155B, 156A-157B, 158-160
MA 4.1.3.d: Divide a three-digit number with one digit divisor with and without a remainder	Topic 8: 178A-179B, 180B-181B, 188-193C
MA 4.1.3.e: Mentally compute multiplication and division involving powers of 10	Topic 3: 66A-67B Topic 5: 96A-97B Topic 7: 150A-151B
MA 4.1.3.f: Select and apply the appropriate method of computation when problem solving.	Topic 2: 26A-26F, 26-27, 28A-29, 30-31, 31A-31B, 32A-33B, 34A-35B, 36A-37, 38-39, 39A-39B, 40A-41B, 42A-43B, 44A-45, 46-47, 47A-47B, 48-50 Topic 3: 52A-52F, 52-53, 54A-55, 56-57, 58A-59B, 60A-61B, 62A-63B, 64A-65B, 66A-67B, 68A-69B, 70-72

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MA 4.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 4.1.4.a: Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness	<p>Topic 5: 100A-101B, 102A-104, 105A-105B</p> <p>Topic 7: 144A-145B</p> <p>Topic 8: 166A-167B</p> <p>Topic 14: 316-317</p>
MA 4.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.2.1: Students will classify two-dimensional shapes and three-dimensional objects.	
MA 4.2.1.a: Identify two- and three-dimensional shapes according to their sides and angle properties	<p>Topic 9: 194B-194F, 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210-212</p> <p>Topic 15: 344A-344F, 344-345, 346A-347, 348-349, 349A-349B, 350A-351B, 352A-353B, 354A-355B, 358-360</p>
MA 4.2.1.b: Classify an angle as acute, obtuse, and right	Topic 9: 194B, 200A-201B, 202A (Daily Spiral Review), 208B-209B, 210-213A
MA 4.2.1.c: Identify parallel, perpendicular, and intersecting lines	Topic 9: 194A-194B, 195, 196A-197B, 198A-199B, 200A-201B, 202A, 204A, 210-212
MA 4.2.1.d: Identify the property of congruency when dealing with plane geometric shapes	<p>Topic 9: 208B</p> <p>Topic 19: 446B, 446-447, 448B-449B, 450B-451B, 452B-453B, 454A-455B, 456A (Daily Spiral Review), 462-464</p>

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MA 4.2.2: Students will describe locations using coordinate geometry.	
MA 4.2.2.a: Identify the ordered pair of a plotted point in first quadrant by its location.	Topic 17: 408A-409B, 410A-411B, 424, 426
MA 4.2.3: Students will identify simple transformations.	
MA 4.2.3.a: Given two congruent geometric shapes, identify the transformation applied to an original shape to create a transformed shape	Topic 19: 446B, 446-447, 448A-449B, 450A-451B, 452A-453B, 454A-455B, 456A, 460A-461B, 462-464
MA 4.2.4: Student will use geometric models to solve problems.	
MA 4.2.4.a: Given a geometric model, use it to solve a problem	Topic 9: 194B-194F, 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210-212 Topic 15: 344A-344F, 344-345, 346A-347, 348-349, 349A-349B, 350A-351B, 352A-353B, 354A-355B, 358-360
MA 4.2.5: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.	
MA 4.2.5.a: Select and use appropriate tools to measure perimeter of polygons	Topic 14: 314B-314F, 314-315, 328A-329, 330-331, 331A-331B, 332A-333B, 334A-335B, 336A-337, 340-342 Topic 16: 366A (Problem of the Day)
MA 4.2.5.b: Identify time to the minute on an analog clock	Topic 16: 362B, 362D, 370A (Problem of the Day), 384A-385B, 386A-387, 388-389, 389A-389B, 394-396
MA 4.2.5.c: Solve problems involving elapsed time	Topic 16: 362B, 362D, 386A-388, 389, 389A-389B, 390A, 394-399, 399F
MA 4.2.5.d: Identify the appropriate metric unit for measuring length, weight, and capacity/volume.	Topic 16: 362E, 363, 374A-375B, 376A-377B, 378A-379B, 380A-382, 383, 383A-383B, 390A (Daily Spiral Review), 394-399B
MA 4.2.5.e: Estimate and measure length using customary and metric units	Topic 12: 268A (Daily Spiral Review) Topic 16: 364A-365B, 370B, 371-372, 374A-375B, 394-396
MA 4.2.5.f: Measure weight and temperature using customary units	Topic 16: 362B-362C, 362F, 368A-369B, 371-372, 390A-391B, 394-396
MA 4.2.5.g: Compute simple unit conversions for length within a system of measurement	Topic 16: 364A-365B, 366A-367B, 368A-369B, 370A-371, 372-373, 373A-373B, 374A-375B, 376A-377B, 378A-379B, 380A-381, 382, 383A-383B, 386A, 394-396

Nebraska State Mathematics Test Table of Specifications Grade 4	Scott Foresman–Addison Wesley enVisionMATH
MA 4.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.3.1: Students will represent and analyze relationships.	
MA 4.3.1.a: Describe, extend, and apply rules about numeric patterns	Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 14: 336-338, 339A, 342
MA 4.3.1.b: Represent and analyze a variety of patterns using words, tables, and graphs	Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 14: 336-338, 339A, 342
MA 4.3.1.c: Use "greater than or equal to", "less than or equal to" symbols to compare quantities	Topic 1: 10A-11, 12-13, 13A-13B, 22-25 Topic 10: 234A-235B, 236A-237B Topic 12: 270A-271, 272, 273A-273B, 274A, 276A, 276-277, 278, 279A-279B, 280A-281B, 282A-283B, 284-287B Topic 18: 438A-439B, 443A
MA 4.3.1.d: Select appropriate operational and relational symbols to make a number sentence true	Topic 1: 10A-11, 12-13, 13A-13B, 22-25 Topic 10: 237 Topic 18: 438A-439B, 443A
MA 4.3.2: Students will create and use models to represent mathematical situations.	
MA 4.3.2.a: Model situations that involve the multiplication of whole numbers using number lines and symbols	Topic 5: 96A-97B, 98A-99B, 110A-112, 113A-113B, 114A-115B, 121-122 Topic 7: 140-141, 142A-143B, 146A-147, 148-149, 149A-149B, 150A-151B, 152A-153B, 154A-155B, 158-160
MA 4.3.2.b: Describe and model quantitative change involving multiplication	Topic 6: 126D, 127, 128B-129B, 130A-131B, 132A-133B, 136-138 Topic 14: 336-338, 339A, 342
MA 4.3.3: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.	
MA 4.3.3.a: Represent the idea of a variable as an unknown quantity using a letter or a symbol	Topic 2: 35, 44B-46, 48-49, 50 Topic 3: 62, 64A (Daily Spiral Review), 64, 66, 70, 71A Topic 6: 126C, 126E-126F, 128B-129B, 130A-131B, 132A-133B, 135, 136-138 Topic 18: 434A-435B, 436A-437B, 438A-439B, 440B, 442-444

Nebraska State Mathematics Test Table of Specifications Grade 4	Scott Foresman–Addison Wesley enVisionMATH
MA 4.3.3.b: Use symbolic representation of the identity property of multiplication	Topic 3: 52E-52F, 53, 60A-61B Topic 4: 79
MA 4.3.3.c: Use symbolic representations of the commutative property of multiplication	Topic 3: 52E-52F, 53, 60A-61B Topic 4: 79
MA 4.3.3.d: Solve simple one-step whole number equations	Topic 2: 44B-46, 48-49, 50 Topic 3: 62B, 64, 66, 70, 71A Topic 6: 126F, 128-129B, 132A-133B, 136-138 Topic 18: 430B, 430E-430F, 432-433, 434A-435B, 436A-437B, 438A (Daily Spiral Review), 440B, 442-445A
MA 4.3.3.e: Explain the procedure(s) used in solving simple one-step whole number equations	Topic 2: 44B-46, 48-49, 50 Topic 3: 62B, 64, 66, 70, 71A Topic 6: 126F, 128-129B, 132A-133B, 136-138 Topic 18: 430B, 430E-430F, 432-433, 434A-435B, 436A-437B, 438A (Daily Spiral Review), 440B, 442-445A
MA 4.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.4.1: Students will organize, display, compare, and interpret data.	
MA 4.4.1.a: Represent data using dot/line plots	Topic 17: 406A-407B, 415, 424-427
MA 4.4.1.b: Compare different representations of the same data	Topic 17: 400D, 400E, 404B-405B, 410A-411B, 418A-419B, 420A-421, 423, 423A-423B, 424-429
MA 4.4.1.c: Interpret data and draw conclusions using dot/line plots	Topic 17: 406A-407B, 415, 424-427
MA 4.4.1.d: Find the mode and range for a set of whole numbers	Topic 17: 400D, 414A-415B, 424-425B
MA 4.4.1.e: Find the whole number mean for a set of whole numbers	Topic 17: 400D, 412A-413B, 424-425B
MA 4.4.2: Students will construct predictions based on data.	
MA 4.4.2.a: Make predictions based on data to answer questions from tables and bar graphs	Topic 6: 128B-129B, 130A-131B, 132A-133B Topic 14: 336-338, 339A, 342 Topic 17: 400D, 400E, 401, 402B-403B, 404B-405B, 411B, 413B (Reteaching), 417B (Enrichment), 418A (Problem of the Day), 420A-421, 422-423, 423A-423B, 424-429

Nebraska State Mathematics Test Table of Specifications Grade 4	Scott Foresman–Addison Wesley enVisionMATH
MA 4.4.3: Students will find, describe, and compare experimental probabilities.	Topic 20: 466A-466F, 466-467, 468A-469B, 470A-471B, 472A-473, 474-475, 475A-475B, 476A-477B, 478-481C
MA 4.4.3.a: Perform simple experiments and compare the degree of likelihood	Topic 20: 466A-466F, 466-467, 468A-469B, 470A-471B, 472A-473, 474-475, 475A-475B, 476A-477B, 478-481C

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to the
Nebraska State Mathematics Test Table of Specifications
Grade 5**

Nebraska State Mathematics Test Table of Specifications Grade 5	Scott Foresman–Addison Wesley enVisionMATH
MA 5.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.1.1: Students will represent and show relationships among positive rational numbers.	
MA 5.1.1.a: Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place	Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7, 8-9, 9A-9B, 10A-11B, 12A-13B, 14A-15B, 16-17, 17A-17B, 18-20 Topic 2: 28A-29B, 38A-39, 40-41, 41A-41B, 42A-43B, 44A-45B Topic 3: 64A-65, 68A-69B, 70A-71B Topic 4: 82B, 106-107, 109A-109B Topic 7: 170A-171B, 172A-173B, 176A-177B, 178A-179B, 180A-181, 183A-183B, 186A-187B Topic 8: 210A (Daily Spiral Review)
MA 5.1.1.b: Compare and order whole numbers, fractions, and decimals through the thousandths place	Topic 1: 2B, 6A-7, 8-9, 9A-9B, 10A, 12A-13B, 14A, 18-19 Topic 2: 27 Topic 9: 230A-231B, 232A, 248
MA 5.1.1.c: Identify and name fractions in their simplest form and find common denominators for fractions	Topic 9: 220A-221, 222, 223A-223B, 224A-225B, 226A-227B, 228A-229B, 230A-231B, 234A-235, 236-237, 237A-237B Topic 10: 256A-257, 258-259, 259A-259B Topic 11: 280A-281, 284A-285B
MA 5.1.1.d: Recognize and generate equivalent forms of commonly used fractions, decimals, and percents	Topic 9: 218B-218F, 219, 224-225B, 226A-227B, 228A-229B, 234A-236, 237A-237B, 238A-241B, 242A-243B, 244A-245B, 248-253 Topic 16: 394B, 398A-399B, 400A-401B, 402A-403B, 406-409B
MA 5.1.1.e: Classify a number as prime or composite	Topic 4: 82B, 106A-107, 108-109, 109A-109B, 114-115 Topic 9: 232-233
MA 5.1.1.f: Identify factors and multiples of any whole number	Topic 2: 33 Topic 3: 77 Topic 4: 82B, 102A-104, 105A-105B, 106A-108, 109, 109A-109B, 114-115 Topic 6: 148A, 151 Topic 8: 210A (Daily Spiral Review) Topic 9: 232A-233B, 234A, 234-235, 248-250 Topic 10: 254B, 254E, 255, 260A-261B, 262A, 272, 274

Nebraska State Mathematics Test Table of Specifications Grade 5	Scott Foresman–Addison Wesley enVisionMATH
continued	Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B
MA 5.1.1.g: Round whole numbers and decimals to any given place	Topic 2: 22B-22E, 22, 30A-31, 32, 33A-33B, 50-53 Topic 3: 56D, 56, 62A-63B, 64A, 66, 78-81 Topic 4: 82A, 82E, 85, 86A-87B, 89, 98, 114-119B Topic 5: 120B-120C, 120, 124A-125B, 130-131, 140-143A, Topic 6: 155, 157 Topic 7: 174A-175B, 176A, 184A-185B, 186A, 192-197 Topic 12: 297, 312 Topic 14: 352, 353, 357 Topic 15: 381, 385 Topic 18: 431, 451 Topic 19: 479
MA 5.1.2: Students will demonstrate the meaning of arithmetic operations with whole numbers.	
MA 5.1.2.a: Use words and symbols to explain the meaning of the identity properties for addition and multiplication	Topic 2: 24 Topic 3: 60A (Daily Spiral Review) Topic 9: 223
MA 5.1.2.b: Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication	Topic 2: 22A, 22E, 24A-26, 27A-27B, 50, 52 Topic 3: 56A, 58A-59B, 60A, 60, 80 Topic 9: 223
MA 5.1.2.c: Use words and symbols to explain the distributive property of multiplication over addition	Topic 6: 144B, 156A-157B, 158A, 164, 166 Topic 9: 223
MA 5.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 5.1.3.a: Add and subtract positive rational numbers	Topic 2: 22C, 42A-43B, 44A-45B, 46-47, 49, 49A-49B, 50-54 Topic 10: 254A-F, 254-255, 256A-259B, 260A, 262A-263B, 264A-265B, 266A-267B, 268A-269B, 272-274
MA 5.1.3.b: Select, apply and explain the appropriate method of computation when problem solving	Topic 2: 22A-22F, 22-23, 24A-27B, 28A-28B, 30B-32, 33A-33B, 34A-37B, 38A-40, 41A-41B, 42A-43B, 44A-45B, 46-47, 49, 49A-49B, 50-54 Topic 3: 56A-56F, 57, 58A-59B, 60A-61B, 62A-63B, 64A-66, 67A-67B, 68A-69B, 70A-71B, 73, 77, 78-80 Topic 4: 82A-F, 82-83, 84A-85B, 86A-89B, 90A-93B, 94A-97B, 98A-101B, 114-116 Topic 5: 120A-120F, 120-121, 122A-123B, 124A-127B, 128A-129B, 130A-133B, 134A-135B Topic 7: 168A, 168D, 168F, 170A-171B, 172A, 173, 173B (Reteaching), 175, 175B, 177, 177B, 192-194

Nebraska State Mathematics Test Table of Specifications Grade 5	Scott Foresman–Addison Wesley enVisionMATH
MA 5.1.3.c: Multiply decimals	Topic 7: 168A-168F, 168-169, 170A-171B, 172A-173B, 174A-175B, 176A-177B, 188A-191B, 192-194
MA 5.1.3.d: Divide a decimal by a whole number	Topic 7: 168A-168F, 168-169, 178A-179B, 180A-183B, 184A-185B, 186A-187B, 188A-191B, 192-194
MA 5.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 5.1.4.a: Estimate the sums and differences of positive rational numbers to check the reasonableness of such results	Topic 2: 22B-22E, 22, 30A-31, 32, 33A-33B, 50-53
MA 5.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.2.1: Students will describe relationships among two-dimensional shapes and three-dimensional objects.	
MA 5.2.1.a: Identify the number of edges, faces, and vertices of triangular and rectangular prisms	Topic 13: 320A-320F, 320-321, 322A-323, 324, 325A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-335B, 336A-339B, 340A-341B, 342-344
MA 5.2.1.b: Justify congruence of two-dimensional shapes	Topic 19: 465, 469, 470-471, 472A-473B, 474A, 480-483
MA 5.2.1.c: Justify the classification of two-dimensional shapes	Topic 8: 198B-198D, 198F, 199, 200B, 203, 206B-207B, 208A-209B, 210A-211B, 212A-213B, 214-217, Topic 9: 217E-217G, Topic 12: 294D, 300A-302, 303A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B, 314A-315B, 316-319E, Topic 19: 465, 469, 470-471, 472A-473B, 474A, 480-483
MA 5.2.1.d: Identify degrees on a circle	Students explore rotations and rotational symmetry of geometric shapes. Topic 12: 310A, Topic 19: 472B-473, 473B, 475, 477A-477B
MA 5.2.2: Students will identify locations using coordinate geometry.	
MA 5.2.2.a: Plot the location of an ordered pair in the first quadrant	Topic 17: 410B, 410E, 411, 414A-416, 417A-417B, 418A, 418-419B, 420A-421B, 422A, 424-427

Nebraska State Mathematics Test Table of Specifications Grade 5	Scott Foresman–Addison Wesley enVisionMATH
MA 5.2.3: Students will identify and use simple transformations.	
MA 5.2.3.a: Perform one-step transformations on two dimensional shapes	Topic 19: 462A-462F, 463, 464A-467B, 468A-469B, 470A-471B, 472A-473B, 474A, 480-483
MA 5.2.4: Students will create and use geometric models to solve problems.	
MA 5.2.4.a: Build or sketch a geometric model to solve a problem	Topic 8: 199, 203B (Enrichment), 212-213, 215B Topic 12: 300A (Daily Spiral Review), 300B, 304B-305, 306B, 306-307, 308B, 308-309, 314-315, Topic 13: 320A-320F, 320-321, 322A-324, 325A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-335B, 336A-339B, 340A-341B, 342-344
MA 5.2.4.b: Sketch congruent shapes	Topic 19: 465, 469, 470-471, 472A-473B, 474A, 480-483
MA 5.2.4.c: Build rectangular prisms using cubes	Topic 13: 328, 330B-331B, 332B-333, 335B, 336A, 339, 340B, 340, 341B, 342, 344
MA 5.2.5: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.	
MA 5.2.5.a: Select and use appropriate tools to measure perimeter and angles	Topic 8: 198A, 198C, 204A-205B, 206A, 207A, 208B-209B, 210A-211B, 212A, 214-217 Topic 12: 294A-F, 295, 300A-302, 303A-303B, 304A, 314B-315B, 316-319
MA 5.2.5.b: Identify correct unit (customary or metric) to the measurement situation	Grade 5 students measure length, perimeter, area, volume, weight/mass, and capacity in both customary and also metric units of measure. Topic 12: 296A-297B, 298A-298B, 300A-302, 303A-303B, 304A-305B Topic 14: 348A-349B, 350A-351B, 352A-353B
MA 5.2.5.c: Estimate and measure length with customary units to the nearest $\frac{1}{4}$ inch	Topic 12: 296A-297B, 298A, 316, 318
MA 5.2.5.d: Measure capacity/volume with customary units	Topic 14: 348A-349B
MA 5.2.5.e: Measure weight (mass) and temperature using metric units	Topic 14: 352A-353B, 364A-365B
MA 5.2.5.f: Determine the area of rectangles and squares	Topic 12: 294A-F, 295, 304A-305B, 306A-307B, 308A-309B, 314B-315B, 316-319

Nebraska State Mathematics Test Table of Specifications Grade 5	Scott Foresman–Addison Wesley enVisionMATH
MA 5.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.3.1: Students will represent, analyze, and generalize relationships.	
MA 5.3.1.a: Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns	Topic 1: 14A-15B, 17A-17B Topic 2: 33 Topic 3: 77 Topic 5: 122A-123B Topic 6: 148A-151B, 152B Topic 8: 203 Topic 13: 296-297, 314, 315A-315B, 325 Topic 14: 346B, 355, 355B (Reteaching), 358-359, 361B (Reteaching), 362-363, 363B (Reteaching), 366B-367B Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B, 406-407B
MA 5.3.1.b: Create and analyze numeric patterns using words, tables, and graphs	Topic 2: 33 Topic 3: 77 Topic 6: 148A-151B, 152B, Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A
MA 5.3.1.c: Communicate relationships using expressions and equations	Topic 6: 148A-151B, 152B Topic 15: 374A-374F, 374-375, 376A-377B, 378A-379B, 380A-381B, 382A-383, 384, 385A-385B, 386A-389B, 390-393B Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A
MA 5.3.2: Students will create, use, and compare models representing mathematical situations.	
MA 5.3.2.a: Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables	Sample references: Topic 2: 34A-36, 37A-37B, 49 Topic 3: 64B, 68B Topic 4: 90B-91, 102 Topic 5: 130B Topic 9: 224-225, 244B-245B Topic 14: 348B, 352B Topic 15: 380B-381B Topic 17: 418A-419B, 420A-421B
MA 5.3.2.b: Represent a variety of quantitative relationships using tables and graphs	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B

Nebraska State Mathematics Test Table of Specifications Grade 5	Scott Foresman–Addison Wesley enVisionMATH
MA 5.3.2.c: Compare different models to represent mathematical situations	<p>Students use a variety of concrete objects and manipulatives, including counters and measuring tools, pattern blocks and geometric solids; pictures and graphs, including diagrams, pictographs, bar graphs, and line plots; and words and symbols, including word problems and variables, to model problem situations in every lesson throughout the curriculum.</p> <p>Sample References: Topic 6: 148A-151B, 152B Topic 15: 376A-377B, 378A-379B, 380A-381B, 382A-383, 384, 385A-385B, 386A-389B, 390-392 Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A Topic 18: 428B-428C, 428E-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459</p>
MA 5.3.3: Students will apply properties of simple positive rational numbers to solve one-step equations.	
MA 5.3.3.a: Explain the addition property of equality	Topic 15: 374A, 374C, 376A-377B, 378A-379B, 380A, 386A-389B, 390-392
MA 5.3.3.b: Use symbolic representations of the associative property	Topic 2: 22A, 22E, 24A-26, 27A-27B, 50 Topic 3: 56A, 58A-59B, 60, 80 Topic 9: 223
MA 5.3.3.c: Evaluate numerical expressions by using parentheses with respect to order of operations	Topic 3: 67 Topic 6: 144B, 156A-157B, 158A, 164-165, 166, 167B Topic 7: 191 Topic 9: 223 Topic 15: 385
MA 5.3.3.d: Evaluate simple algebraic expressions involving addition and subtraction	Topic 6: 148-149, 151, 151A-151B, 152B, 153, 154, 155A-155B, 156A, 164-166
MA 5.3.3.e: Solve one-step addition and subtraction equations involving common positive rational numbers	Topic 15: 374A, 374C, 376A-377B, 378A-379B, 380A, 386A-389B, 390-392
MA 5.3.3.f: Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers	Topic 15: 374A, 374C, 376A-377B, 378A-379B, 380A, 386A-389B, 390-392

Nebraska State Mathematics Test Table of Specifications Grade 5	Scott Foresman–Addison Wesley enVisionMATH
MA 5.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.4.1: Students will organize, display, compare, and interpret data.	
MA 5.4.1.a: Represent data using line graphs	Topic 18: 428B, 428F, 429, 436A-439, 440A, 443, 454B-455B, 456-459
MA 5.4.1.b: Represent the same set of data in different formats	Topic 18: 428B, 428E-428F, 429, 432A-435B, 436A-439, 440A, 443, 444B-445B, 446A-449B, 454A-455B, 456-459
MA 5.4.1.c: Draw conclusions based on a set of data	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B Topic 20: 499F
MA 5.4.1.d: Find the mean, median, mode, and range for a set of whole numbers	Topic 18: 428C, 450A-451B, 452A-453B, 456-459
MA 5.4.1.e: Generate questions and answers from data sets and their graphical representations	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B Topic 20: 499F
MA 5.4.2: Students will construct predictions based on data.	
MA 5.4.2.a: Make predictions based on data to answer questions from tables, bar graphs, and line graphs	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B
MA 5.4.3: Students will determine theoretical probabilities.	
MA 5.4.3.a: Perform and record results of probability experiments	Topic 20: 484A-484F, 485, 488A-491B, 492A-493B, 496-499F Teacher Resource Masters: Topic 20: 26-35
MA 5.4.3.b: Generate a list of possible outcomes for a simple event	Topic 1: 9 Topic 20: 484B-484C, 486B-487B, 488A, 488-489, 494B-495B, 496-499

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to the
Nebraska State Mathematics Test Table of Specifications
Grade 6**

Nebraska State Mathematics Test Table of Specifications Grade 6	Scott Foresman–Addison Wesley enVisionMATH
MA 6.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.1.1: Students will represent and show relationships among positive rational numbers and integers.	
MA 6.1.1.a: Show equivalence among common fractions and non-repeating decimals and percents	Topic 6: 142A-142F, 143, 146A-147B, 148A-149B, 150A-152, 153A-153B, 156-159 Topic 14: 342A-342F, 343, 344A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-357B, 358A-361B
MA 6.1.1.b: Compare and order positive and negative integers	Topic 1: 8A-9A, 27A, 28, Topic 10: 222A-223B, 224A-225B, 226A, 254-257
MA 6.1.1.c: Identify integers less than 0 on a number line	Topic 10: 220A-220F, 221, 222A-223B, 224A-225B, 230A-233B, 234A-237B, 238A-239B, 240A-241B, 242A-244, 245A-245B, 246A-249B, 250A-253B, 254-257
MA 6.1.1.d: Represent large numbers using exponential notation	Topic 1: 10A-12, 13A-13B Topic 2: 36A-38, 39, 39A-39B Topic 3: 82A-83B Topic 4: 109
MA 6.1.1.e: Identify the prime factorization of numbers	Topic 5: 118A, 124A-125B, 126A-127B, 138-141
MA 6.1.1.f: Classify numbers as natural, whole, or integer	Topic 5: 128A-130, 131A-131B Topic 6: 142B, 150A-152, 153A-153B Topic 10: 220B, 222A-223B, 226A-228, 229A-229B
MA 6.1.2: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.	
MA 6.1.2.a: Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions	Topic 7: 162A-163B, 164A-165B, 166A-169B, 170A-171B, 172A-173B, 174A-177B, 180-183
MA 6.1.2.b: Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals	Topic 3: 62A-63B, 64A-65B, 66A, 70A, 88-91

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MA 6.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 6.1.3.a: Multiply and divide positive rational numbers	Topic 3: 70A-72, 73A-73B, 74A-75B, 76A-77B, 78A-79B Topic 8: 186A-187B, 188A-189B, 190A-191B, 192A-193B Topic 9: 202A-203B, 204A-205B 206A-207B, 208A-209B, 210A-211B
MA 6.1.3.b: Select and apply the appropriate method of computation when problem solving	Topic 3: 64A-65B, 70A-73B, 74A-75B, 76A-77B, 78A-79B Topic 7: 162A-163B, 166A-169B, 172A-173B, 174A-177B, Topic 8: 190A-191B, 192A-193B Topic 9: 202A-203B, 204A-205B, 206A-207B, 210A-211B
MA 6.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 6.1.4.a: Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers	Topic 1: 25 Topic 3: 62A-63B, 66A-69B, 74, 77, 81 Topic 10: 244 Topic 12: 312 Topic 13: 325, 327 Topic 17: 436, 440 Topic 18: 469 Topic 19: 482 Topic 20: 523
MA 6.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.2.1: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.	
MA 6.2.1.a: Justify the classification of three dimensional objects	Topic 18: 452A-452F, 453, 454A-457B, 458A-461B, 462A-463B, 464A-465B, 466A-469B, 470-473
MA 6.2.2: Students will label points using coordinate geometry.	
MA 6.2.2.a: Identify the ordered pair of a plotted point in the coordinate plane	Topic 10: 246A-249B, 250A, 254 Topic 15: 380A-381B, 382A-385B, 386A-388, 389A-389B, 391-391B, 392-397B Topic 19: 478B-479B

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MA 6.2.3: Students will use and describe results of transformations on geometric shapes.	
MA 6.2.3.a: Perform and describe positions and orientation of shapes under single transformations not on a coordinate plane	Topic 11: 284A-287B, 288A, 292-295
MA 6.2.4: Students will use visualization of geometric models to solve problems.	
MA 6.2.4.a: Identify two-dimensional drawings of three-dimensional objects	Topic 18: 452A-452F, 453, 454A-457B, 458A-461B, 462A-463B, 464A-465B, 466A-469B, 470-473
MA 6.2.5: Students will apply appropriate procedures, tools, and formulas to determine measurements.	
MA 6.2.5.a: Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm	Topic 16: 398B, 400B, 408B-410, 411B, 412B Topic 17: 429B (Enrichment)
MA 6.2.5.b: Measure volume/capacity using the metric system	Topic 16: 404-405, 407B
MA 6.2.5.c: Convert length, weight (mass), and liquid capacity from one unit to another within the same system	Topic 16: 398A-398F, 400A-402, 403A-403B, 404A-407B, 412A, 420-423
MA 6.2.5.d: Determine the perimeter of polygons	Topic 17: 424A, 424F, 426A-429B, 430A, 448-451
MA 6.2.5.e: Determine the area of parallelograms and triangles	Topic 17: 424A, 424C, 424E, 430A-433B, 434A-437B, 438A, 448-451
MA 6.2.5.f: Determine the volume of rectangular prisms	Topic 18: 452B, 452D, 452F, 453, 462A-463B, 464A, 469, 470-473
MA 6.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.3.1: Students will represent, analyze, and use relationships to make generalizations.	
MA 6.3.1.a: Describe and create simple algebraic expressions	Topic 2: 32B-33B, 46A (Daily Spiral Review), 46B-47B, 48A (Daily Spiral Review), 48-49B, 50A-52, 53A-53B, 54-57
MA 6.3.1.b: Use a variable to describe a situation with an equation	Topic 15: 370A-370F, 371, 372A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-385B, 386A-389B, 390A-391B, 392-397B

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MA 6.3.1.c: Identify relationships as increasing, decreasing, or constant	Topic 15: 370B, 370D-370E, 371, 376A-377B, 378B-379B, 380B-381B, 382B-384, 385, 385A-385B, 386-388, 391A-391B, 397C-397D Topic 19: 474D, 476B, 476-479B, 487, 488-489B
MA 6.3.2: Students will create, use, and interpret models of quantitative relationships.	
MA 6.3.2.a: Model contextualized problems using various representations	Topic 6: 153 Topic 15: 370B, 370D-370E, 376A-377B, 378A-379B, 380A, 380-381B, 382-383, 385A-385B, 386A-388, 389A-389B, 390B-391, 392-397 Topic 18: 461, 468 Topic 20: 518A-518F, 519, 520A-523B, 524A-527B, 528A-529B, 530A-533B, 534A-535B, 536A-537B, 538-541
MA 6.3.2.b: Represent a variety of quantitative relationships using symbols and words	Topic 1: 8A-9A, 22A-23B, 24A, 26, 27A, 28 Topic 6: 148B-149B, 150 Topic 10: 222A-223B, 224A-225B, 226A-228, 229A-229B, 230A, 254-257 Topic 15: 370A-370F, 371, 372A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-385B, 386A-389B, 390A-391B, 392-397B
MA 6.3.3: Students will apply properties to solve equations.	
MA 6.3.3.a: Explain the multiplication property of equality	Topic 4: 96A-97B, 106A-108, 109A-109B, 110A-113B, 114-117 Topic 15: 372A-375B
MA 6.3.3.b: Evaluate numerical expressions containing multiple operations with respect to order of operations	Topic 2: 30B, 36A-38, 39, 39A-39B, 40A, 50A, 54-57 Topic 3: 80A-81B, 82A Topic 10: 224A
MA 6.3.3.c: Evaluate simple algebraic expressions involving multiplication and division	Topic 2: 32B-33B, 42A (Daily Spiral Review), 46B-47B, 48A-49B, 50A-52, 53A-53B, 54-55B, 58-59 Topic 7: 169
MA 6.3.3.d: Solve one-step equations involving positive rational numbers	Topic 4: 94A-94F, 95, 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-113B, 114-117B
MA 6.3.3.e: Identify and explain the properties of equality used in solving one-step equations	Topic 4: 94A-94F, 95, 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-113B, 114-117B
MA 6.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.4.1: Students will organize, display, compare, and interpret data.	

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MA 6.4.1.a: Represent data using stem and leaf plots, histograms, and frequency charts	Topic 19: 474A-474F, 475, 476A-479B, 480A-483B, 484A-487B, 488A-489B, 493B, 494A-497B, 498A-499B, 512-515 Topic 20: 530B
MA 6.4.1.b: Compare and interpret data sets and their graphical representations	Topic 19: 474A-474F, 475, 476A-479B, 480A-483B, 484A-487B, 488A-489B, 493B, 494A-497B, 498A-499B, 512-515 Topic 20: 530B
MA 6.4.1.c: Find the mean, median, mode, and range for a set of data	Topic 19: 474C, 490A-493B, 494A, 500B-501B, 510A-511B, 512-517
MA 6.4.1.d: Compare the mean, median, mode, and range from two sets of data	Topic 19: 474C, 490A-493B, 494A, 500B-501B, 510A-511B, 512-517
MA 6.4.2: Students will construct predictions based on data.	
MA 6.4.2.a: Make predictions based on data and create questions to further investigate the quality of the predictions	Topic 19: 474A-474F, 475, 476A-479B, 480A-483B, 484A-487B, 488A-489B, 490A-493B, 494A-497B, 498A-499B, 500A-501B, 502A-505B, 506A-509B, 512-517C Topic 20: 543E
MA 6.4.3: Students will apply basic concepts of probability.	
MA 6.4.3.a: Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio	Topic 20: 518A-518F, 528A-529B, 530A-533B, 534A-535B, 538-543E
MA 6.4.3.b: Compute theoretical probabilities for independent events	Topic 20: 518A-518F, 528A-529B, 530A-533B, 534A-535B, 538-543E
MA 6.4.3.c: Find experimental probability for independent events	Topic 20: 518A-518F, 528A-529B, 530A-533B, 534A-535B, 538-543E