

## Textbook Alignment to the Utah Core – 5th Grade Mathematics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No*

**Name of Company and Individual Conducting Alignment**  
**Coleman Educational Research**

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Grade 5 Utah State Mathematics Core Curriculum

**Title:** Scott Foresman – Addison Wesley enVisionMATH, c. 2011, Grade Five, SE ISBN: 9780328489749; TE ISBN: 9780328544684

**Publisher:** *Pearson Education, Inc., publishing as Scott Foresman*

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** 100%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

<b>STANDARD I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I: 100 %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
			<b><i>Not covered in TE, SE or ancillaries</i></b> ✓
<b>Objective 1.1: Represent whole numbers and decimals from thousandths to one billion, fractions, percents, and integers.</b>			
<b>a.</b>	Read and write numbers in standard and expanded form.	<b>SE/TE:</b> 4–5, 10–11	
<b>b.</b>	Demonstrate multiple ways to represent whole numbers, decimals, fractions, percents, and integers using models and symbolic representations (e.g., $108 = 2 \times 50 + 8$ ; $108 = 10 \times 2 + 8$ ; $90\% = 90$ out of 100 squares on a hundred chart).	<b>SE/TE:</b> 4–5, 10–11, 106–107, 158–159, 220–222, 224–225, 232, 238–241, 242–243 244–245, 398–399, 400–401, 412–413	
<b>c.</b>	Identify, read, and locate fractions, mixed numbers, decimals, and integers on the number line.	<b>SE/TE:</b> 224–225, 244–245, 412–413	
<b>d.</b>	Represent repeated factors using exponents.	<b>SE/TE:</b> 72–73	
<b>e.</b>	Describe situations where integers could be used in the students' environment.	<b>SE/TE:</b> 412–413, 418	

<b>Objective 1.2: Explain relationships and equivalencies among integers, fractions, decimals, and percents.</b>			
<b>a.</b>	Compare fractions by finding a common denominator.	<b>SE/TE:</b> 230–231, 231B	
<b>b.</b>	Order integers, fractions (including mixed numbers), and decimals using a variety of methods, including the number line.	<b>SE/TE:</b> 12–13, 230–231, 412–413	
<b>c.</b>	Rewrite mixed numbers and improper fractions from one form to the other and represent each using regions, sets of objects, or line segments.	<b>SE/TE:</b> 226–227	
<b>d.</b>	Represent commonly used fractions as decimals and percents in a variety of ways (e.g., models, fraction strips, pictures, calculators, algorithms).	<b>SE/TE:</b> 238–241, 242–243, 244–245, 400–401	
<b>e.</b>	Model and calculate equivalent forms of a fraction (including simplest form).	<b>SE/TE:</b> 228–229, 230–231, 234–236	
<b>f.</b>	Rename whole numbers as fractions with different denominators (e.g., $5 = 5/1$ , $3 = 6/2$ , $1 = 7/7$ ).	<b>SE/TE:</b> 227, 269	
<b>Objective 1.3: Use number theory concepts to develop and use divisibility tests; classify whole numbers to 50 as prime, composite, or neither; and find common multiples and factors.</b>			
<b>a.</b>	Identify patterns with skip counting and multiples to develop and use divisibility tests for determining whether a whole number is divisible by 2, 3, 5, 6, 9, and 10.	<b>SE/TE:</b> 102B, 102–104, 105B, 109	
<b>b.</b>	Use strategies for classifying whole numbers to 50 as prime, composite, or neither.	<b>SE/TE:</b> 106B, 106–108	
<b>c.</b>	Rewrite a composite number between 2 and 50 as a product of only prime numbers.	<b>SE/TE:</b> 106–108, 232–233	
<b>d.</b>	Find common multiples and factors and apply to adding and subtracting fractions.	<b>SE/TE:</b> 232–233, 260–261, 262–263, 264–265	

<b>Objective 1.4: Model and illustrate meanings of multiplication and division.</b>			
<b>a.</b>	Represent division-with-remainder using whole numbers, decimals, or fractions.	<b>SE/TE:</b> 88–89, 94–96, 98–100, 110–113, 130–132, 134–135, 186–187, 288	
<b>b.</b>	Describe the effect of place value when multiplying and dividing whole numbers and decimals by 10, 100, and 1,000.	<b>SE/TE:</b> 60–61, 84–85, 122–123, 170–171, 178–179	
<b>c.</b>	Model multiplication of fractions and decimals (e.g., tenths multiplied by tenths, a whole number multiplied by tenths, or a whole number with tenths multiplied by tenths) in a variety of ways (e.g., manipulatives, number line and area models, patterns).	<b>SE/TE:</b> 170–171, 172–173, 176–177, 278–279, 280–282	
<b>Objective 1.5: Solve problems involving one or two operations.</b>			
<b>a.</b>	Determine when it is appropriate to use estimation, mental math strategies, paper and pencil, and algorithms.	<b>SE/TE:</b> This objective is developed throughout the text. These are a few of the many examples: 24–26, 30–32, 42–43, 44–45, 60–61, 62–63, 70–71, 84–85, 86–87, 98–100, 101, 124–125, 170–171, 270–271, 300–302, 402–403	
<b>b.</b>	Make reasonable estimations of fraction and decimal sums, differences, and products, including knowing whether results obtained using a calculator are reasonable.	<b>SE/TE:</b> 30–32, 174–175, 266–267	
<b>c.</b>	Write number sentences that can be used to solve a two-step problem.	<b>SE/TE:</b> 46–48, 100, 126–127, 188–190, 422–423	

d.	Interpret division–with–remainder problems as they apply to the environment (e.g., If there are 53 people, how many vans are needed if each van holds 8 people?).	SE/TE: 88–89, 92, 100, 110–112, 128–129, 130–132, 134–135		
<b>Objective 1.6: Demonstrate proficiency with multiplication and division of whole numbers and compute problems involving addition, subtraction, and multiplication of decimals and fractions.</b>				
a.	Multiply multi–digit whole numbers by a two–digit whole number with fluency, using efficient procedures.	SE/TE: 68B, 68–69, 70B, 70–71, 71B		
b.	Divide multi–digit dividends by a one–digit divisor with fluency, using efficient procedures.	SE/TE: 90–92, 94–96, 98–100		
c.	Add and subtract decimals with fluency, using efficient procedures.	SE/TE: 42B, 42–43, 43B, 44B, 44–45, 45B		
d.	Add and subtract fractions with fluency.	SE/TE: 256–258, 262–263, 264–265		
e.	Multiply fractions.	SE/TE: 278–279, 280–282		
<b>STANDARD II: Students will use patterns and relations to represent and analyze mathematical problems and number relationships using algebraic symbols.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i></b> ✓

<b>Objective 2.1: Identify, analyze and determine a rule for predicting and extending numerical patterns involving operations whole numbers, decimals, and fractions.</b>			
<b>a.</b>	Analyze and make predictions about numeric patterns, including decimals and fractions.	<b>SE/TE:</b> 14–16, 33, 60–61, 77, 84–85, 122–123, 148–151, 170–171, 178–179, 260–261, 382–384, 404–405, 420–421	
<b>b.</b>	Determine a rule for the pattern using organized lists, tables, objects, and variables.	<b>SE/TE:</b> 14–16, 33, 77, 105, 148–150, 382–384	
<b>Objective 2.2: Use algebraic expressions, inequalities, or equations to represent and solve simple real-world problems.</b>			
<b>a.</b>	Use properties and the order of operations involving addition, subtraction, multiplication, division, and the use of parentheses to compute with whole numbers, decimals, and fractions.	<b>SE/TE:</b> 24–26, 58–59, 60–61, 156–157, 158–160, 223, 376–377, 378–379	
<b>b.</b>	Use patterns, models, and relationships as contexts for writing and solving simple equations and inequalities with whole number solutions (e.g., $6x = 54$ ; $x + 3 = 7$ ).	<b>SE/TE:</b> 376–377, 378–379, 380–381, 382–384, 386–388, 420–421	

<b>STANDARD III: Students will use spatial reasoning to recognize, describe, and analyze geometric shapes and principles.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Describe relationships between two- and three-dimensional shapes and analyze attributes and properties of geometric shapes.</b>				
<b>a.</b>	Draw, label, and describe line segments, rays, lines, parallel lines, and perpendicular lines.	<b>SE/TE:</b> 200B, 200–202, 203B		
<b>b.</b>	Draw, label, and define an angle as two rays sharing a common endpoint (vertex).	<b>SE/TE:</b> 204B, 204–205, 205B		
<b>c.</b>	Classify triangles and quadrilaterals and analyze the relationships among the shapes in each classification (e.g., a square is a rectangle).	<b>SE/TE:</b> 208–209, 210–211		
<b>d.</b>	Relate pyramids and right prisms to the two–dimensional shapes (nets) from which they were created.	<b>SE/TE:</b> 326–327, 328–329		
<b>e.</b>	Identify properties and attributes of solids (i.e., right prisms, pyramids, cylinders, cones) and describe them by the number of edges, faces, and vertices as well as the types of faces.	<b>SE/TE:</b> 322B, 322–324		

<b>Objective 3.2: Specify locations in a coordinate plane.</b>				
<b>a.</b>	Locate points defined by ordered pairs of integers.	<b>SE/TE:</b> 414–416, 420–421, 464–467		
<b>b.</b>	Write an ordered pair for a point in a coordinate plane with integer coordinates.	<b>SE/TE:</b> 414–416, 464–467		
<b>c.</b>	Specify possible paths between locations on a coordinate plane and compare distances of the various paths.	<b>SE/TE:</b> 418–419, 419B		
<b>STANDARD IV: Students will determine area of polygons and surface area and volume of three-dimensional shapes.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries</b> ✓
<b>Objective 4.1: Determine the area of polygons and apply to real-world problems.</b>				
<b>a.</b>	Determine the area of a trapezoid by the composition and decomposition of rectangles, triangles, and parallelograms.	<b>SE/TE:</b> This objective can be developed in this lesson: 306–307		
<b>b.</b>	Determine the area of irregular and regular polygons by the composition and decomposition of rectangles, triangles, and parallelograms.	<b>SE/TE:</b> This objective is fully developed in Grade 4. It can also be developed in this lesson: 206–207		



c.	Compare areas of polygons using different units of measure within the same measurement system (e.g., square feet, square yards).	SE/TE: 304–305, 306–307, 308–309		
<b>Objective 4.2: Recognize, describe, and determine surface area and volume of three-dimensional shapes.</b>				
a.	Quantify volume by finding the total number of same-sized units of volume needed to fill the space without gaps or overlaps.	SE/TE: 332B, 332		
b.	Recognize that a cube having a 1 unit edge is the standard unit for measuring volume expressed as a cubic unit.	SE/TE: 332B, 332		
c.	Derive and use the formula to determine the volume of a right prism with a triangular or rectangular base.	SE/TE: 332–334		
d.	Relate the formulas for the areas of triangles, rectangles, or parallelograms to the surface area of a right prism.	SE/TE: 328–329, 329B		
e.	Derive and use the formula to determine the surface area of a right prism and express surface area in square units.	SE/TE: 328–329, 329B		

<b>STANDARD V: Students will construct, analyze, and construct reasonable conclusions from data and apply basic concepts of probability.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1: Formulate and answer questions using statistical methods to compare data, and propose and justify inferences based on data.</b>				
<b>a.</b>	Construct, analyze, and display data using an appropriate format (e.g., line plots, bar graphs, line graphs).	<b>SE/TE:</b> 430–431, 432–435, 436–439, 440–443, 444–445, 446–449, 454–455		
<b>b.</b>	Recognize the differences in representing categorical and numerical data.	<b>SE/TE:</b> This objective can be developed on these pages: 432–435, 436–439, 440–443, 444–445, 454–455		
<b>c.</b>	Identify minimum and maximum values for a set of data.	<b>SE/TE:</b> 433, 452–453		
<b>d.</b>	Identify and calculate the mean, median, mode, and range.	<b>SE/TE:</b> 450–451, 452–453		
<b>Objective 5.2: Apply basic concepts of probability.</b>				
<b>a.</b>	Describe the results of experiments involving random outcomes using a variety of notations (e.g., 4 out of 9, 4/9).	<b>SE/TE:</b> 488B, 491, 492B, 492–493		

<b>b.</b>	Recognize that probability is always a value between 0 and 1 (inclusively).	<b>SE/TE:</b> This objective can be developed in this lesson: 488–489		
<b>c.</b>	Express the likelihood of an outcome in a simple experiment as a value between 0 and 1 (inclusively).	<b>SE/TE:</b> 488–489, 491, 492–493		