A Correlation of

Scott Foresman • Addison Wesley

enVisionMATH™

To the

Connecticut Mathematics Curriculum Standards

Grades K - 5

PEARSON

O/M-189

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH,** copyright 2009, to the Connecticut Mathematics Curriculum Standards dated October 24, 2007. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition. Correlation page references are coded to indicate level of instruction. References in italics are introductory lessons, references in unbold or regular font are lessons that develop a skill, and references that are in bold font indicate lessons that apply the skill for mastery.

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

Algebraic Reasoning: Patterns and Functions

Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

State Framework	Grade-Level Expectations	CMT Correlations	Scott Foresman-Addison Wesley enVisionMATH
1.1 Understand and describe patterns and functional relationships.	1. Sort and classify objects by attributes including size, shape, color, texture, orientation, position and use, and explain the reason for each sort. **Topic 1**: *3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C*, **Topic 7**: *127A-128C*, **Topic 13**: *246A-247B*	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 1**: *3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C*
		22A. Extend or complete patterns, or identify rules using numbers and attributes	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*
		24A. Identify objects that are the same or different by one attribute.	**Topic 1**: *3A-4C*, **Topic 7**: *127A-128C*
		24B. Sort objects into two groups by a common attribute.	**Topic 1**: *5A-6C, 7A-8C, 11A-12C*
	2. Describe and make comparisons of qualitative and quantitative changes of a given pattern using terms such as warmer, softer, more, one more, less, one less, bigger, smaller, longer and shorter. *Opportunities to address this standard can be found on the following pages:* **Topic 1**: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, **Topic 7**: 127A-128C, **Topic 13**: 246A-247B	**1A.** Solve problems involving one more/less or 10 more/less using two-digit numbers.	**Topic 4**: *65A-66C, 67A-68C*, **Topic 6**: *107A-108C, 109A-110C*
		15A. Estimate lengths and areas by comparing.	**Topic 7**: *115A-116C, 117A-118C*
	3. Recognize, reproduce, extend and create repeating patterns using movement, sounds, color, shapes, numbers and textures. **Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C, 45A-46C*, **Topic 12**: *227A-228C, 231A-232C*	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	*Opportunities to address this standard can be found on the following pages:***Topic 7**: 115A-116C, 117A-118C
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*

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	4. Identify and extend visual, auditory and physical patterns to make predictions. **Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*	**22B.** Extend or complete patterns and state rules using numbers and attributes	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*
		24A. Identify objects that are the same or different by one attribute.	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*
		24B. Sort objects into two groups by a common attribute.	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*
		25A. Solve extended numerical and statistical problems.	**Topic 1**: 9A-10C, 11A-12C, **Topic 3**: 45A-46C

Numerical and Proportional Reasoning Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
2.1 Understand that a variety of numerical representations can be used to describe quantitative relationships.	1. *Represent quantities of up to 30 objects in a set.* **Topic 4**: 51A-52C, 55A-56C, 61A-62C, 69A-70C, **Topic 5**: 75A-76C, 77A-78C, 79A-80C, 81A-82C, 83A-84C, 87A-88C, 89A-90C 2. *Compare sets of up to 30 objects and use the terms more, less or the same to compare the two sets and identify a set with one more or one less than a given set.* **Topic 4**: *63A-64C,* **Topic 6**: *101A-102C, 103A-104C, 105A-106C* 3. Order sets of up to 30 objects from least to greatest. **Topic 5**: *93A-94C* 4. Identify the ordinal position of objects: first, second, third, fourth, fifth and last. **Topic 8**: *143A-144C, 147A-148C* 5. Use a variety of models and familiar object to compare two parts of a whole and describe the parts as being closer to a whole or closer to very little. **Topic 8**: *139A-140C, 141A-142C* 6. Use a variety of models and familiar objects to: • Identify one whole and one half of an object.	**1A.** Solve problems involving one more/less or 10 more/less using two-digit numbers.	**Topic 4**: *65A-66C, 67A-68C,* **Topic 6**: *107A-108C, 109A-110C*
		2A. Relate whole numbers to pictorial representations of base ten blocks and vice versa.	*Opportunities to address this standard can be found on the following pages:* **Topic 4**: 51A-52C, 55A-56C, **Topic 5**: 75A-76C, 81A-82C, 87A-88C, **Topic 12**: 213A-214C, 215A-216C, 217A-218C, 219A-220C, 225A-226C
		2D. Identify points representing two- and three-digit whole numbers on a number line and vice versa.	*Opportunities to address this standard can be found on the following pages:* **Topic 5**: 93A-94C
		4A. Order two- and three-digit whole numbers	**Topic 5**: *93A-94C*
		4B. Describe magnitude of two- and three-digit whole numbers.	*Opportunities to address this standard can be found on the following pages:* **Topic 5**: 93A-94C
		4C. Round two-digit whole numbers in context.	*Opportunities to address this standard can be found in Grade 2*: **Topic 18**: 571
		11A. Identify a reasonable estimate to a problem.	*Opportunities to address this standard can be found in Grade 1*: **Topic 12**: *347A-350B*, **Topic 20**: 635
		2B. Identify fractional parts of regions and sets using pictures and vice versa.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 139A-140C, 141A-142C
		2C. Label and/or shade fractional parts of regions and sets.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 139A-140C, 141A-142C
		25A. Solve extended numerical and statistical problems.	**Topic 4**: 63A-64C, 69A-70C, **Topic 6**: 101A-102C, 103A-104C, 105A-106C, **Topic 12**: 221A-222C, 229A-230C, 231A-232C

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	• Recognize a half and put two halves of an object together to make a whole. • Form a whole from two smaller sets that have equal amounts. **Topic 8**: *137A-138C, 139A-140C, 141A-142C*		
2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities.	7. Count by rote to at least 30. **Topic 5**: 93A-94C, **Topic 12**: 213, 215, 217, 219, *223A-224C* 8. Count and group up to 30 objects by tens. **Topic 12**: *225A-226C* 9. Identify the numerals 1-30 and match each numeral to an appropriate set of objects. **Topic 4**: 51A-52C, 53A-54C, 55A-56C, 57A-58C, 59A-60C, **Topic 5**: 75A-76C, 79A-80C, 81A-82C, 85A-86C, 87A-88C, 91A-92C, **Topic 12**: 213A-214C, 215A-216C, 217A-218C, 219A-220C *10. Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 objects and describe the strategy or reasoning used to solve a problem. For example: Put two crayons together with four crayons; then count to determine the number of crayons needed for all students at a table.* **Topic 10**: *177A-178C, 179A-180C, 181A-182C, 183, 185A-186C, 187A-188C, 189A-190C,* **Topic 11**: *195A-196C, 197A-198C, 199A-200C, 203A-204C, 205A-206C, 207A-208C* *11. Write the number sentences that correspond to story problems using addition, subtraction and equals symbols (+, -, =) correctly.* **Topic 10**: *183A-184C, 185A-186C, 187A-188C, 189A-190C,* **Topic 11***: 201A-202C, 203A-204C, 205A-206C, 207A-208C*	**6A.** Add and subtract facts to 18.	**Topic 10**: *177A-178C, 179A-180C, 181A-182C, 183, 185A-186C, 187A-188C, 189A-190C,* **Topic 11**: *195A-196C, 197A-198C, 199A-200C, 203A-204C, 205A-206C, 207A-208C*
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 10**: *177A-178C, 179A-180C, 181A-182C, 183, 185A-186C, 187A-188C, 189A-190C,* **Topic 11**: *195A-196C, 197A-198C, 199A-200C, 203A-204C, 205A-206C, 207A-208C*
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 10**: *177A-178C, 179A-180C, 181A-182C, 183, 185A-186C, 187A-188C, 189A-190C,* **Topic 11**: *195A-196C, 197A-198C, 199A-200C, 203A-204C, 205A-206C, 207A-208C*
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	*Opportunities to address this standard can be found on the following pages:* **Topic 10**: 177A-178C, 179A-180C, 181A-182C, 183, 185A-186C, 187A-188C, 189A-190C, **Topic 11**: 195A-196C, 197A-198C, 199A-200C, 203A-204C, 205A-206C, 207A-208C
		5B. Identify the appropriate operation or number sentence to solve a story problem.	**Topic 10**: *183A-184C, 185A-186C, 187A-188C, 189A-190C,* **Topic 11**: *201A-202C, 203A-204C, 205A-206C, 207A-208C*
		5C. Write story problems from addition or subtraction number sentences	*Opportunities to address this standard can be found on the following pages:* **Topic 10**: 183A-184C, 185A-186C, 187A-188C, 189A-190C, **Topic 11**: 201A-202C, 203A-204C, 205A-206C, 207A-208C
		10A. Identify the best expression to find an estimate.	*Opportunities to address this standard can be found in Grade 1:* **Topic 20**: 635

	12. Estimate the amount of objects in a set using 10 as a benchmark and then count to determine if the amount is more or less than 10. **Topic 6**: *105A-106C* 13. Identify and name pennies and dimes. **Topic 13**: *237A-238C, 241A-242C* 14. Count pennies and trade pennies for objects. **Topic 13**: *237A-238C, 241A-242C*	**11A.** Identify a reasonable estimate to a problem.	*Opportunities to address this standard can be found in Grade 1*: **Topic 12**: *347A-350B*, **Topic 20**: 635
		2A. Relate fractions and decimals to pictorial representations and vice versa.	**Topic 8**: *139A-140C, 141A-142C*
		2B. Relate fractions of regions and sets to pictures and vice versa.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 139A-140C, 141A-142C
		2C. Label and/or shade fractional parts of regions and/or sets.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 139A-140C, 141A-142C
		3A. Relate equivalent fractions to pictorial representations.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 139A-140C, 141A-142C
		8A. Add and subtract fractions with like denominators.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 139A-140C, 141A-142C
		25A. Solve extended numerical and statistical problems.	**Topic 4**: 53A-54C, 57A-58C, 59A-60C, 61A-62C, 69A-70C, **Topic 5:** 77A-78C, 79A-80C, 83A-84C, 89A-90C, **Topic 10**: 189A-190C, **Topic 11**: 207A-208C

Geometry and Measurement Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
3.1 Use properties and characteristics of two- and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.	1. Identify and describe familiar shapes (triangles, squares, rectangles and circles) and solids (cubes, spheres, cylinders, cones and prisms) in the environment. **Topic 7**: *115A-116C, 117A-118C, 126-126C, 127A-128C, 130, 131A-132C* 2. Compare and sort familiar shapes and solids in the environment and contextual situations. *Opportunities to address this standard can be found on the following pages*: **Topic 1**: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C 3. Construct small sets of shapes and solids using a variety of materials. **Topic 7**: *119A-120C*	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 7**: *115A-116C, 117A-118C*
		17B. Draw two-dimensional geometric shapes and figures.	**Topic 7**: *121A-122C*
		25A. Solve extended numerical and statistical problems.	**Topic 7**: 123A-124C, 125A-126C, 127A-128C, 129A-130C, 131A-132C
3.2 Use spatial reasoning, location and geometric relationships to solve problems.	4. Describe location, direction, and position of objects or parts of objects, using terms such as under/over, inside/outside, next to/near, top/bottom, in front of, first and last. **Topic 2**: *17A-18C, 19A-20C, 21A-22C, 23A-24C, 25A-26C, 27A-28C* 5. *Complete simple shape and jigsaw puzzles and explain the reasoning used to complete the puzzle and solve the problem.* *Opportunities to address this standard can be found on the following pages:* **Topic 1**: 11A-12C	**15A.** Estimate lengths and areas by comparing.	*Opportunities to address this standard can be found on the following pages:* **Topic 9**: 155A-156C, 157A-158C
		17B. Draw two-dimensional geometric shapes and figures.	**Topic 7**: *121A-122C*
		25A. Solve extended numerical and statistical problems.	**Topic 2**: 17A-18C, 19A-20C, 21A-22C, 23A-24C, 25A-26C, 27A-28C

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3.3 Develop and apply units, systems, formulas and appropriate tools to estimate and measure.	6. Recognize events that reoccur (at specific times of the day or week). **Topic 14**: *255A-256C, 263A-264C, 265A-266C* 7. Locate yesterday, today, and tomorrow on a calendar to sequence events and use terms such as before and after to compare events. **Topic 14**: *257A-258C*, **Topic 15**: *275A-276C*	**14B.** Solve problems involving time, elapsed time (15-minute increments) and calendars.	**Topic 14**: *253A-254C, 255A-256C, 257A-258C, 259A-260C, 261A-262C, 263A-264C, 265A-266C,* **Topic 15**: *271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C*
	8. Use nonstandard units, physical referents (such as a finger) or everyday objects such as links, Unifix cubes or blocks to compare, estimate and order measures of length, area, capacity, weight and temperature and describe the reasoning and strategies used. **Topic 9**: *159A-160C, 165A-166C, 169A-170C* 9. Describe and order small sets of familiar objects by size, length or area using comparative language such as more, bigger, longer, shorter and taller. 10. **Topic 9**: *153A-154C, 155A-156C, 157A-158C, 161A-162C*	**15A.** Estimate lengths and areas by comparing.	*Opportunities to address this standard can be found on the following pages:* **Topic 9**: 155A-156C, 157A-158C
		16A. Measure lengths to the nearest inch or centimeter.	*Opportunities to address this standard can be found on the following pages:* **Topic 9**: 159A-160C
		16B. Draw lengths to the nearest inch or centimeter.	*Opportunities to address this standard can be found on the following pages:* **Topic 9**: 159A-160C
		16C. Identify appropriate customary or metric units of measure for a given situation (inches, feet, centimeters and meters).	*Opportunities to address this standard can be found on the following pages:* **Topic 9**: 159A-160C
		25A. Solve extended numerical and statistical problems.	**Topic 9**: 159A-160C, 161A-162C, 164A-165C, 165A-166C, 169A-170C, **Topic 15**: 281A-282C, 283A-284C
	11. Use a balance scale to compare the weight of two objects and identify which is heavier. **Topic 9**: *167A-168C, 171A-172C*		

Working with Data: Probability and Statistics Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations**	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
4.1 Collect, organize and display data using appropriate statistical and graphical methods.	1. Pose questions about objects and events in the environment that can be used to guide the collection of data. **Topic 16**: *291A-292C* 2. Collect data, record and the results using real graphs and picture graphs. **Topic 5**: *95A-96C*, **Topic 16**: *291A-292C* 3. Arrange information in a systematic way using counting, sorting, lists and graphic organizers. **Topic 5**: *95A-96C*, **Topic 16**: *289A-290C, 291A-292C, 293A-294C, 295A-296C, 297A-298C, 301A-302C*	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 5**: *95A-96C*
		19B. Create bar graphs and pictographs from data in tables and charts.	**Topic 5**: *95A-96C*, **Topic 16**: *289A-290C, 291A-292C, 293A-294C, 295A-296C, 297A-298C, 301A-302C*
		25A. Solve extended numerical and statistical problems.	**Topic 16**: 301A-302C
4.2 Analyze data sets to form hypotheses and make predictions.	4. Describe data using the terms more, less and the same. **Topic 16**: *289A-290C* 5. Identify and extend patterns from organized data to make predictions. For example: More boys than girls in our class watch television every day. We predict that the same will be true for another kindergarten class. *Opportunities to address this standard can be found on the following pages*: **Topic 16**: *291A-292C*	**22A.** Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 3**: *33A-34C, 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C*, **Topic 12**: *227A-228C, 231A-232C*
		25A. Solve extended numerical and statistical problems.	**Topic 16**: 281A-292C

4.3 Understand and apply basic concepts of probability.	6. Describe the likelihood of the future occurrence of events based on patterns and personal experiences using terms such as likely, unlikely or certainly. **Topic 16**: *299A-300C* 7. Engage in simple probability activities and discuss the results. **Topic 16**: *299A-300C*	**21A.** Identify correct solutions to problems involving elementary notions of probability.	**Topic 16**: *299A-300C*
		25A. Solve extended numerical and statistical problems.	*Opportunities to address this standard can be found on the following pages*: **Topic 16***:* 299A-300C

GRADE 1

Algebraic Reasoning: Patterns and Functions

Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

State Framework	Grade-Level Expectations	CMT Correlations	Scott Foresman-Addison Wesley enVisionMATH
1.1 Understand and describe patterns and functional relationships.	1. Sort, classify and order numbers and objects by one and two attributes including size, shape, color, texture, orientation, position and use, and explain the reason or rule used. **Topic 8**: 199, 201, **Topic 14**: *395A-398B*, 419A-422B, 431A-434B, 443A-446B, **Topic 15**: 465A-468B 2. Recognize, extend and create one- attribute and two-attribute patterns, e.g., size and shape, counting, e.g., by 5 or10, and number patterns, e.g., n + 2. Describe the pattern and the rule used to make it. **Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, *275A-278B, 279A-282B,* 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463 3. Replicate a pattern using a different representation, e.g., from color to shape. *Opportunities to address this standard can be found on the following pages*: **Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, 275A-278B, 279A-282B, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463 4. Develop and test generalizations based on observations of patterns and relationships.	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 195A-198B, 199A-202B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, *275A-278B*, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, *275A-278B*, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463
		24A. Identify objects that are the same or different by one attribute.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 199, 201
		24B. Sort objects into two groups by a common attribute.	**Topic 8**: 199, 201
		6A. Add and subtract facts to 18.	*Opportunities to address this standard can be found on the following pages***: Topic 3**: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, **Topic 4**: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, *107A-110B*, *111A-114B*, **Topic 5**: 127A-130B, 131A-134B, 135A-138B, **Topic 6**: 143-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, **Topic 7**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, **Topic 16**: 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 505A-508B, 509A-512B, **Topic 17**: 517A-520B, 521A-524B, 525A-528B, 529A-532B, 533A-536B

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	Topic 9: *247A-250B*	**6B.** Multiply and divide by 2, 5 and 10**.**	*Opportunities to address this standard can be found in Grade 2*: **Topic 19:** 591A-594B, 595A-598B, 599A-602B, 603A-606B, 607A-610B, 611A-614B, **Topic 20**: 619A-622B, 623A-626A, 627A-630B, 631A-634B, 635A-638B
		17A. Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 195A-198B, 199A-202B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, *275A-278B*, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, *275A-278B*, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463
		24A. Identify objects that are the same or different by one attribute.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 199, 201
		24B. Sort objects into two groups by a common attribute.	**Topic 8**: 199, 201
		25A. Solve extended numerical and statistical problems.	**Topic 9**: 255A-258B, **Topic 10**: 283A-286B
		5B. Identify the appropriate operation or number sentence to solve a story problem.	**Topic** 3: 66-66B, Topic **4**: 90B, 94B, 99A-102B, 103A-106B, 110, 114, **Topic 6**: 154, 158, 162, 163A-166B, 174, 178, 182-182B, 186-186B, 190, **Topic 16**: 483-484, 492, 493A-496B, 504, **Topic 17**: 532-532B, 533A-536B, **Topic 20**: 612, 616, 628, 632
		5C. Write story problems from addition or subtraction number sentences.	**Topic 4**: 102, **Topic 6**: 166, **Topic 7**: 174, 178
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, 275A-278B, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463

		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, 275A-278B, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463
1.2 Represent and analyze quantitative relationships in a variety of ways.	5. Model real-life situations that represent the result of counting, combining and separation of sets of objects (addition and subtraction of whole numbers) with objects, pictures, symbols and open sentences. **Topic 1**: 3A-6B, 7A-10B, 11A-14B, 15B, 18-18B, 19A-22B, 23A-26B, **Topic 3**: 51A-54B, 55A-58B, 59A-62B, 66-66B, 67A-70B, 74, 75A-77, 78B, **Topic 4**: 83A-86B, 90-90B, 91, 94-94B, 98, 99A-102B, 103A-106B, 110-110B, 111A-114B, **Topic 5**: 119A-122B, 123A-126B, 127A-130B, 134-134B, 135A-138B, **Topic 6**: 143-144, 146-146B, 150-150B, 154, 158-158B, 162-162B, 163A-166B, **Topic 7**: 174-174B, 178, 182-182B, 186-186B, 187A-188, 189B, **Topic 11**: *315A-318B*, 319A-322B	**5B.** Identify the appropriate operation or number sentence to solve a story problem.	**Topic** 3: 66-66B, **Topic 4**: 90B, 94B, 99A-102B, 103A-106B, 110, 114, **Topic 6**: 154, 158, 162, *163A-166B*, 174, 178, 182-182B, 186-186B, 190, **Topic 16**: 483-484, 492, *493A-496B,* 504, **Topic 17**: 532-532B, *533A-536B*, **Topic 20**: 612, 616, 628, 632
		5C. Write story problems from addition or subtraction number sentences.	**Topic 4**: 102, **Topic 6**: *166*, **Topic 7**: 174, 178
		6A. Add and subtract facts to 18.	**Topic 3**: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, **Topic 4**: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, *107A-110B*, 111A-114B, **Topic 5**: 127A-130B, 131A-134B, 135A-138B, **Topic 6**: 143-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, **Topic 7**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, **Topic 16**: 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, *505A-508B*, 509A-512B, **Topic 17**: *517A-520B, 521A-524B, 525A-528B, 529A-532B*, 533A-536B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 3**: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, **Topic 4**: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, *107A-110B*, 111A-114B, **Topic 5**: 127A-130B, 131A-134B, 135A-138B, **Topic 6**: 143-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, **Topic 7**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-189B, **Topic 16**: 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, *505A-508B*, 509A-512B, **Topic 17**: *517A-520B, 521A-524B, 525A-528B, 529A-532B*, 533A-536B, **Topic 20**: 609A-612B, 613A-616B, 617A-620B, 625A-628B, 629A-632B
		7B. Add one- and two-digit whole numbers with regrouping.	**Topic 20**: 621A-624B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 3**: 54, 58, 61-62, 66, 67A-70B, 74, 75A-77, 78B, **Topic 4**: 86-86B, 90-90B, 91, 94-94B, 98, 99A-102B, 103A-106B, 110-110B, 111A-114B, **Topic 5**: 129-130B, 134-134B, 135A-138B, **Topic 6**: 143-144, 146-146B, 150-150B, 154, 158-158B, 162-162B, 163A-166B,

			Topic 7: 174-174B, 178, 182-182B, 186-186B, 187A-189B, **Topic 15**: 484-484B, 485, 488-488B, 489, 492-492B, 493A-496B, 500, 504, *508*, 509A-512B, **Topic 17**: 533A-536B, **Topic 20**: 612-612B, 616, 620-620B, 624, 628, 637A-640B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 20**: 637A-640B
		25A. Solve extended numerical and statistical problems.	**Topic 3**: 75A-77, 78B, **Topic 4**: 111A-114B, **Topic 5**: 135A-138B, **Topic 7**: 187A-188, 189B
1.3 Use operations, properties and algebraic symbols to determine equivalence and solve problems.	6. Demonstrate understanding of equivalence or balance with objects, models, diagrams, operations or numbers, e.g., using a balance scale, or an arm balance showing the same amount on both sides. **Topic 14**: 435, 438B	**6A.** Add and subtract facts to 18.	**Topic 3**: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, **Topic 4**: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, *107A-110B*, 111A-114B, **Topic 5**: 127A-130B, 131A-134B, 135A-138B, **Topic 6**: 143-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, **Topic 7**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, **Topic 16**: 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, *505A-508B*, 509A-512B, **Topic 17**: *517A-520B, 521A-524B, 525A-528B, 529A-532B,* 533A-536B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 3**: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, **Topic 4**: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, *107A-110B*, 111A-114B, **Topic 5**: 127A-130B, 131A-134B, 135A-138B, **Topic 6**: 143-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, **Topic 7**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-189B, **Topic 16**: 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, *505A-508B*, 509A-512B, **Topic 17**: *517A-520B, 521A-524B, 525A-528B, 529A-532B*, 533A-536B, **Topic 20**: 609A-612B, 613A-616B, 617A-620B, 625A-628B, 629A-632B
		7B. Add one- and two-digit whole numbers with regrouping.	**Topic 20**: 621A-624B

		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 3**: 54, 58, 61-62, 66, 67A-70B, 74, 75A-77, 78B, **Topic 4**: 86-86B, 90-90B, 91, 94-94B, 98, 99A-102B, 103A-106B, 110-110B, 111A-114B, **Topic 5**: 129-130B, 134-134B, 135A-138B, **Topic 6**: 143-144, 146-146B, 150-150B, 154, 158-158B, 162-162B, 163A-166B, **Topic 7**: 174-174B, 178, 182-182B, 186-186B, 187A-189B, **Topic 15**: 484-484B, 485, 488-488B, 489, 492-492B, 493A-496B, 500, 504, 508, 509A-512B, **Topic 17**: 533A-536B, **Topic 20**: 612-612B, 616, 620-620B, 624, 628, 637A-640B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 3**: 54, 58, 61-62, 66, 67A-70B, 74, 75A-77, 78B, **Topic 4**: 86-86B, 90-90B, 91, 94-94B, 98, 99A-102B, 103A-106B, 110-110B, 111A-114B, **Topic 5**: 129-130B, 134-134B, 135A-138B, **Topic 6**: 143-144, 146-146B, 150-150B, 154, 158-158B, 162-162B, 163A-166B, **Topic 7**: 174-174B, 178, 182-182B, 186-186B, 187A-189B, **Topic 15**: 484-484B, 485, 488-488B, 489, 492-492B, 493A-496B, 500, 504, 508, 509A-512B, **Topic 17**: 533A-536B, **Topic 20**: 612-612B, 616, 620-620B, 624, 628, 637A-640B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 20**: 637A-640B
		25A. Solve extended numerical and statistical problems.	**Topic 3**: 75A-77, 78B, **Topic 4**: 111A-114B, **Topic 7**: 187A-188, 189B

Numerical and Proportional Reasoning Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations**	**CMT Correlations** ***(Italics indicate Grade 4 CMT)***	**Scott Foresman-Addison Wesley** enVisionMATH
2.1 Understand that a variety of numerical representations can be used to describe quantitative relationships.	1. Represent and identify whole numbers up to 100 as groups of tens and ones using models and number lines. **Topic 1**: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, **Topic 5**: 119A-122B, 123A-126B, **Topic 10**: 263A-266B, 271A-274B, **Topic 11**: *303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B* 2. Compare and order quantities of up to 100 objects, including naming a number that is one or ten more or less than a given number **Topic 2**: 31A-34B, 35A-38B, 39A-42B, 43A-46B, **Topic 6**: 152A-154B, **Topic 7**: 173, 175B, **Topic 10**: 267A-270B, **Topic 12**: 331A-334B, 335A-338B, 339A-342B, 351A-354B, 355A-357B, 359A-362B 3. Describe and estimate quantities using benchmark amounts such as zero, 10 and 100 **Topic 11**: *303A-306B, 307A-310B, 319A-322B,* **Topic 12**: 347A-350B 4. Identify ordinal numbers up to 10th with an ordered set of objects, e.g., point to the fifth crayon lined up on the table. **Topic 10**: 287A-290B, **Topic 12**: 361 5. Use a variety of models and familiar objects to compare two parts of a whole object and describe the parts as being	**1A.** Solve problems involving one more/less or 10 more/less using two-digit numbers.	**Topic 6**: 152A-154B, **Topic 7**: 173, 175B, **Topic 10**: 267A-270B, **Topic 12**: 331A-334B, 335A-338B, **Topic 20**: 609A-612B
		1B. Identify alternative forms of expressing 3-digit whole numbers using expanded notation.	*Opportunities to address this standard can be found on the following pages*: **Topic 11**: 311A-314B, 315A-318B, 323A-326B
		1C. Identify alternative forms of expressing 2-digit whole numbers using regrouping.	**Topic 11**: 323A-326B
		1D. Use place value concepts to identify and compare the magnitude and value of digits in two- and three-digit numbers.	**Topic 1**: 11A-14B
		2A. Relate whole numbers to pictorial representations of base ten blocks and vice versa.	**Topic 11**: 311A-314B
		2B. Identify fractional parts of regions and sets using pictures and vice versa.	**Topic 19**: *585A-588B, 589A-592B, 593, 595-596B, 597A-600B, 601A-604B*
		2C. Label and/or shade fractional parts of regions and sets.	**Topic 19**: *589A-592B, 594, 596-596B, 601A-604B*
		2D. Identify points representing two- and three-digit whole numbers on a number line and vice versa.	**Topic 2**: 39A-42B
		4A. Order two- and three-digit whole numbers	**Topic 12**: 343A-346B, 355A-358B, 359A-362B
		4B. Describe magnitude of two- and three-digit whole numbers.	*Opportunities to address this standard can be found on the following pages*: **Topic 12**: 343A-346B, 355A-358B, 359A-362B
		4C. Round two-digit whole numbers in context.	*Opportunities to address this standard can be found on the following in Grade 2*: **Topic 18**: 571

Page Reference Code: Italics = Introduction; Unbold = Develop; Bold = Mastery/Apply

	closer to very little, one half or one whole. *Opportunities to address this standard can be found on the following pages*: **Topic 19**: 585A-588B, 589A-592B 6. Use a variety of models and familiar objects to: • Make a whole of equal size parts of familiar objects. • Show and identify equal size pieces of a whole as halves, thirds or fourths • Identify pieces of a whole as not being halves, thirds or fourths. **Topic 19**: *585A-588B, 589A-592B, 593A-596B, 601A-604B* 7. Determine half of a whole set of up to 20 objects. *Opportunities to address this standard can be found on the following pages*: **Topic 19**: 593A-596B, 597A-600B, 601A-604B 8. Describe ratios in terms of the patterns that develop in the relationships between quantities, e.g., if one cat has four legs, then two cats have eight legs. *Opportunities to address this standard can be found on the following pages*: **Topic 3**: 41A-42C	**11A.** Identify a reasonable estimate to a problem.	**Topic 12**: *347A-350B*, **Topic 20**: 635
		25A. Solve extended numerical and statistical problems.	**Topic 10**: 287A-290B, **Topic 11**: 303A-306B, 315A-318B, 323A-326B, **Topic 12**: 359A-362B
		23A. Solve simple one-step algebraic equations involving addition, subtraction and fact families.	**Topic 3**: 65, **Topic 4**: 85, 89, 93, 97, 101, 105, 109, **Topic 6**: 149, 153, 157, 161, 181, **Topic 11**: 321, **Topic 15**: 491, **Topic 17**: 523, **Topic 20**: 615, 619, 627, 628B
2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities.	9. Count by rote to at least 100. *Opportunities to address this standard can be found on the following pages:* **Topic 1**: 3A-6B, 7A-10B, 11A-14B, **Topic 5**: 119A-122B, 123A-126B, **Topic 10**: 263A-266B, 267A-270B, **Topic 11**: 303A-306B, 307A-310B, 311A-314B, 335A-338B, 343A-346B 10. Count on from a given amount, orally and with models, and count back from 10.	**6A.** Add and subtract facts to 18.	**Topic 3**: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, **Topic 4**: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, *107A-110B*, 111A-114B, **Topic 5**: 127A-130B, 131A-134B, 135A-138B, **Topic 6**: 143-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, **Topic 7**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, **Topic 16**: 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, *505A-508B*, 509A-512B, **Topic 17**: *517A-520B, 521A-524B, 525A-528B, 529A-532B*, 533A-536B

	Topic 20: 613A-616B, 617A-620B 11. Count and group at least 100 objects by tens. **Topic 10**: 271A-274B, 275A-278B, **Topic 11**: 307A-310B 12. Identify, read and write numerals to 100. **Topic 1**: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, **Topic 5**: 119A-122B, 123A-126B, **Topic 10**: 263A-265B, 283A-286 B, **Topic 11**: 311A-314B, 315A-318B 13. Create problems and write one- and two-digit number sentences that reflect contextual situations and real world experiences. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. For example: Tell a story or draw a picture for a problem that can be solved using the number sentence 10 + 6 = 16. **Topic** 3: 66-66B, Topic **4**: 90B, 94B, 99A-102B, 103A-106B, 110, 114, **Topic 6**: 154, 158, 162, 163A-166B, 174, 178, 182-182B, 186-186B, 190, **Topic 16**: 483-484, 492, 493A-496B, 504, **Topic 17**: 532-532B, 533A-536B, **Topic 20**: 612, 616, 628, 632 14. Solve contextual problems using all addition sums to 18 and subtraction differences from 10 with flexibility and fluency. **Topic 3**: 54, 58, 61-62B, 66-66B, 67A-70B, 74, 75A-77, 78B, 86-86B, 90-90B, 91, 94-94B, 98, 99A-102B, 103A-106B, 110-110B, 111A-114B, **Topic 4**: 102, **Topic 5**: 122-122B, 126-126B, 129-130B, 134-134B, 135A-138B, **Topic 6**: 143-144, 146-146B, 154, 158-158B, 162-162B, 163A-166B, **Topic 7**: 174-174B, 178, 182-182B, 186-186B, 187A-188, 189B, **Topic 15**:	**7A.** Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 3**: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, **Topic 4**: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, *107A-110B*, 111A-114B, **Topic 5**: 127A-130B, 131A-134B, 135A-138B, **Topic 6**: 143-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, **Topic 7**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-189B, **Topic 16**: 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, *505A-508B*, 509A-512B, **Topic 17**: *517A-520B, 521A-524B, 525A-528B, 529A-532B*, 533A-536B, **Topic 20**: 609A-612B, 613A-616B, 617A-620B, 625A-628B, 629A-632B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 3**: 54, 58, 61-62, 66, 67A-70B, 74, 75A-77, 78B, **Topic 4**: 86-86B, 90-90B, 91, 94-94B, 98, 99A-102B, 103A-106B, 110-110B, 111A-114B, **Topic 5**: 129-130B, 134-134B, 135A-138B, **Topic 6**: 143-144, 146-146B, 150-150B, 154, 158-158B, 162-162B, 163A-166B, **Topic 7**: 174-174B, 178, 182-182B, 186-186B, 187A-189B, **Topic 15**: 484-484B, 485, 488-488B, 489, 492-492B, 493A-496B, 500, 504, *508*, 509A-512B, **Topic 17**: 533A-536B, **Topic 20**: 612-612B, 616, 620-620B, 624, 628, 637A-640B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 20**: 637A-640B
		5B. Identify the appropriate operation or number sentence to solve a story problem.	**Topic** 3: 66-66B, **Topic 4**: 90B, 94B, 99A-102B, 103A-106B, 110, 114, **Topic 6**: 154, 158, 162, *163A-166B,* 174, 178, 182-182B, 186-186B, 190, **Topic 16**: 483-484, 492, *493A-496B,* 504, **Topic 17**: 532-532B, *533A-536B*, **Topic 20**: 612, 616, 628, 632
		5C. Write story problems from addition or subtraction number sentences.	**Topic 4**: 102, **Topic 6**: *166*, **Topic 7**: 174, 178
		10A. Identify the best expression to find an estimate.	*Opportunities to address this standard can be found on the following pages:* **Topic 20**: 635
		11A. Identify a reasonable estimate to a problem.	**Topic 12**: *347A-350B*, **Topic 20**: 635

	484-484B, 485, 488-488B, 489, 492-492B, 493A-496B, 500, 504, *508*, 509A-512B 15. Estimate the amount of objects in a set using zero, 10 and 100 as benchmarks and then determine if the estimate was reasonable. **Topic 11:** *303A-306B, 307A-310B, 319A-322B* **Topic 12:** 347A-350B 16. Identify and name pennies, nickels, dimes and quarters. **Topic 13**: 367A-370B, 371A-374B, 375A-378B 17. Identify pennies, nickels, dimes and quarters. **Topic 13**: *367A-370B, 371A-374B, 375A-378B* 18. Determine and compare sets of pennies and dimes valued up to $1.00; trade sets of pennies for dimes and vice versa. For example: José has three dimes and eight pennies. Andrea has two dimes and 17 pennies. If they do not have the same amount of money, who has more or less? How much more or less? **Topic 13**: *367A-370B, 371A-374B, 375A-378B, 383A-386B, 387A-390B*	**2A.** Relate fractions and decimals to pictorial representations and vice versa.	*Opportunities to address this standard can be found on the following pages:* **Topic 19**: 585A-588B, 589A-592B, 593A-596B, 601A-604B
		2B. Relate fractions of regions and sets to pictures and vice versa.	**Topic 19**: 585A-588B, 589A-592B, 593, 595-596B, 597A-600B, 601A-604B
		2C. Label and/or shade fractional parts of regions and/or sets.	**Topic 19**: 589A-592B, 594, 596-596B, 601A-604B
		3A. Relate equivalent fractions to pictorial representations.	*Opportunities to address this standard can be found on the following pages:* **Topic 19**: 585A-588B, 589A-592B, 593, 595-596B, 597A-600B, 601A-604B
		8A. *Add and subtract fractions with like denominators.*	*Opportunities to address this standard can be found on the following pages:* **Topic 19**: 585A-588B, 589A-592B, 593, 595-596B, 597A-600B, 601A-604B
		25A. Solve extended numerical and statistical problems.	**Topic 3**: 75A-77, 78B, **Topic 4**: 111A-114B, **Topic 5**: 135A-138B, **Topic 7**: 187A-188, 189B, **Topic 20**: 621A-624B

Geometry and Measurement Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
5.1 Use properties and characteristics of two- and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.	1. Identify and describe familiar two-dimensional shapes and three-dimensional solids in the environment and contextual situations. **Topic 8**: *195B, 198-198B*, *199A-202B* 2. Copy two- and three-dimensional designs from visual memory. **Topic 8**: *197-198B* 3. Compare and sort familiar shapes and solids and designs found in the environment and contextual situations *Opportunities to address this standard can be found on the following pages*: **Topic 8**: 201 4. Construct shapes and solids using a variety of materials and create two-dimensional shapes and designs with a line of symmetry. **Topic 8**: *203A-206B, 222*	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 8**: *195A-198B, 199A-202B*
		17B. Draw two-dimensional geometric shapes and figures.	**Topic 8**: *197-198B, 203A-206B, 215A-218B, 222*
		25A. Solve extended numerical and statistical problems.	**Topic 8**: *223A-226B*
3.2 Use spatial reasoning, location and geometric relationships to solve problems.	5. Describe location, direction and position of objects or parts of objects, using terms such as left, right and opposite. **Topic 18**: 553A-556B	**15A.** Estimate lengths and areas by comparing.	**Topic 14**: *395A-398B*, 403A-406B
		17B. Draw two-dimensional geometric shapes and figures.	**Topic 8**: 197-198B, 203A-206B, 215A-218B, 222
		25A. Solve extended numerical and statistical problems.	*Opportunities to address this standard can be found on the following pages:* **Topic 18**: 553A-556B

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3.3 Develop and apply units, systems, formulas and appropriate tools to estimate and measure.	6. *Know the days of the week in order and locate dates, days, weeks and months on a calendar. Use the information to solve problems involving the planning and sequencing of events.* **Topic 15**: 469A-472B 7. Solve problems involving telling time to the nearest hour using digital and analog clocks. Estimate and compare the length of time needed to complete a task using comparative language such as longer, shorter, more or less. **Topic 15**: 453A-456B, 457A-460B, 465A-468B, 473A-476B	**14A.** Tell time to the nearest hour, half-hour and quarter-hour using analog and digital clocks.	**Topic 15**: 453A-456B, 457A-460B, 461A-464B
		14B. Solve problems involving time, elapsed time (15-minute increments) and calendars	**Topic 15**: 465A-468B, 469A-472B, 473A-476B
		25A. Solve extended numerical and statistical problems.	**Topic 15**: 473A-476B
	8. Use nonstandard units or physical referents to estimate answers to measurement problems involving length, area, weight, temperature, volume and capacity, and then justify the reasonableness of the answers. Suggested materials include Unifix or locking cubes, paperclips, Popsicle sticks, square tiles, water and sand. **Topic 14**: *395*, *398B*, *399A-402B*, *403A-406B, 423, 426B, 427, 430B,* 435, 438B 9. Use nonstandard units, references or direct comparison of objects (appearance), to order objects by length, area and capacity. **Topic 14**: *395A-398B*, *419A-422B,* 431A-434B 10. Explore using standard units of measure (inch and centimeter) to communicate measurement in a universal manner. **Topic 14**: *407A-410B, 411A-414B*	**15A.** Estimate lengths and areas by comparing.	**Topic 14**: *395A-398B*, *403A-406B*
		16A. Measure lengths to the nearest inch or centimeter.	**Topic 14**: *407A-410B, 411A-414B*
		16B. Draw lengths to the nearest inch or centimeter.	*Opportunities to address this standard can be found on the following pages:* **Topic 14**: 407A-410B, 411A-414B
		16C. Identify appropriate customary or metric units of measure for a given situation (inches, feet, centimeters and meters).	*Opportunities to address this standard can be found on the following pages:* **Topic 14**: 407A-410B, 411A-414B, 439A-442B
		25A. Solve extended numerical and statistical problems.	**Topic 14**: 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 443A-446B

Working with Data: Probability and Statistics Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations**	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
4.1 Collect, organize and display data using appropriate statistical and graphical methods.	1. Pose questions that can be used to guide data collection, organization and representation. *Opportunities to address this standard can be found on the following pages:* **Topic 18**: 557A-560B, 561A-564B, 565A-568B, 569A-572B 2. Collect and systematically organize and represent the data that answers the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs. **Topic 18**: *557A-560B, 561A-564B, 565A-568B, 569A-572B*	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 18**: *541A-544B, 545A-548B, 549A-552B, 569A-572B*
		19B. Create bar graphs and pictographs from data in tables and charts.	**Topic 18**: *561A-564B, 565A-568B, 569A-572B*
		25A. Solve extended numerical and statistical problems.	**Topic 18**: *553A-556B, 557A-560B, 569A-572B*
4.2 Analyze data sets to form hypotheses and make predictions.	3. Describe data that have been organized and make comparisons using terms such as largest, smallest, most often or least often. **Topic 18**: *541A-544B, 545A-548B, 549A-552B*	**22A.** Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, *275A-278B*, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 17, **Topic 8**: 205, **Topic 9**: 243A-246B, 247A-250B, 251A-254B, 255A-258B, **Topic 10**: 273, *275A-278B*, 291A-294B, **Topic 11**: 309, **Topic 12**: 345, **Topic 15**: 463
		25A. Solve extended numerical and statistical problems.	*Opportunities to address this standard can be found on the following pages:* **Topic 18**: 541A-544B, 545A-548B, 549A-552B

4.3 Understand and apply basic concepts of probability.	4. Describe and explain the likelihood of the occurrence of various events in the student's world using terms such as possible, impossible, likely, unlikely or certain. **Topic 18**: *573A-576B*, 577A-580B 5. Engage in simple probability activities and games including the use of number cubes and spinners; record, graph and describe the results of the activities and games. **Topic 18**: *573*, 576B, 577, 580B	**21A.** Identify correct solutions to problems involving elementary notions of probability.	**Topic 18**: *573A-576B*, 577A-580B
		25A. Solve extended numerical and statistical problems.	*Opportunities to address this standard can be found on the following pages:* **Topic 18**: 573A-576B, 577A-580B

GRADE 2

Algebraic Reasoning: Patterns and Functions

Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

State Framework	Grade-Level Expectations *(Italics indicate links not evident in 2005 framework)*	CMT Correlations	Scott Foresman-Addison Wesley enVisionMATH
1.1 Understand and describe patterns and functional relationships.	1. Sort, classify and order objects and numbers in more than one way and by one and two attributes and describe the rule used. Use attributes such as size, shape, color, texture, orientation, position and use; and characteristics such as symmetry and congruence. **Topic 11**: 315, 318, 343A-346B 2. Recognize, extend, and create repeating, growing, number; e.g., skip counting, odd/even, counting on by 10; and one and two attribute patterns. Describe the pattern and the rule used to make it. **Topic 4**: 101, 105, 127A-130B, 131A-134B, **Topic 6**: 171A-174B, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: *635A-638B* *3. Replicate the pattern using a different representation, e.g., letters to numbers.* *Opportunities to address this standard can be found on the following pages*: **Topic 4**: 101, 105, 127A-130B, 131A-134B, **Topic 6**: 171A-174B, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: 635A-638B	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	*Opportunities to address this standard can be found on the following pages:* **Topic 11**: 325-326B, 343A-345, 346B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: *635A-638B*
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: *635A-638B*
		24A. Identify objects that are the same or different by one attribute.	*Opportunities to address this standard can be found on the following pages*: **Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: 635A-638B
		24B. Sort objects into two groups by a common attribute.	*Opportunities to address this standard can be found on the following pages*: **Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: 635A-638B
		6A. Add and subtract facts to 18.	*Opportunities to address this standard can be found on the following pages*: **Topic 1:** 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, *23A-26B*, 27A-30B, **Topic 2**: 35A-38B, 40A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, **Topic 3**: 71A-74B, *75A-78B, 79A-82B, 83A-86B, 87A-90B*, 91A-94B

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	4. Use patterns and the rules that describe the patterns to identify a missing object, objects with common or different attributes, and the complement of a set of objects. **Topic 17:** 527A-530B 5. Analyze and describe observable changes in patterns using language that describes number characteristics and qualitative characteristics such as attributes, orientation and position. *Opportunities to address this standard can be found on the following pages*: **Topic 4**: 101, 105, 127A-130B, 131A-134B, **Topic 6**: 171A-174B, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: 635A-638B	**6B.** Multiply and divide by 2, 5 and 10.	*Opportunities to address this standard can be found on the following pages*: **Topic 19:** 591A-594B, 595A-598B, 599A-602B, 603A-606B, 607A-610B, 611A-614B, **Topic 20**: 619A-622B, 623A-626A, 627A-630B, 631A-634B, 635A-638B
		17A. Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	*Opportunities to address this standard can be found on the following pages:* **Topic 11**: 325-326B, 343A-345, 346B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: *635A-638B*
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: *635A-638B*
		24A. Identify objects that are the same or different by one attribute.	*Opportunities to address this standard can be found on the following pages*: **Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: 635A-638B
		24B. Sort objects into two groups by a common attribute.	*Opportunities to address this standard can be found on the following pages*: **Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: 635A-638B
		25A. Solve extended numerical and statistical problems.	**Topic 1**: 27A-30B, **Topic 2**: 63A-66B, **Topic 3**: 91A-94B, **Topic 4**: 130, 135A-138B, **Topic 6**: 187A-190B, **Topic 7**: 211A-214B , **Topic 8**:243A-246B , **Topic 17**: 543A-546B, **Topic 19**: 611A-614B,**Topic 20**: *635A-638B*
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: *635A-638B*
		22B. Extend or complete patterns and state rules using numbers and attributes	**Topic 4**: 127A-130B, **Topic 6**: 173, 187A-190B, **Topic 7**: 195A-198B, **Topic 8**: 225, **Topic 12**: 353, 357, 361, 365, 369, **Topic 17**: 513, 525, 527A-530B, 543A-546B, **Topic 20**: *635A-638B*

1.2 Represent and analyze quantitative relationships in a variety of ways.	6. Model real-life situations that represent the addition and subtraction of whole numbers with objects, pictures, symbols and open sentences. **Topic 1:** 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, **Topic 2**: 38-38B, 42-42B, 46-46B, 50-50B, 54-54B, 58-58B, 62-62B, 63A-66B, **Topic 3**: 74-74B, 78-78B, 82-82B, 86-86B, 87A-90B, 91A-94B, **Topic 6**: 175A-178B, 186, **Topic 7**: 195A-198B, 199A-202B, **Topic 8**: 219A-222B, 223A-226B, 231A-234B, **Topic 9**: 251A-254B, 255A-258B, 263A-266B, 570-570B	**5B.** Identify the appropriate operation or number sentence to solve a story problem.	**Topic 1:** 6, 7A-10B, 14-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, **Topic 2**: 38, 42-42B, 46-46B, 50-50B, 54-54B, 58-58B, 62-62B, 63A-66B, **Topic 3**: 74-74B, 78-78B, 82-82B, 86-86B, 87A-90B, 91A-94B, **Topic 8**: 243A-246B
		5C. Write story problems from addition or subtraction number sentences.	**Topic 6**: 182, **Topic 7**: 198, 209, **Topic 9**: 254, 258, 266, 274
		6A. Add and subtract facts to 18.	**Topic 1:** 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, *23A-26B*, 27A-30B, **Topic 2**: 35A-38B, 40A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, **Topic 3**: 71A-74B, *75A-78B, 79A-82B, 83A-86B, 87A-90B*, 91A-94B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 6**: 171A-174B, **Topic 7**: 195A-198B, 203A-206B, *207A-210B*, 211A-214B, **Topic 10**: 291A-294B
		7B. Add one- and two-digit whole numbers with regrouping.	**Topic 6**: 175A-178B, 179A-182B, 183A-186B, **Topic 8**: 219A-222B, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239A-242B, **Topic 9**: 273-274B, **Topic 10**: 291A-294B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 1:** 6, 7A-10B, 14-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, **Topic 2**: 38, 42-42B, 46-46B, 50-50B, 54-54B, 58-58B, 62-62B, 63A-66B, **Topic 3**: 74-74B, 78-78B, 82-82B, 86-86B, 87A-90B, 91A-94B, **Topic 4**: 102-102B, **Topic 6**: 174, 178, 186, 187A-190B, **Topic 7**: 198-198B, 202-202B, 206-206B, 210-210B, 211A-214B, **Topic 8**: 222-222B, 226-226B, 230-230A, 234-234B, 238-238B, 242-242B, 243A-246B, **Topic 10**: 293-294B, **Topic 17**: 526-526B, **Topic 18**: 554-554B, 562-562B, 566-566B, 570-570B, 578-578B, 582-582B, 583A-586B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 6**: 174, 178, 182, 187A-190B, 211A-214B
		25A. Solve extended numerical and statistical problems	**Topic 6:** 187A-190B, **Topic 7**: 199A-202B, *207A-210B*, 211A-214B, **Topic 8**: 243A-246B, **Topic 9**: 251A-254B, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, **Topic 10**: 303A-306B, 307A-310B, **Topic 18**: 551A-554B, 555A-558B, 559A-562B, 563A-566B, 575A-578B, 579A-582B, 583A-586B

1.3 Use operations, properties and algebraic symbols to determine equivalence and solve problems.	7. Demonstrate an understanding of equivalence or balance of sets using objects, models, diagrams, numbers whole number relationships (operations) and the equals sign, e.g., 2 + 3 = 5 is the same as 5 = 2 + 3 and the same as 4 + 1 = 5. **Topic 1**: 23A-26B, **Topic 2**: 47A-50B, **Topic 3**: 75A-78B, 79A-82B, 83A-86B, 87A-90B	**6A.** Add and subtract facts to 18.	**Topic 1:** 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, *23A-26B*, 27A-30B, **Topic 2**: 35A-38B, 40A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, **Topic 3**: 71A-74B, *75A-78B, 79A-82B, 83A-86B, 87A-90B,* 91A-94B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 6**: 171A-174B, **Topic 7**: 195A-198B, 203A-206B, *207A-210B*, 211A-214B, **Topic 10**: 291A-294B
		7B. Add one- and two-digit whole numbers with regrouping.	**Topic 6**: 175A-178B, 179A-182B, 183A-186B, **Topic 8**: 219A-222B, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239A-242B, **Topic 9**: 273-274B, **Topic 10**: 291A-294B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 1:** 6, 7A-10B, 14-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, **Topic 2**: 38, 42-42B, 46-46B, 50-50B, 54-54B, 58-58B, 62-62B, 63A-66B, **Topic 3**: 74-74B, 78-78B, 82-82B, 86-86B, 87A-90B, 91A-94B, **Topic 4**: 102-102B, **Topic 6**: 174, 178, 186, 187A-190B, **Topic 7**: 198-198B, 202-202B, 206-206B, 210-210B, 211A-214B, **Topic 8**: 222-222B, 226-226B, 230-230A, 234-234B, 238-238B, 242-242B, 243A-246B, **Topic 10**: 293-294B, **Topic 17**: 526-526B, **Topic 18**: 554-554B, 562-562B, 566-566B, 570-570B, 578-578B, 582-582B, 583A-586B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 6**: 174, 178, 182, 187A-190B, 211A-214B
		25A. Solve extended numerical and statistical problems.	**Topic 1**: 27A-30B, **Topic 2**: 63A-66B, **Topic 3**: 91A-94B, **Topic 4**: 130, 135A-138B, **Topic 6**: 187A-190B, **Topic 7**: 211A-214B , **Topic 8**:243A-246B , **Topic 9:** 275A-278B, **Topic 10:** 307A-310B, **Topic 17**: 543A-546B

Numerical and Proportional Reasoning Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations** ***(Italics indicate Grade 4 CMT)***	**Scott Foresman-Addison Wesley enVisionMATH**
2.1 Understand that a variety of numerical representations can be used to describe quantitative relationships.	1. Locate, label, compare, and order whole numbers up to 1,000 using pictures, place value models, number lines, and benchmarks of 0, 10 and 100, including naming the number that is 10 or 100 more or less than a given number. **Topic 2**: 55A-58B, 59A-62B, **Topic 3**: 79A-82B, **Topic 4**: 99A-102B, 103A-106B, 110A-114B, 115A-118B, 119A-122B, 123A-126B, 135A-138B, **Topic 6:** 175A-178B, **Topic 7**: 195A-198B, **Topic 17**: 511A-514B, 515A-518B, 523A-526B, 527A-530B, 531A-534B, 535A-538B, 539A-542B, 543A-546B, **Topic 18**: 551A-554B 2. Represent whole numbers up to 1,000 by modeling and writing numbers in expanded forms, e.g., 37 = (3 x 10) + (7 x 1), and regrouped forms, e.g., (2 x 10) + (17 x 1) = 37, and use the forms to support computational strategies. **Topic 9**: 265, **Topic 17**: 519A-522B 3. Represent multiplication and division (with factors of 1, 2, 5 and 10) using a variety of models and strategies such as arrays, pictures, skip counting, extending number patterns, and repeated addition and subtraction; describe the connection between multiplication and division. **Topic 19:** *591A-594B, 595A-598B, 599A-602B, 603A-606B, 607A-610B, 611A-614B,* **Topic 20**: *619A-622B, 623A-626A, 627A-630B, 631A-*	**1A.** Solve problems involving one more/less or 10 more/less using two-digit numbers.	**Topic 2**: 55A-58B, 59A-62B, **Topic 3**: 79A-82B, **Topic 6:** 175A-178B, **Topic 7**: 195A-198B, **Topic 17**: 523A-526B, 527A-530B, 537
		1B. Identify alternative forms of expressing 3-digit whole numbers using expanded notation.	**Topic 17**: 519A-522B
		1C. Identify alternative forms of expressing 2-digit whole numbers using regrouping.	**Topic 9**: 265
		1D. Use place value concepts to identify and compare the magnitude and value of digits in two- and three-digit numbers.	**Topic 17**: 531A-534B
		2A. Relate whole numbers to pictorial representations of base ten blocks and vice versa.	**Topic 4**: 99A-102B, 103A-106B, **Topic 17**: 511A-514B, 515A-518B, 519A-522B, 523A-526B
		2B. Identify fractional parts of regions and sets using pictures and vice versa.	**Topic 12**: *351A-354B, 355A-358B, 359A-362B, 367A-370B*
		2C. Label and/or shade fractional parts of regions and sets.	**Topic 12**: *351A-354B, 355A-358B, 359A-362B, 374*
		2D. Identify points representing two- and three-digit whole numbers on a number line and vice versa.	*Opportunities to address this standard can be found on the following pages:* **Topic 4**: 119A-122B, 123A-126B, **Topic 17**: 539A-542B, 543A-546B
		4A. Order two- and three-digit whole numbers	**Topic 4**: 119A-122B, 123A-126B, **Topic 17**: 539A-542B, 543A-546B
		4B. Describe magnitude of two- and three-digit whole numbers.	**Topic 17**: 531A-534B
		4C. Round two-digit whole numbers in context.	*Opportunities to address this standard can be found on the following pages*: **Topic 18**: 571

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	634B, 635A-638B 4. Use a variety of models and familiar objects to compare, order and estimate parts of a whole using the unit fractions ½, ⅓, ¼. **Topic 12**: *353A-356B* 5. Use a variety of models to represent and describe parts of groups as unit fractions ½, through 1/10. **Topic 12**: *351A-354B, 355A-358B, 359A-362B, 367A-370B, 374* 6. Estimate and determine ½, ⅓, ¼ of a small group of up to 20 objects, such as finding ½, ⅓, ¼ of 12 cookies. **Topic 12**: *367A-370B* 7. Describe ratios in terms of the linear patterns that develop from the relationships between quantities, e.g., In a pattern of green, green, red blocks there are always two green blocks for one red block. *Opportunities to address this standard can be found on the following pages:* **Topic 20**: 635A-638B	**11A.** Identify a reasonable estimate to a problem.	**Topic 12**: 353A-356B
		25A. Solve extended numerical and statistical problems.	**Topic 1**: 27A-30B, **Topic 2**: 63A-66B, **Topic 3**: 91A-94B, **Topic 4**: 130, 135A-138B, **Topic 6**: 187A-190B, **Topic 7**: 211A-214B , **Topic 8**:243A-246B , **Topic 9:** 275A-278B, **Topic 10:** 307A-310B, **Topic 17**: 543A-546B
		23A. Solve simple one-step algebraic equations involving addition, subtraction and fact families	**Topic 2**: *41*, 49, **Topic 3**: *73, 89*, 93, **Topic 6**: *177, 181, 185*, **Topic 7**: *197, 201, 205, 209*, **Topic 8**: 221, 229, 241, **Topic 9**: 257, 261, **Topic 18**: *553*
2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities.	*8. Count whole numbers to 1,000 and beyond.* **Topic 4**: 101, 109 *9. Count on by tens from a given amount, e.g., 17, 27, 37, etc.* **Topic 4**: 105, **Topic 6**: 175A-178B, **Topic 18**: 567 10. *Read and write numerals up to 1,000.* **Topic 4**: 105, 107A-110B, 109	**6A.** Add and subtract facts to 18.	**Topic 1:** 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, *23A-26B*, 27A-30B, **Topic 2**: 35A-38B, 40A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, **Topic 3**: *71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B,* 91A-94B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 6**: 171A-174B, **Topic 7**: 195A-198B, 203A-206B, *207A-210B*, 211A-214B, **Topic 10**: 291A-294B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 1:** 6, 7A-10B, 14-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, **Topic 2**: 38, 42-42B, 46-46B, 50-50B, 54-54B, 58-58B, 62-62B, 63A-66B, **Topic 3**: 74-74B, 78-78B, 82-82B, 86-86B, 87A-90B, 91A-94B, **Topic 4**: 102-102B, **Topic 6**: 174, 178, 186, 187A-190B, **Topic 7**: 198-198B, 202-202B,

	11. Skip count by twos, fives, tens and hundreds to 1,000 and beyond. **Topic 4**: 105, 109, 127A-130B 12. Determine whether a set of objects has an odd or even number of items by pairing objects and creating arrays. *Opportunities to address this standard can be found on the following pages*: **Topic 4**: 131A-134B 13. Create word problems and write and solve two- and three-digit number sentences that reflect contextual situations and real-world experiences involving addition and subtraction. Construct and solve open sentences, e.g., □ + 5 = 11. Solve the problems using a variety of methods including models, pictures, pencil and paper, estimation and mental computation, and describe the reasoning or strategies used. **Topic 1:** 3A-6B, 7A-10B, 11A-14B, **15A-18B, 19A-22B**, *23A-26B*, 27A-30B, **Topic 2**: 38, 41-42B, 46-46B, 49-50B, 54-54B, 58-58B, 62-62B, 63A-66B, **Topic 3**: *73-74B, 78-78B, 82-82B, 86-86B, 87A-90B*, 91A-94B, **Topic 6**: 174-174B, 177-177B, 181-182B, 185-185B, 187A-190B, **Topic 7**: 197-198B, 201-202B, 205-206B, *209-210B,* 211A-214B, **Topic 8**: 221-222B, 226-226B, 229-230A, 234-234B, 238-238B, 241-242B, 243A-246B, **Topic 9**: 254-254B, 257-258B, 261-262B, 266-266B, 269-270B, *273-274B*, **Topic 10**: 293-294B, 305-306B, 307A-310B, 553-554B, 562-562B, 566-566B, 570-570B, 578-578B, 582-582B, **Topic 18**: 583A-586B 14. Solve problems using addition and subtraction facts involving sums and differences to 20 with flexibility and fluency		206-206B, 210-210B, 211A-214B, **Topic 8**: 222-222B, 226-226B, 230-230A, 234-234B, 238-238B, 242-242B, 243A-246B, **Topic 10**: 293-294B, **Topic 17**: 526-526B, **Topic 18**: 554-554B, 562-562B, 566-566B, 570-570B, 578-578B, 582-582B, 583A-586B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 6**: 174, 178, 182, 187A-190B, 211A-214B
		5B. Identify the appropriate operation or number sentence to solve a story problem.	**Topic 1:** 6, 7A-10B, 14-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, **Topic 2**: 38, 42-42B, 46-46B, 50-50B, 54-54B, 58-58B, 62-62B, 63A-66B, **Topic 3**: 74-74B, 78-78B, 82-82B, 86-86B, 87A-90B, 91A-94B, **Topic 8**: 243A-246B
		5C. Write story problems from addition or subtraction number sentences.	**Topic 6**: 182, **Topic 7**: 198, 209, **Topic 9**: 254, 258, 266, 274
		10A. Identify the best expression to find an estimate.	*Opportunities to address this standard can be found on the following pages:* **Topic 10**: 287A-290B, 299A-302B, **Topic 18**: 555A-558B, 571A-574B
		11A. Identify a reasonable estimate to a problem.	**Topic 10**: *287A-290B, 299A-302B,* **Topic 18**: 555A-558B, 571A-574B
		2A. Relate fractions and decimals to pictorial representations and vice versa.	**Topic 4**: 99A-102B, 103A-106B, **Topic 17**: 511A-514B, 515A-518B, 519A-522B, 523A-526B
		2B. Relate fractions of regions and sets to pictures and vice versa.	**Topic 12**: *351A-354B, 355A-358B, 359A-362B, 367A-370B*
		2C. Label and/or shade fractional parts of regions and/or sets.	**Topic 12**: *351A-354B, 355A-358B, 359A-362B, 374*
		3A. Relate equivalent fractions to pictorial representations.	**Topic 12**: *351A-354B, 355A-358B*
		***8A.** Add and subtract fractions with like denominators.*	*Opportunities to address this standard can be found on the following pages:* **Topic 12**: 351A-354B, 355A-358B, 359A-362B, 367A-370B, 374

	Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, **Topic 2**: 38, 40A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, **Topic 3**: 71A-74B, 78-78B, 82-82B, 83A-86B, 87A-90B, 91A-94B 15. Add two-digit numbers with and without regrouping. Subtract two-digit numbers without regrouping and with regrouping using models. **Topic 6**: 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, **Topic 7**: 195A-198B, 199A-202B, 203A-206B, *207A-210B*, 211A-214B, **Topic 8**: 219A-222B, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239A-242B**,** 243A-246B, **Topic 9**: 251A-254B, 255A-258B, 263A-266B, *271A-274B*, **Topic 10**: 291A-294B, 303A-306B 16. Determine when an estimate for a problem involving two- and three-digit numbers is appropriate or when an exact answer is needed. *Opportunities to address this standard can be found on the following pages:* **Topic 9**: 271A-274B, **Topic 10**: 287A-290B, 299A-302B, **Topic 18**: 555A-558B, 571A-574B 17. Use a variety of strategies to estimate solutions and to determine if a solution to a computation or word problem reflecting real-world experiences involving addition and subtraction of two- and three-digit whole numbers is reasonable. **Topic 9**: *271A-274B*, **Topic 10**: *287A-290B, 299A-302B,* **Topic 18**: 555A-558B, 571A-574B 18. *Determine and compare the value of pennies, nickels, dimes, quarters and half dollars.*	**25A.** Solve extended numerical and statistical problems	**Topic 1**: 27A-30B, **Topic 2**: 63A-66B, **Topic 3**: 91A-94B, **Topic 4**: 130, 135A-138B, **Topic 6:** 187A-190B, **Topic 7**: 199A-202B, 207A-210B, 211A-214B, **Topic 8**: 243A-246B, **Topic 9**: 251A-254B, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, **Topic 10**: 303A-306B, 307A-310B, **Topic 12**: *371A-374B,* **Topic 18**: 583A-586B

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	Topic 5: 143A-146B, 147A-150B, 151A-154B, *155A-158B* 19. Count, compare and trade sets of pennies, dimes and dollars up to $10.00 **Topic 5**: 143A-146B, 147A-150B, 151A-154B, *155A-158B, 159A-162B*		

Geometry and Measurement Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley** enVisionMATH
3.1 Use properties and characteristics of two- and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.	1. Identify, describe and draw polygons (triangles, quadrilaterals including trapezoids and rhombuses, pentagons and hexagons), solids, and other familiar two- and three- dimensional objects in the environment. **Topic 11**: 314 2. Compare and sort familiar polygons, solids, and other two- and three-dimensional objects in the environment. *Opportunities to address this standard can be found on the following pages:* **Topic 11**: 315A-318B 3. Construct polygons, solids and other two- and three-dimensional objects using a variety of materials and create two-dimensional shapes and designs with one or more lines of reflective symmetry (lines that divide the shape or design into two congruent parts). **Topic 11**: *323A-326B, 327A-330B*, 331A-334B, 339A-339, 341-342B, 346	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 11**: 325-326B, 343A-345, 346B
		17B. Draw two-dimensional geometric shapes and figures.	**Topic 11**: 323A-326B, 331A-334B, 339A-339, 341-342B, 346
		25A. Solve extended numerical and statistical problems.	*Opportunities to address this standard can be found on the following pages:* **Topic 11**: 343A-346B
3.2 Use spatial reasoning, location and geometric relationships to solve problems.	4. Investigate and predict the result of putting together and taking apart two- and three-dimensional shapes in the environment, e.g. use objects to find other shapes that can be made from three triangles or a rectangle and a triangle. **Topic 11**: *323A-326B, 327A-330B*	**15A.** Estimate lengths and areas by comparing.	*Opportunities to address this standard can be found on the following pages:* **Topic 13**: 383A-386B, 391A-394B, 396-397, 403A-406B, 407A-410B, **Topic 14**: 415A-418B, 427A-430B, 431A-434B, 439A-442B
		17B. Draw two-dimensional geometric shapes and figures.	**Topic 11**: 323A-326B, 331A-334B, 339A-339, 341-342B, 346

		25A. Solve extended numerical and statistical problems.	*Opportunities to address this standard can be found on the following pages:* **Topic** 11: 343A-346B, **Topic 13**: 407A-410B, **Topic 14**: 443A-446B
3.3 Develop and apply units, systems, formulas and appropriate tools to estimate and measure.	5. *Know the months of the year in order and locate dates, days, weeks and months on a calendar. Use the information to write and solve problems involving calendars.* **Topic 15**: 463A-466B 6. *Solve problems involving telling time, including estimating and measuring the length of time needed to complete a task, to the half-hour using analog and digital clocks.* **Topic 15**: 451A-454B, 455A-458B, *459A-462B*, 471A-474B	**14A.** Tell time to the nearest hour, half-hour and quarter-hour using analog and digital clocks.	**Topic 15**: 451A-454B, 455A-458B
		14B. Solve problems involving time, elapsed time (15-minute increments) and calendars.	**Topic 15**: 451A-454B, 455A-458B, *459A-462B*, 463A-466B, 471A-474B
		25A. Solve extended numerical and statistical problems.	**Topic 15**: 471A-474B
	7. Use measurement tools such as thermometers to measure temperature, basic rulers to measure length to the nearest half-inch or centimeter, and balance scales to measure weight /mass in grams. **Topic 13**: *391A-394B, 397*, **Topic 14**: 431, 435, 443-444, 446B, **Topic 15**: 467A-470B 8. Use nonstandard referents and standard benchmarks to estimate and measure the following: • length(to the nearest inch, half-inch, foot, yard, centimeter or meter); • area (in square inches); • capacity (in liters and cups); • weight (in grams); • temperature; and • volume (using water or sand). **Topic 13**: 387A-390B, *391A-394B, 395A-398B, 403A-406B, 407A-410B*, **Topic 14**: 419A-422B, 423A-426B, 427A-430B, 439A-442B, 443A-446B, **Topic 15**: 467A-470B	**15A.** Estimate lengths and areas by comparing.	*Opportunities to address this standard can be found on the following pages:* **Topic 13**: 383A-386B, *391A-394B, 396-397, 403A-406B, 407A-410B*, **Topic 14**: 415A-418B, 427A-430B, 431A-434B, 439A-442B
		16A. Measure lengths to the nearest inch or centimeter.	**Topic 13**: *391A-394B*
		16B. Draw lengths to the nearest inch or centimeter.	*Opportunities to address this standard can be found on the following pages:* **Topic 13**: 391A-394B
		16C. Identify appropriate customary or metric units of measure for a given situation (inches, feet, centimeters and meters).	**Topic 13**: *396*

	9. Describe the strategy used to determine an estimate and determine if the estimate is reasonable. **Topic 13**: 383A-386B, *392-393, 394B*, **Topic 14**: 419A-422B, 437-438B, 439A-442B *10. Describe the relationships between and centimeter and meter among inch, foot and yard.* *Opportunities to address this standard can be found on the following pages:* **Topic 13:** 395A-398B	**25A.** Solve extended numerical and statistical problems.	**Topic 13**: 387A-390B, 399A-402B, *403A-406B, 407A-410B*, **Topic 14**: 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 437A-440B, 439A-442B, 443A-446B, **Topic 15**: 467A-470B

Working with Data: Probability and Statistics Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations**	**CMT Correlations**	**Scott Foresman-Addison Wesley** enVisionMATH
4.1 Collect, organize and display data using appropriate statistical and graphical methods.	1. Pose questions that can be used to guide data collection, organization and representation. *Opportunities to address this standard can be found on the following pages:* **Topic 4**: 135A-138B, **Topic 16***:* 479A-482B, 483A-486B, 487A-480B, 503A-506B 2. Collect and systematically organize and represent the data that answer the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs. **Topic 4**: 135A-138B, **Topic 16**: 479A-482B, 483A-486B, 487A-480B, 503A-506B, **Topic 18**: 583A-586B	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 4**: 135A-138B, **Topic 16**: 479A-482B, 483A-486B, 487A-480B, 503-504, 506B, **Topic 18**: 583A-586B
		19B. Create bar graphs and pictographs from data in tables and charts.	**Topic 16**: 479A-482B, 483A-486B, 487A-480B, 505-506B, **Topic 18**: 583A-586B
		25A. Solve extended numerical and statistical problems.	**Topic 16**: 491A-494B, **Topic 18**: 583A-586B
4.2 Analyze data sets to form hypotheses and make predictions.	3. Describe data that have been organized and make comparisons using terms such as largest, smallest, most often or least often. **Topic 16**: *479A-482B, 483A-486B, 487A-480B, 503A-506B* 4. Determine patterns and make predictions from data displayed in tables and graphs. **Topic 16**: 481-482, 490	**22A.** Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 16**: 481-482, 490
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 16**: 481-482, 490
		25A. Solve extended numerical and statistical problems.	**Topic 16**: 503A-506B
4.3 Understand and apply basic concepts of	5. Describe and explain the likelihood of the occurrence of various events. State possibilities, make predictions and test the	**21A.** Identify correct solutions to problems involving elementary notions of probability.	**Topic 16**: 495A-498B, 499A-502B

probability.	predictions in practical situations. **Topic 16**: 495A-498B, 499A-502B 6. Conduct simple probability investigations involving activities of chance and games with number cubes and spinners; record, graph and describe the results of the investigations. **Topic 16**: 495, 498B, 499-500, 502B	**25A.** Solve extended numerical and statistical problems.	**Topic 16**: 503A-506B

GRADE 3

Algebraic Reasoning: Patterns and Functions

Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

State Framework	Grade-Level Expectations	CMT Correlations	Scott Foresman-Addison Wesley enVisionMATH
1.1 Understand and describe patterns and functional relationships.	1. Sort, classify and order a group of objects and numbers in more than one way and explain the reason or describe the rule used. *Opportunities to address this standard can be found on the following pages:* **Topic 10**: 250A-251B, 252A-253B 2. Create and construct numerical and spatial patterns and sequences that repeat and grow. **Topic 9**: 206A-207B, 208A-209B, *210A-211B*, 218A-221B, 227 3. Analyze, describe and extend repeating and growing patterns and sequences, including those found in real-world contexts, by constructing and using tables, graphs and charts. **Topic 1**: 9, 15, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 218A-221B, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B	**4 A.** Order two- and three-digit whole numbers	*Opportunities to address this standard can be found on the following pages*: **Topic 1**: 16A-17B
		17A. Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 9**: 206A-207B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		24A. Identify objects that are the same or different by one attribute.	*Opportunities to address this standard can be found on the following pages:* **Topic 10**: 250A-251B, 252A-253B
		24B. Sort objects into two groups by a common attribute.	*Opportunities to address this standard can be found on the following pages:* **Topic 10**: 250A-251B, 252A-253B
		25A. Solve extended numerical and statistical problems.	**Topic 9**: 224A-227B
		6A. Add and subtract facts to 18.	**Topic 2**: 30, 32A-33B, **Topic 3**: 64, 66A-67B
		6B. Multiply and divide by 2, 5 and 10	**Topic 5**: 122A-125B, 126A-127B, **Topic 8**: 186A-189B
		17A. Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 9**: 206A-207B

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		17B. Draw two-dimensional geometric shapes and figures.	**Topic 9**: 206A-207B
		19A. Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 20**: 458A-459B, **460A-463B**, 482A-483B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		25A. Solve extended numerical and statistical problems.	**Topic 9**: 224A-227B
1.2 Represent and analyze quantitative relationships in a variety of ways.	4. Describe mathematical relationships and situations involving computation of whole numbers (addition, subtraction, multiplication and division) using words, symbols, open number sentences and equations, e.g., 56 + Δ = 100 and 3 x 5 = 9 + 6. **Topic 2**: 49, **Topic 3**: 73, **Topic 5**: 108A-109B, **Topic 6**: **147**, 150A-151B, 152A-153B, **Topic 9**: **216A-217B**, 222A-223B, **Topic 13**: 316A-318, 319B, **Topic 14**: 330	**5B.** Identify the appropriate operation or number sentence to solve a story problem.	**Topic 2**: 48A-49B, 54A-55B, **Topic 3**: 66A-67B, **Topic 4**: 89, 91, 94, 97, 98A-100, 101B, **Topic 5**: 108A-109B, 112-113B, 116A-117B, 133, **Topic 6**: 156, **Topic 7**: 165, **Topic 8**: 191, 198A-199B, **Topic 9**: *216A-217B,* 222A-223B, 224A-227B, **Topic 13**: 316A-318, 319B, **Topic 14**: 331, **Topic 18**: 415, 417
		5C. Write story problems from addition or subtraction number sentences.	**Topic 3**: 71, **Topic 6**: 147
		6A. Add and subtract facts to 18.	**Topic 2**: **30, 32A-33B**, **Topic 3**: **64, 66A-67B**
		6B. Multiply and divide by 2, 5 and 10.	**Topic 5**: 122A-125B, 126A-127B, **Topic 8**: 186A-189B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 2**: 34A-35B, 36A-39B, 48A-49B, **Topic 3**: 66A-67B, 68A-71B, 72A-73B
		7B. Add one- and two-digit whole numbers with regrouping.	**Topic 2**: 34A-35B, 36A-39B, 48A-49B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 2**: 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, **Topic 3**: 70-71B, 72A-73B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B,

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			Topic 3: 70-71B, 72A-73B
		25A. Solve extended numerical and statistical problems.	**Topic 2**: 58A-59B, **Topic 4**: 86A-87B, 88A-89B, 90A-91B, 92A-94, 95B, 96A-97B, 98A-101B, **Topic 6**: 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, **Topic 7**: 170A-171B, 172A-173B, 174A-176, 177B, **Topic 8**: 190A-191B, 192A-193B, 194A-195B, 198A-199B, 224A-227B, **Topic 16**: 374A-375B
1.3 Use operations, properties and algebraic symbols to determine equivalence and solve problems.	5. .Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2) **Topic 1**: 12A-14, 15B, **Topic 2**: 35-35B, 43, **Topic 8**: 188-189B, 194A-195B, **Topic 9**: *222A-223B*, **Topic 13**: 315 6. Solve problems and demonstrate an understanding of equivalence using the equals sign in number sentences that reflect the commutative and associative properties of addition and multiplication of whole numbers, e.g. 3 x 5 = 5 x 3. **Topic 2**: 32A-33B, **Topic 4**: 95, **Topic 5**: 108A-109B, 114A-115B, **Topic 6**: 152A-153B, 157	**4A.** Order two- and three-digit whole numbers	*Opportunities to address this standard can be found on the following pages*: **Topic 1**: 16A-17B
		4B. Describe magnitude of two- and three-digit whole numbers.	**Topic 5**: 114A-115B
		4D. Identify points representing two- and three-digit whole numbers on a number line and vice versa.	**Topic 1**: 12, 15B, 16, 50A-53B, 54A-55B, 56A-57B
		5A. Relate multiplication and division facts to rectangular arrays and pictures.	**Topic 5**: 108A-109B, 110A-113B, 114A-115B, 116A-117B, 122A-125B, **Topic 6**: 140A-141B, 142A-143B, 144A-146, 147B, 148A-149B, **Topic 7**: 164A-165B, 166A-167, 169B, 170A-171B, 172A-173B, **Topic 8**: 184A-185B, 190A-191B
		5B. Identify the appropriate operation or number sentence to solve a story problem.	**Topic 2**: 48A-49B, 54A-55B, **Topic 3**: 66A-67B, **Topic 4**: 89, 91, 94, 97, 98A-100, 101B, **Topic 5**: 108A-109B, 112-113B, 116A-117B, 133, **Topic 6**: 156, **Topic 7**: 165, **Topic 8**: 191, 198A-199B, **Topic 9**: *216A-217B,* 222A-223B, 224A-227B, **Topic 13**: 316A-318, 319B, **Topic 14**: 331, **Topic 18**: 415, 417
		5C. Write story problems from addition or subtraction number sentences.	**Topic 3**: 71, **Topic 6**: 147
		6A. Add and subtract facts to 18.	**Topic 2**: 30, 32A-33B, **Topic 3**: 64, 66A-67B
		6B. Multiply and divide by 2, 5 and 10	**Topic 5**: 122A-125B, 126A-127B, **Topic 8**: 186A-189B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 2**: 34A-35B, 36A-39B, 48A-49B, **Topic 3**: 66A-67B, 68A-71B, 72A-73B
		7B. Add one- and two-digit whole numbers with regrouping.	**Topic 2**: 34A-35B, 36A-39B, 48A-49B

		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 2**: 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, **Topic 3**: 70-71B, 72A-73B
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, **Topic 3**: 70-71B, 72A-73B
		10A. Identify the best expression to find an estimate.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-415B, **Topic 19**: 438A-439
		11 A. Identify a reasonable estimate to a problem.	**Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-415B, **Topic 19**: *438A-439B*
		25A. Solve extended numerical and statistical problems.	**Topic 2**: 32A-33B, **Topic 4**: 86A-87B, 88A-89B, 90A-91B, 92A-94, 95B, 96A-97B, 98A-101B, **Topic 6**: 140A-141B, 142A-143B, 144A-146, 147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, **Topic 7**: 170A-171B, 172A-173B, 174A-176, 177B, **Topic 8**: 190A-191B, 192A-193B, 194A-195B, 198A-199B, **Topic 16**: 374A-375B

Numerical and Proportional Reasoning Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations**	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
2.1 Understand that a variety of numerical representations can be used to describe quantitative relationships.	1. Locate, label, compare and order whole numbers up to 10,000 using place value models, number lines and number patterns (including multiples of 100 and 1,000). **Topic 1**: 4A-5B, 6A-7B, **12A-14,** 15B, **16A-17B**, **Topic 2**: 35-35B, **Topic 13**: 315 2. Identify the number that is 100 and 1,000 more or less than a given number up to 10,000 using place value models, pictures and number lines. **Topic 2**: 34A-35B, **Topic 3**: 68A-71B 3. Round three- and four-digit numbers to the nearest hundred and thousand using place value models, number lines and number patterns. **Topic 2**: 40A-42, 43B 4. Represent three- and four-digit numbers up to 10,000 in expanded forms, e.g., 5,472 = (5 x 1,000) + (4 x 100) + (7 x 10) + (2 x 1), and regrouped forms, e.g., 5,472 = (4 x 1,000) + (14 x 100) + (6 x 10) + (12 x 1). Use the forms to support computational strategies. **Topic 1**: 4A-5B, 6A-7B 5. Represent fractions with like and unlike denominators of 2, 3, 4, 5, 6 and 8 using a variety of materials; label the fractional parts using words and fraction symbols. **Topic 12**: 278A-279B, 280A-281B, 284A-286,	**1A.** Solve problems involving one more/less or 10 more/less using two-digit numbers.	**Topic 2**: 35
		1B. Identify alternative forms of expressing 3-digit whole numbers using expanded notation.	**Topic 1**: 4A-5B
		1C. Identify alternative forms of expressing 2-digit whole numbers using regrouping.	*Opportunities to address this standard can be found on the following pages:* **Topic 1**: 4A-5B
		1D. Use place value concepts to identify and compare the magnitude and value of digits in two- and three-digit numbers.	**Topic 1**: 4A-5B, 12A-14, 15B, **Topic 2**: 35-35B
		2A. Relate whole numbers to pictorial representations of base ten blocks and vice versa.	**Topic 1**: 4A-5B, 6A-7B, 13, 15B
		2B. Identify fractional parts of regions and sets using pictures and vice versa.	**Topic 12**: 276A-277B, 278A-279B, 280A-281B, 284A-286, 287B
		2C. Label and/or shade fractional parts of regions and sets.	**Topic 12**: 280A-281B, 284A-286, 287B
		4A. Order two- and three-digit whole numbers	**Topic 1**: 16A-17B
		4B. Describe magnitude of two- and three-digit whole numbers.	**Topic 5**: 114A-115B
		4C. Round two-digit whole numbers in context.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 40A-42, 43B
		4D. Identify points representing two- and three-digit whole numbers on a number line and vice versa.	**Topic 1**: 12, 15B, 16, 50A-53B, 54A-55B, 56A-57B

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	287B, **Topic 13**: 306A-307B 6. Locate, label and estimate fractions with like and unlike denominators of 2, 3, 4, 5, 6 and 8 by constructing and using models, pictures and number lines. **Topic 12**: 276A-277B, 280A-281B, 282A-283B, 284A-286, 287B 7. Determine equivalence, compare and order fractions through the construction and use of models, pictures and number lines with like and unlike denominators of 2, 3, 4, 5, 6 and 8, including identifying a whole object or a whole set of objects as a fraction with the same numerator and denominator. **Topic 12**: 284A-286, 287B, *288A-289B*, *290A-293B* 8. Use models, number patterns and counting and grouping of objects, to find equal parts of a set of objects and identify amounts such as ⅔ of 12 is 8. **Topic 12**: 276A-277B, 278A-279B, 280A-281B, 284A-286, 287B 9. Describe quantitative relationships using ratios and identify patterns with equivalent ratios such as 3 out of 6 crayons are red or 4 out of 8 crayons are red and are the same as 1 out of 2 crayons is red. **Topic 12**: 298A-299B	**10A.** Identify a reasonable estimate to a problem.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-415B, **Topic 19**: 438A-439
		11A. Identify a reasonable estimate to a problem.	**Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-415B, **Topic 19**: *438A-439B*
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		25A. Solve extended numerical and statistical problems.	**Topic 1**: 6A-7B, 8A-9B, 10A-11B, 24A-25B, **Topic 2**: 58A-59B, **Topic 12**: 287, 288A-289B, 290A-293B, 298A-299B, **Topic 17**: 395
2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities.	10. Recall the multiplication and division facts for 1, 2, 3, 4, 5 and 10. **Topic 5**: 122A-125B, 126A-127B, **Topic 6**: 140A-141B, 142A-143B 11. Write multiplication and division story problems to match a given multiplication or division number sentence and vice versa; solve the problems and justify the solution. **Topic 5**: 108A-109B, 110A-113B, 116A-117B, 133, **Topic 6**: 156, **Topic 7**: 165, 172A-173B,	**4C.** Round two-digit whole numbers in context.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 40A-42, 43B
		6A. Add and subtract facts to 18.	**Topic 2**: 30, 32A-33B, **Topic 3**: 64, 66A-67B
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 2**: 34A-35B, 36A-39B, 48A-49B, **Topic 3**: 66A-67B, 68A-71B, 72A-73B
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 2**: 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, **Topic 3**: 70-71B, 72A-73B

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	Topic 8: 188, 198A-199B, **Topic 18**: 415, 417, 426A-428, 429B 12. .Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models. **Topic 1**: 22A-23B, **Topic 2**: **34A-35B**, 36A-39B, **48A-49B**, **50A-53B**, **54A-55B**, **56A-57B**, **Topic 3**: **66A-67B**, 68A-71B, 72A-73B, **Topic 4**: 86A-87B, 88A-89B, 90A-91B, 92A-94, 95B, 96A-97B, 98A-101B, **Topic 5**: 118A-120, 121B 13. Create and solve addition and subtraction word problems by using place value patterns and algebraic properties (commutative and associative for addition). **Topic 2**: 51-52, 53B, 54A-55B, 56A-57B, **Topic 3**: **66A-67B**, 70, 71B, 72A-73B, **Topic 4**: 86A-87B, **Topic 5**: 118A-120, 121B 14. Solve problems involving the multiplication and division of two- and three-digit numbers by one digit (2, 3, 4, 5 or 10) with models, arrays and pictures of sets. **Topic 5**: 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-120, 121B, 122A-125B, 126A-127B, **Topic 6**: 140A-141B, 142A-143B, **Topic 7**: 164A-165B, 166A-169B, 170A-171B, 172A-173B, 174A-176, 177B, **Topic 8**: 184A-185B, 186A-189B, **Topic 18**: 414A-415B, 416A-417B, *418A-419B, 420A-421B*, 422A-425B, 426A-428, 429B, **Topic 19**: 436A-437B, 440A-443B, 444A-445B, 446A-447B 15. Determine when an estimate for a problem involving two- and three-digit numbers is appropriate or when an exact answer is needed. *Opportunities to address this standard can be found on the following pages:* **Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-	**9B.** Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, **Topic 3**: 70-71B, 72A-73B
		5B. Identify the appropriate operation or number sentence to solve a story problem.	**Topic 2**: 48A-49B, 54A-55B, **Topic 3**: 66A-67B, **Topic 4**: 89, 91, 94, 97, 98A-100, 101B, **Topic 5**: 108A-109B, 112-113B, 116A-117B, 133, **Topic 6**: 156, **Topic 7**: 165, **Topic 8**: 191, 198A-199B, **Topic 9**: *216A-217B,* 222A-223B, 224A-227B, **Topic 13**: 316A-318, 319B, **Topic 14**: 331, **Topic 18**: 415, 417
		5C. Write story problems from addition or subtraction number sentences.	**Topic 3**: 71, **Topic 6**: 147
		10A. Identify the best expression to find an estimate.	*Opportunities to address this standard can be found on the following pages:* **Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-415B, **Topic 19**: 438A-439
		11A. Identify a reasonable estimate to a problem.	**Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-415B, **Topic 19**: *438A-439B*
		2A. Relate fractions and decimals to pictorial representations and vice versa.	**Topic 12**: 276A-277B, 278A-279B, 280A-281B, 284A-286, 287B, **Topic 13**: *306A-307B, 308A-311B*
		2B. Relate fractions of regions and sets to pictures and vice versa.	**Topic 12**: 276A-277B, 278A-279B, 280A-281B, 284A-286, 287B
		2C. Label and/or shade fractional parts of regions and/or sets.	**Topic 12**: 280A-281B, 284A-286, 287B
		3A. Relate equivalent fractions to pictorial representations.	**Topic 12**: 284A-286, 287B
		25A. Solve extended numerical and statistical problems.	**Topic 2**: 58A-59B, **Topic 4**: 86A-87B, 88A-89B, 90A-91B, 96A-97B, 98A-101B **Topic 5**: 128A-129B, 130A-131B, 132A-133B, **Topic 6**: 140A-141B, 142A-143B, 144A-146, 147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, **Topic 7**: 170A-171B, 172A-173B, 174A-177B, **Topic 8**:

	415B, **Topic 19**: 438A-439B 16. Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problem involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00. **Topic 2**: 35, 44A-47B, 54A-55B, **Topic 3**: 74A-77B, *78A-79B*, **Topic 4**: 92A-94, 95B 17. Determine when a strategy will result in an overestimate or an underestimate in problems involving two- and three-digit numbers. *Opportunities to address this standard can be found on the following pages:* **Topic 2**: 35, 44A-47B, 54, **Topic 3**: 74A-77B, **Topic 4**: 92A-94, 95B, **Topic 12**: 282A-283B, **Topic 18**: 414A-415B, **Topic 19**: 438A-439B 18. Determine and compare the value of sets of coins and write the values using decimal notation, e.g., two quarters = 50 cents or $0.50 (50 of 100 cents in a dollar) and is less than two quarters, two dimes and a nickel or $0.75. **Topic 1**: 18A-21B, **Topic 13**: 308A-311B 19. Determine, compare and write the value of money amounts up to $100.00 and identify equivalent ways to represent a given amount of money, including combinations of pennies, nickels, dimes, quarters and half dollars, e.g., $0.25 can be five nickels, two dimes and one nickel or one quarter. **Topic 1**: 18A-21B, **Topic 13**: 308A-311B		190A-191B, 192A-193B, 194A-195B, 198A-199B, **Topic 12**: 288A-289B, 290A-293B, 294A-295B, 296A-297B, 298A-299B, **Topic 13**: 312-314, 315B, 316A-318, 319B, **Topic 16**: 374A-375B, **Topic 18**: 414A-415B, 416A-417B, 418A-419B, 420A-421B, 422A-425B, 426A-428, 429B, **Topic 19**: 436A-437B, 444A-445B, 446A-447B, 448A-449B
		5A. Relate multiplication and division facts to rectangular arrays and pictures.	**Topic 5**: 108A-109B, 110A-113B, 114A-115B, 116A-117B, 122A-125B, **Topic 6**: 140A-141B, 142A-143B, 144A-146, 147B, 148A-149B, **Topic 7**: 164A-165B, 166A-167, 169B, 170A-171B, 172A-173B, **Topic 8**: 184A-185B, 190A-191B
		6B. Multiply and divide by 2, 5 and 10.	**Topic 5**: 122A-125B, 126A-127B, **Topic 8**: 186A-189B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B

Geometry and Measurement Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley** enVisionMATH
3.1 Use properties and characteristics of two- and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.	1. Identify, describe, construct and draw two-dimensional shapes such as quadrilaterals (including parallelograms), pentagons and hexagons. **Topic 10**: 246A-247B, 248A-249B, 250A-251B, **Topic 16**: 372A-373B 2. Identify, describe, construct and represent three-dimensional figures such as cubes, spheres, cylinders, cones, pyramids, prisms. **Topic 10**: *234A-237B, 238A-240, 241B*, **Topic 14**: *342A-343B* *3.* Compare and classify polygons and solids and determine congruence by using attributes such as the number and length of sides, faces and edges, and the number and kinds of angles (acute, right and obtuse). **Topic 10**: 234A-237B, 238A-240, 241B, 246A-247B, 248A-249B, 250A-251B *4. Create two-dimensional figures with one or more lines of reflective symmetry.* **Topic 11**: 265A-266B	**15A.** Estimate lengths and areas by comparing.	*Opportunities to address this standard can be found on the following pages*: **Topic 14**: 328A-331B, **Topic 16**: 376A-377B, 378A-379B, 384A-385B
		17A. Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 10**: 242A-243B, *244A-245B*, 246A-247B, 248A-249B, 250A-251B
		17B. Draw two-dimensional geometric shapes and figures.	**Topic 10**: 249, **Topic 14**: 331, **Topic 16**: 372A-373B
		25A. Solve extended numerical and statistical problems.	**Topic 10**: 252A-253B
3.2 Use spatial reasoning, location and geometric relationships to solve problems.	5. Draw and interpret simple maps using shapes or pictures on a coordinate grid. **Topic 20**: *468A-471B* 6. Investigate ways to tile or tessellate a shape or region using a variety of polygons.		

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	Topic 11: 260A-263B, 268-269B		
3.3 Develop and apply units, systems, formulas and appropriate tools to estimate and measure.	7. Use calendar and clocks to plan and sequence events and identify events and times as occurring in the a.m. and p.m. **Topic 17**: 400A-401B, 404A-405B 8. Solve problems involving telling time to the nearest quarter hour, five minutes and minute using analog and digital clocks. **Topic 17**: 392A-394, 395B, 396A-397B	**14A.** Tell time to the nearest hour, half-hour and quarter-hour using analog and digital clocks.	**Topic 17**: 392A-394, 395B
		14B. Solve problems involving time, elapsed time (15-minute increments) and calendars.	**Topic 17**: 398A-399B, 400A-401B
		25A. Solve extended numerical and statistical problems.	**Topic 17**: 396A-397B, 404A-405B
	9. Develop an understanding and describe the relationships between appropriate units of measure through concrete experiences (ounces and pounds; gram and kilograms; inches, feet and yards; meters and kilometers; cups, pints and quarts; and milliliters and liters). *Opportunities to address this standard can be found on the following pages*: **Topic 14**: 332A-333B, 338A-339B, 340A-341B, **Topic 15**: 352A-354, 355B, 356A-357B, 358A-359B 10. Estimate and measure using nonstandard units and appropriate customary and metric tools and units:	**15A.** Estimate lengths and areas by comparing.	*Opportunities to address this standard can be found on the following pages*: **Topic 14**: 328A-331B, **Topic 16**: 376A-377B, 378A-379B, 384A-385B
		16A. Measure lengths to the nearest inch or centimeter.	**Topic 14**: 328A-331B, **Topic 15**: 350A-351B, **Topic 16**: 370A-370, 371B
		16B. Draw lengths to the nearest inch or centimeter.	**Topic 14**: 331
		16C. Identify appropriate customary or metric units of measure for a given situation (inches, feet, centimeters and meters).	**Topic 14**: 334A-337B, 352A-354, 355B

	• length and perimeter to the nearest ¼ inch or ½ centimeter; • area in square inches or square centimeters; • capacity in cups, pints, quarts, milliliters or liters, • weight in ounces, pounds and grams (mass is weighed in grams); • temperature to the nearest degree; and • volume using inch cubes and centimeter cubes. **Topic 14**: 328A-331B, 332A-333B, 334A-337B, 338A-339B, 340A-341B, **Topic 15**: 350A-351B, 356A-357B, 358A-359B, **Topic 16**: 368A-369B, 370A-371B, *376A-377B, 378A-379B, 380A-382, 383B*, 384A-385B, **Topic 17**: *402A-403B* 11. Describe and use estimation strategies that can identify a reasonable answer to a measurement problem when an estimate is appropriate. **Topic 14**: 328A-331B, 338A-339B, 339A-341B, **Topic 15**: 350A-351B, 356A-357B, 358A-359B, 378A-379B, 382, 383B	**25A.** Solve extended numerical and statistical problems.	**Topic 14**: 332A-333B, 338A-339B, 340A-341B, **Topic 15**: 355, 356A-357B, 358A-359B, 360A-361B, **Topic 16**: 368A-369B, 380A-382, 383B, 384A-385B, 402A-403B

Working with Data: Probability and Statistics Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations**	**CMT Correlations**	**Scott Foresman-Addison Wesley** enVisionMATH
4.1 Collect, organize and display data using appropriate statistical and graphical methods.	1. Pose questions that can be used to guide data collection, organization, and representation. *Opportunities to address this standard can be found on the following pages:* **Topic 20**: 458A-459B, 464A-465B, 466A-467B, 478A-481B, 482A-483B 2. Collect and organize the data that answer the questions using diagrams, charts, tables, lists, pictographs, bar graphs and line plots **Topic 20**: 458A-459B, 464A-465B, 466A-467B, 478A-481B, 482A-483B	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 20**: 458A-459B, **460A-463B**, 482A-483B
		19B. Create bar graphs and pictographs from data in tables and charts.	**Topic 20**: 464A-465B, 466A-467B
		25A. Solve extended numerical and statistical problems.	**Topic 12**: 287, **Topic 20**: 463, 468A-471B
4.2 Analyze data sets to form hypotheses and make predictions.	3. Analyze data that have been collected and organized, to draw and defend conclusions based on the data. **Topic 20**: 458A-459B, **460A-463B**, 482A-483B 4. Describe an event or element as typical based upon the range, median and mode of a set of data. *Opportunities to address this standard can be found in Grade 4:* **Topic 17***: 412A-413B, 414A-415B, 416A-417B*	**22A.** Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 1**: 9, **Topic 5**: 120, 121B, **Topic 9**: 206A-207B, 208A-209B, 210A-211B, 212A-214, 215B, 227, **Topic 12**: 298A-299B, **Topic 15**: 360A-361B, **Topic 18**: 412A-413B
		25A. Solve extended numerical and statistical problems.	**Topic 12**: 287, **Topic 20**: 463, 468A-471B
4.3 Understand and apply basic concepts of probability.	5. Experiment to test predictions and determine probability in practical situations such as investigating the fairness of games using a variety of spinners and dice.	**21A.** Identify correct solutions to problems involving elementary notions of probability.	**Topic 20**: 472A-475B, 476A-477B

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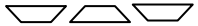
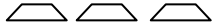
	Topic 20: *472A, 475B, 476B, 477B, 478A, 481B* 6. Describe the probability of an outcome as ___ out of ___, e.g., 3 out of 5. *Opportunities to address this standard can be found on the following pages:* **Topic 20**: 472A-475B 7. Investigate combinations using models. **Topic 1**: 24A-25B	**25A.** Solve extended numerical and statistical problems.	**Topic 1**: 24A-25B

GRADE 4

Algebraic Reasoning: Patterns and Functions

Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

State Framework	Grade-Level Expectations)	CMT Correlations	Scott Foresman-Addison Wesley enVisionMATH
7.1 Understand and describe patterns and functional relationships.	1. Extend and compare numerical and geometric sequences and classify patterns as growing or repeating, e.g. 2, 4, 8, _, _, grows and the following sequence repeats:  **Topic 3:** 52, 58A-59B, **Topic 6**: 127, **Topic 8:** 164, 165B, **Topic 9**: 205B 2. Develop and test generalizations based on observable patterns and relationships and describe the rules for number patterns using equations, e.g., in this sequence 1, 6, 16, 36 …, to get the next number the current number can be doubled and four added to the product. **Topic 3:** 52, **Topic 5:** 96A-97B, **Topic 6**: 130A-131B, **Topic 9**: 208A-209B, **Topic 12**: 273	**17A.** Identify and recognize two-dimensional geometric shapes and figures, including number of angles and sides of polygons.	**Topic 9**: 202B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 3:** 52, 58A-59B, **Topic 5**: 96B, **Topic 6**: 127, 128A-129B, 130A-131B, 132A-133B, **Topic 8**: 164, 165B, **Topic 9**: 205B, **Topic 12**: 273, 275
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 3:** 52, 58A-59B, **Topic 5**: 96B, **Topic 6**: 127, 128A-129B, 130A-131B, 132A-133B, **Topic 8**: 164, 165B, **Topic 9**: 205B, **Topic 12**: 273, 275
		24A. Identify objects that are the same or different by one attribute.	*Opportunities to address this standard can be found on the following page:* **Topic 9**: 204B
		24B. Sort objects into two groups by a common attribute.	*Opportunities to address this standard can be found on the following page:* **Topic 9**: 204A-205B, 206A-207B, 208A-209B
		25A. Solve extended numerical and statistical problems.	**Topic 3:** 59, **Topic 6**: 129, 131, 133, **Topic 9**: 205, 207, 209
1.2 Represent and analyze quantitative relationships in a variety of ways.	3. Describe mathematical relationships and situations, involving ratios and computation of whole numbers, in all four operations with using symbols, number sentences and equations. If  Then  =_____ **Topic 2: 44A-46, 47B**, **Topic 3: 68A-69B, Topic 4**: 85, **Topic 5**: 99, **116A-118, 119B**,	**5B.** Identify the appropriate operation or number sentence to solve a story problem.	**Topic 2: 44A-46, 47B, Topic 3:** 68A-69B, **Topic 4**: 85, **Topic 5**: 99, 116A-118, 119B, **Topic 8**: 166B
		5C. Write story problems from addition or subtraction number sentences.	**Topic 13**: 303

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	Topic 6: 128A-129B, **130A-131B,** 132A-133B, **Topic 8**: 169, 170A-172, 173B, **Topic 13**: 305, **Topic 18**: 432A-433B	**6A.** Add and subtract facts to 18.	**Topic 2: 26**
		6B. Multiply and divide by 2, 5 and 10.	**Topic 3:** 54-57, 58A-59B, 62A-63B, 64A-65B, 66A-67B, **Topic 4**: 76A-79B, 84, **Topic 7**: 150, 154
		7A. Add and subtract one- and two-digit whole numbers without regrouping. **7B.** Add one- and two-digit whole numbers with regrouping.	**Topic 2: 28A** **Topic 2: 28A**
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 2: 30-31B, 40A-41B, 44A-46, 47B**
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 2: 30-31B**
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 3:** 52, 58A-59B, **Topic 5**: 96B, **Topic 6**: 127, 128A-129B, 130A-131B, 132A-133B, **Topic 8**: 164, 165B, **Topic 12**: 273
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 3:** 52, 58A-59B, **Topic 5**: 96B, **Topic 6**: 127, 128A-129B, 130A-131B, 132A-133B, **Topic 8**: 164, 165B, **Topic 12**: 273
		25A. Solve extended numerical and statistical problems.	**Topic 2: 46, Topic 3:** 59, 63, 65, 67, 69, **Topic 4**: 78-79, **Topic 5**: 118, **Topic 6**: 129, 131, 133
1.3 Use operations, properties and algebraic symbols to determine equivalence and solve problems.	4. Represent possible values by using symbols, e.g., variables, to represent quantities in expressions and number sentences. Use number sentences (equations) to model and solve word problems. **Topic 2:** 44A-46, 47B, **Topic 3**: 56, 68A-69B, **Topic 4**: 85, **Topic 5**: 99, 116A-118, 119B **Topic 6**: 128A-129B, **Topic 8**: 172, 176, **Topic 11**: 257	**5 A.** Relate multiplication and division facts to rectangular arrays and pictures.	**Topic 3:** 52, 56A-57B, 62A-63B, 64A-65B**, Topic 4:** 76A-77, 79B, 82A-83B, 84A-85B, **Topic 5**: *106A-107, 109B*
		5B. Identify the appropriate operation or number sentence to solve a story problem.	**Topic 2: 44A-46, 47B, Topic 3:** 68A-69B, **Topic 4**: 85, **Topic 5**: 99, 116A-118, 119B, **Topic 8**: 166B
		5C. Write story problems from addition or subtraction number sentences.	**Topic 13**: 303
		6A. Add and subtract facts to 18.	**Topic 2: 26**

	5. Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property. **Topic 2: 28A-29B, Topic 3:** 60A-61B, 62A-63B, *64A-65B*, 66A-67B, **Topic 4:** 79, **Topic 5**: 99A-100B	**6B.** Multiply and divide by 2, 5 and 10	**Topic 3:** 54-57, 58A-59B, 62A-63B, 64A-65B, 66A-67B, **Topic 4**: 76A-79B, 84, **Topic 7**: 150, 154
		7A. Add and subtract one- and two-digit whole numbers without regrouping.	**Topic 2: 26, 28A-31B**
		7B. Add one- and two-digit whole numbers with regrouping.	**Topic 2: 26, 28A-31B**
		9A. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping).	**Topic 2: 30-31B, 40A-41B, 44A-46, 47B**
		9B. Solve simple story problems involving addition (with/without regrouping) or subtraction (without regrouping) with extraneous information.	**Topic 2: 30-31B**
		10A. Identify the best expression to find an estimate.	**Topic 2: 32A-33B**, **Topic 5**: 100A-101B, **Topic 8**: 166A-167B, 174-176, **Topic 10:** 219
		11 A. Identify a reasonable estimate to a problem.	**Topic 2: 32A-33B, Topic 3**: 57, **Topic 5**: 100A-101B, **Topic 7**: 144A-145B, **Topic 8**: 166A-167B, 174-176, 177B, **Topic 10:** 219, 222A-223B, **Topic 12**: 279, **Topic 13**: *294A-295B, 298-299*
		25A. Solve extended numerical and statistical problems.	**Topic 2:** 31, 33, 41, 46, **Topic 3:** 57, 59, 63, 65**, Topic 4:** 78, 83, 85, **Topic 5**: 101, 107, **Topic 7**: 145, **Topic 8**: 167, 176, , **Topic 10:** 223, **Topic 13**: 295, 298-299

Numerical and Proportional Reasoning Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
2.1 Understand that a variety of numerical representations can be used to describe quantitative relationships.	*1. Locate, label, compare and order numbers up to 100,000 using place value models, number lines and number patterns (including multiples of 1,000 and 10,000).* **Topic 1: 10A-13B**, **Topic 2: 43**, **Topic 5**: 113, **Topic 12**: 266 2. Extend number patterns to determine 1,000 and 10,000 more and less than a given number in practical situations. *Opportunities to address this standard can be found on the following pages:* **Topic 1:** 9, 19 3. Round whole numbers up to 100,000 using number patterns, number lines, diagrams and place value models. **Topic 1: 14A-15B**, **Topic 2: 26, Topic 4**: 4. Write and describe equivalent representations of four- and five-digit whole numbers up to 100,000 and **94**beyond, in expanded and regrouped forms. Use the forms to support computational strategies. **Topic 1: 4A-6, 7B** 5. Relate multiplication and division to number patterns and models of groups and rectangular arrays. **Topic 3:** 52, 54A-57B, 62A-63B, 64A-65B,	**1A.** Solve problems involving 10 more/less or 100 more/less than a given number.	**Topic 1:** 5
		1B. Identify alternative forms of expressing whole numbers less than 1,000 using expanded notation.	*Opportunities to address this standard can be found on the following pages:* **Topic 1**: 4A-6, 7B, 8A-9B
		1C. Identify alternative forms of expressing whole numbers less than 1,000 using regrouping.	*Opportunities to address this standard can be found on the following pages:* **Topic 1**: 4A-6, 7B, 8A-9B,
		1D. Use place value concepts to identify and compare the magnitude and value of digits in two- and three-digit numbers.	*Opportunities to address this standard can be found on the following pages:* **Topic 1**: 4A-6, 7B, 8A-9B
		2A. Relate fractions and decimals to pictorial representations and vice versa.	**Topic 1:** 16A-17B, **Topic 12**: 274A-275B
		2B. Relate fractions of regions and sets to pictures and vice versa.	**Topic 10**: 214, 216A-218, 219B, 230A-232, 233B
		2C. Label and/or shade fractional parts of regions and/or sets.	**Topic 10**: 216A-218, 219B
		3A. Relate equivalent fractions to pictorial representations.	**Topic 10**: 224A-226, 227B, 238A-240, 241B
		4A. Order whole numbers less than 10,000.	**Topic 1: 11-13**, **Topic 12**: **266**
		4B. Describe magnitude of two- and three-digit whole numbers, fractions, mixed numbers and decimals (tenths).	**Topic 10:** 233, 234A-235B, **Topic 12**: 270A-271

	Topic 4: 76A-78, 79B, 82A-83B, 84A-85B, **Topic 5**: *106A-107*, *109B*, **Topic 7**: 146A-149B, 150-151B, **Topic 8**: 182A-183B 6. Identify and define prime and composite numbers through the use of models including rectangular arrays, place value models and pictures. **Topic 8:** 184A-185B, **Topic 13**: 307 7. Construct and use number lines, pictures and models, including rulers, to determine and identify equivalent ratios and fractions. **Topic 10**: 224A-226, 227B, 230A-232, 233B 8. Locate, label and estimate (round) fractions with like and unlike denominators of 2, 3, 4, 5, 6, 8 and 10 by constructing and using models, pictures and number lines. **Topic 10**: 216A-218, 219B, 222A-223B, 224A-226, 227B, 241, **Topic 12**: 276A-278, 279B, 280A-281B 9. Construct and use models, pictures and number lines, including rulers to compare and order fractional parts of a whole and mixed numbers with like and unlike denominators of 2, 3, 4, 5, 6 and 8 and 10. **Topic 10**: 234-235B, 236A-237B, 238A-240, 241B, **Topic 12**: 280A-281B 10. Construct and use models, pictures and number lines, including rulers, to identify wholes and parts of a whole (including a part of a group or groups) as simple fractions and mixed numbers. **Topic 10**: 216A-218, 219B, 22A-221B, 224A-226, 227B, 230A-232, 233B 11. Use models to represent tenths and hundredths and record the representations using equivalent ratio, fraction and decimal notation ($\frac{1}{10}$, 0.1)	**4C.** Round two- and three-digit whole numbers in context.	**Topic 1:** 14B
		4D. Identify points representing two- and three-digit whole numbers, fractions (halves, thirds, fourths) and decimals (tenths) on a number line and vice versa.	**Topic 1:** 14B, **Topic 10**: 223, **Topic 12**: 276A-278, 279B, 280A-281B, **Topic 13**: 290A, 291
		10A. Identify a reasonable estimate to a problem.	**Topic 2: 32A-33B**, **Topic 5**: 100A-101B, **Topic 8**: 166A-167B, 174-176, **Topic 10:** 219
		11A. Identify a reasonable estimate to a problem.	**Topic 2: 32A-33B**, **Topic 3**: 57, **Topic 5**: 100A-101B, **Topic 7**: 144A-145B, **Topic 8**: 166A-167B, 174-176, 177B, **Topic 10:** 219, 222A-223B, **Topic 12**: 279, **Topic 13**: *294A-295B, 298-299*
		22A. Identify the missing terms in a pattern, or identify rules for a given pattern using whole numbers and attributes.	**Topic 3:** 52, 58A-59B, **Topic 5**: 96B, **Topic 6**: 127, 128A-129B, 130A-131B, 132A-133B, **Topic 8**: 164, 165B, **Topic 12**: 273
		22B. Extend or complete patterns and state rules for given patterns using whole numbers and attributes.	**Topic 3:** 52, 58A-59B, **Topic 5**: 96B, **Topic 6**: 127, 128A-129B, 130A-131B, 132A-133B, **Topic 8**: 164, 165B, **Topic 12**: 273
		25A. Solve extended numerical and statistical problems.	**Topic 2: 32**, **Topic 3:** 59, **Topic 5**: 101, **Topic 6**: 129, 131, 133, **Topic 7**: 145, **Topic 8**: 167, 176, **Topic 10:** 223, 226, 232, 240, **Topic 12**: 278, 281, **Topic 13**: 295

	Topic 12: **268A-269B**, 274A-275B, 276A-278, 279B, 280A-281B 12. Express a ratio or division problem as a fraction and describe the relationship between the divisor and the remainder written as a fraction. For example: When determining the number of groups of 3 in 14, we say 14 ÷ 3 = 4 with a remainder of 2 or 4 ⅔). **Topic 10**: 220A-221B 13. Solve practical problems involving simple ratios and proportions, e.g., determining distance on maps, by using models, pictures and number patterns. *Opportunities to address this standard can be found on the following pages:* **Topic 10**: 224A-226, 227B, 230A-232, 233B		
2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities.	*14. Develop and use a variety of computation strategies including place value concepts, number lines and the commutative and associative properties to add and subtract three- and four-digit numbers and money amounts up to $1,000.00.* **Topic 2: 28A-30, 31B, 36A-39B, 40A-41B, 42A-43B** 15. Solve contextual problems involving addition and subtraction of whole numbers using a variety of methods, including writing appropriate number sentences (equations) and explaining the strategies used. **Topic 2: 30-31B, 32A-33B, 34A-35B, 36A-39B, 40A-41B, 42A-43B, 44A-45B** 16. Create story problems to match a given number sentence (equation).	**4C**. Round two- and three-digit whole numbers in context.	**Topic 1:** 14B
		5A. Identify members of multiplication and division fact families from arrays (factors of 2, 3, 4, 5 and 10).	**Topic 3:** 54A-55B, 62A-63B, 66A-67B, **Topic 4**: 80A-81B
		5B. Identify the appropriate operation or number sentence to solve a story problem (two-digit numbers).	**Topic 2:** 44A-46, 47B, **Topic 3:** 68A-69B, **Topic 4**: 85, **Topic 5**: 99, 116A-118, 119B, **Topic 8**: 166B
		5C. Write a story problem that matches a given addition, subtraction or multiplication sentence. Use one- and two-digit numbers for addition and subtraction. Use one-digit factors for multiplication.	**Topic 13**: 303
		6A. Find the missing product in a multiplication equation where one factor is 2, 3, 4, 5 or 10.	**Topic 3:** 60B-60, 62B-62, **Topic 4**: 79, 80, 81B, 84

	Opportunities to address this standard can be found on the following pages: **Topic 2:** 44A-45B, **Topic 3:** 68A-69B, **Topic 6**: 128A-129B, **Topic 13**: 303 17. Recall the multiplication and division facts 1 through 10. **Topic 4**: 76A-78, 79B, 80A-81B, 82A-83B, **Topic 8**: 162 *18. Write multiplication and division story problems involving basic facts and two- and three-digit by one-digit numbers to match a given number sentence and vice versa; solve the problems using strategies that include models and arrays and justify the solutions.* *Opportunities to address this standard can be found on the following pages:* **Topic 3:** 62A-63B, 64A-65B, 66A-67B, 68A-69B, **Topic 4:** 76A-78, 79B, 80A-81B, 82A-83B, 84A-85B, 86A-88, 89B, **Topic 5**: 97-97B, 98A-99B, 100A-101B, 102A-104, 105B, 108-109, 110A-113B, 114A-115B, 116A-118, 119B, **Topic 6**: 132A-133B, 134A-135B, **Topic 7**: 142A-143B, 146A-149B, 150A-151B, 152A-153B, 154A-155B, **Topic 8**: 164A-165B, 166A-167B, 168A-169B, 170A-173B, 174A-177B, 178A-179B, 180A-181B, 186A-187B, **Topic 10**: 227, **Topic 13**: 293 *19. Determine and explain in writing when an estimate is appropriate and whether a particular estimation strategy is reasonable or will result in an overestimate or underestimate involving computation with three- and four- digit numbers and money amounts up to $1,000.* **Topic 2: 32, 43, Topic 5**: 100A-101B, 102A-104, 105B, 111, **Topic 7**: 144A-145B, **Topic 8**: 166A-167B	**6B**. Find the missing factor in a division equation where one factor is 2, 3, 4, 5 or 10.	**Topic 4**: 80, 81B, 84
		7A. Add and subtract two- and three-digit whole numbers and money amounts less than $10 with and without regrouping.	**Topic 1:** 19-19B
		7B. Multiply and divide two-digit whole numbers by one digit.	**Topic 3:** 66A-67B, **Topic 4**: 76A-78, 79B, 80A-81B, 84A-85B, 86A-89B, **Topic 5**: 105, 108, 110A-113B, **Topic 6**: 132A-133B
		8A. Add and subtract fractions with like denominators.	**Topic 11**: 250A-253B
		9A. Solve one-step story problems involving whole numbers and money amounts. Use two- and three-digit numbers in addition and subtraction problems. Use one- and two-digit numbers in multiplication problems.	**Topic 2: 34A-35B, 36A-39B, 40A-41B, Topic 3:** 54A-57B, 59-59B, 60-61, 62A-63B, 64A-65B, 66-67, 68A-69B, **Topic 5**: 97-97B, 98A-99B, 100A-101B, 102A-104, 105B, 110A-113B, 116A-118, 119B, **Topic 6**: 128A, 129-129B, 130A-131B, 132A, 133-133B
		9B. Solve one-step story problems involving addition or subtraction with extraneous information. Use two-and three-digit numbers in addition and subtraction problems.	**Topic 2: 34A-35B, 36A-39B, 40A-41B**
		10A. Identify the best expression to find an estimate.	**Topic 2:** 32A-33B, **Topic 5**: 100A-101B, **Topic 8**: 166A-167B, 174-176, **Topic 10:** 219
		11A. Identify a reasonable estimate to a problem, including estimating change from $1, $5 and $10.	**Topic 2: 32A-33B**, **Topic 3**: 57, **Topic 5**: 100A-101B, **Topic 7**: 144A-145B, **Topic 8**: 166A-167B, 174-176, 177B, **Topic 10:** 219, 222A-223B, **Topic 12**: 279, **Topic 13**: *294A-295B, 298-299*
		19A. Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 2:** 41, **Topic 3:** 63, **Topic 5**: 97, 99, 101, 103-104, 108, 112, 115, 118, **Topic 6**: 131, 133, **Topic 7**: 143, 149, 155, **Topic 8**: 167, 176, 179, 185, 186-187, **Topic 10**: 223, 229, 232-233, 237, **Topic 13**: 293, 295, 308-309
		23A. Solve simple one-step algebraic equations involving addition, subtraction and fact families.	**Topic 6**: 128A-129B, **Topic 13**: 303, **Topic 18**: 432A-433B, 434A-435B

	20. Use models and pictures to add and subtract fractions with like and unlike denominators of 2, 3, 4, 5, 6, 8 and 10 and match number sentences or equations to the problems. **Topic 11**: 250A-251, 253B, 254A-255B 21. Identify or write number sentences to solve simple problems involving fractions with like denominators, decimals (tenths) and mixed numbers. *Opportunities to address this standard can be found on the following pages*: **Topic 11:** 250A-253B, 254A-255B, **Topic 12**: 282A-283B, **Topic 13**: 303 22. Write contextual problems involving the addition and subtraction of fractions with like denominators, decimals (tenths) and mixed numbers; solve the problems and justify the solutions. *Opportunities to address this standard can be found on the following pages*: **Topic 11:** 250A-253B, 254A-255B, 256A-257B 23. Estimate a reasonable answer to simple problems involving fractions, mixed numbers and decimals (tenths). **Topic 13**: *294A-295B* 24. Write and solve multistep contextual problems, including problems with extraneous information and explain orally and in writing how the answers were determined.	**25A.** Solve extended numerical and statistical problems.	**Topic 2: 33, 35, 38, 41, 46**, **Topic 3:** 56, 63, 65, 67, 69, **Topic 4**: 78, 81, 85, 88, **Topic 5**: 99, 101, 104, 112, 118, **Topic 6**: 129, 131, 133, **Topic 7**: 145, **Topic 8**: 167, 176, **Topic 10**: 223, **Topic 11**: 252, **Topic 13**: 295, 298-299, **Topic 18**: 433, 435

	Topic 2: **34A-35B**, **39**, **Topic 3:** 57, 68A-69B, **Topic 4**: 86A-88, 89B, **Topic 5**: 102A-104, 105B, 108-109, **Topic 6**: 128A-129B, 130A-131B, 132A-133B, **Topic 7**: 149, 156A-157B, **Topic 8**: 181, 186A-187B, **Topic 9**: 208A-209B, **Topic 10**: 233, 238A-238A-240, 241B, **Topic 11**: 258A-260, 261B, **Topic 12**: 282A-283B, **Topic 13**: 293, 308A-309B, **Topic 14**: 336A-339B, **Topic 15**: 356A-357B, **Topic 16**: 392A-393B, **Topic 17**: 420A-423B, **Topic 18**: 440A-441B, **Topic 19**: 460A-461B, **Topic 20**: 476A-477B		

Geometry and Measurement Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
3.1 Use properties and characteristics of two- and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.	1. Describe and represent polygons, solids, and other familiar two- and three-dimensional objects. **Topic 9:** 194, 196A-197B, *198A-199B*, 202A-203B, 204A-205B, 206A-207B, **Topic 15**: 344, *346A-349B*, 353 2. Compare and classify polygons based on relationships such as parallel or perpendicular lines, symmetry and congruence. **Topic 9:** 204A-205B, 206A-207B, **Topic 14**: 314, 319 3. Make and test conjectures about polygons using geometric relationships such as symmetry and congruence. **Topic 9:** 204B, 206B, 208A-209B	**15A.** Estimate lengths and areas by comparing.	**Topic 16**: 364A-365B
		17A. Identify two-dimensional geometric shapes, including number of angles and sides of polygons.	**Topic 9**: 202A-203B, 204A-205B, 206A-207B, **Topic 14**: 314, 319, **Topic 15**: 344, *346A-349B,*
		17B. Identify, describe and draw two-dimensional geometric shapes and figures.	**Topic 2:** 28A, **Topic 9**: 194, 196A-197B, *198A-199B*, 202A-203B, 204A-205B, 206A-207B, **Topic 14**: 314, 319, **Topic 15**: 344, 346A-349B,
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 3**: 59, **Topic 9:** 204A-205B, 206A-207B, **Topic 15**: 347
		24B. Sort or classify objects, and draw logical conclusions from data including Venn diagrams and transitive reasoning questions.	**Topic 8:** 177, **Topic 9**: 202A-203B, 204A-205B, 206A-207B
		25A. Solve extended numerical and statistical problems.	**Topic 9:** 197, 199, 201, 203, 205, 207, 208A-209B, **Topic 14:** 317, 319
3.2 Use spatial reasoning, location and geometric relationships to solve problems.	4. Draw and interpret simple maps with ordered pairs of numbers and/or letters in quadrant one of an x, y coordinate system and find possible paths between two points. **Topic 17:** 408B 5. Analyze geometric reflections (flips), rotations (turns), and translations (slides) of plane figures and describe the relationship to the original figure. **Topic 19:** 448A-449B, 450A-451B, 452A-453B, 455, 459		

3.3 Develop and apply units, systems, formulas and appropriate tools to estimate and measure.	6. Use calendars and clocks to solve problems and schedule events involving elapsed time. **Topic 1:** 7, **Topic 2:** 34A, **Topic 16:** 386A-387B, 392 *7. Write and solve problems involving the conversion of simple measures of time, e.g., minutes to hours, hours to days and days to weeks and months.* **Topic 16: 384A-385B**	**14A.** Solve problems involving time, elapsed time (minutes and hours) and calendars.	**Topic 16: 384A-385B**, 386A-387B
		14 B. Solve problems involving conversions of measures of time.	**Topic 16: 384A-385B**
		25A. Solve extended numerical and statistical problems.	**Topic 16: 385**, 388, 392-393
	8. Use customary and metric tools and units and non-standard units to estimate, measure and solve problems involving length and perimeter to the nearest quarter-inch or half-centimeter, area, capacity, weight, temperature and volume. **Topic 14**: *318A-319B, 320A-323B, 324A-325B, 326A-327B*, **328A-331B**, 332A-333B, 334A-335B, 336B, 337, 339, **Topic 15**: 344, 354A-355B, **Topic 16**: 366A-367B, **368A-369B**, 374A-375B, 376A-377B, **378A-379B,** 380A-383B, 390A-391B, 392B, **Topic 19:** 458A, 459, 461 9. Use estimation strategies to predict reasonable answers to measurement problems and explain the reasoning used orally and in writing. **Topic 14:** *320-322, 323B*, 326A, 327B, 328A-330, 331B, **Topic 15**: 353, 355, **Topic 16**: 364A-365B, 366-367B, **368A-369B**, 376A-377B, **378A-379B**	**15A.** Estimate lengths and areas by comparing.	**Topic 16**: **364A-365B**
		16A. Measure lengths to the nearest inch, half-inch or centimeter.	**Topic 16**: **364A-365B, 374-375B**
		16B. Draw lengths to the nearest inch, half-inch or centimeter.	*Opportunities to address this standard can be found on the following pages:* **Topic 16**: 364A-365B, 374-375B
		16 C. Identify appropriate customary or metric units of measure for a given situation.	**Topic 16**: 362, 364A-365B, 366A-367B, **368A-369B**, 372, 374, 376A-377B, **378A-379B**
		25A. Solve extended numerical and statistical problems.	**Topic 14**: 322, 325, 327, 332A-333B, 334A-335B, 336B, 337, 339, **Topic 15**: 323, 355, **Topic 16**: 362, 365, 367, 371-372, 375, 377, **379**, 383-383, 391, 392-393B

Working with Data: Probability and Statistics Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
4.1 Collect, organize and display data using appropriate statistical and graphical methods.	1. Pose questions and develop a plan to collect data using observations, surveys and experiments to answer the questions. **Topic 17:** 402A-403B 2. Collect, organize and represent the data that answer the questions using simple circle graphs and broken line graphs. **Topic 17:** 410A-411B, 418A-419B	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 17:** 402-403B
		19B. Create bar graphs and pictographs from data in tables and charts.	**Topic 17: 404A-405B**, 420A-423B
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 17: 405**, 411, 419
		24B. Sort or classify objects, and draw logical conclusions from data including Venn diagrams and transitive reasoning questions.	**Topic 17: 405**, 411, 419
		25A. Solve extended numerical and statistical problems.	**Topic 17: 405**, 411, 419
4.2 Analyze data sets to form hypotheses and make predictions.	3. Discuss, make predictions and write about patterns and trends in categorical and numerical data that have been represented in a variety of ways. *Opportunities to address this standard can be found on the following pages:* **Topic 17:** 402A-403B, 404A-405B, 406A-407B, 410A-411B, 416A-417B, 418A-419B, 420A-421B 4. Determine the range, median, mode and mean of a set of data and describe characteristics of the data set as typical or average based on those determinations. **Topic 17***: 412A-413B, 414A-415B, 416A-417B*	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 17:** 402-403B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	*Opportunities to address this standard can be found on the following pages:* **Topic 17:** 416A-417B, 420A-421B
		22B. Extend or complete patterns and state rules using numbers and attributes.	*Opportunities to address this standard can be found on the following pages:* **Topic 17:** 416A-417B, 420A-421B
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 17: 405**, 411, 419
		24B. Sort or classify objects, and draw logical conclusions from data including Venn diagrams and transitive reasoning questions.	**Topic 17: 405**, 411, 419
		25A. Solve extended numerical and statistical problems.	**Topic 17: 405**, 411, 419

Page Reference Code: Italics = Introduction; Unbold = Develop; Bold = Mastery/Apply

4.3 Understand and apply basic concepts of probability.	5. Conduct probability experiments and express the probability based on possible outcomes, e.g., 8 out of 10 tiles chosen were red. **Topic 20:** 466, 472A-474, 475B 6. Determine and describe possible combinations, where order does not matter, e.g., when there is a choice of vanilla (V), chocolate (C) or strawberry (S) ice cream for a two-scoop cone and two different scoops are desired, the possible combinations are CV, CS, or VS. **Topic 1:** 20A-21B, **Topic 20:** 468A-469B	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 20:** 474
		21A. Identify correct solutions to problems involving elementary notions of probability.	**Topic 20:** 466, 472A-474, 475B
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 1:** 20A-21B **Topic 20:** 468A-469B, 470A-471B
		25A. Solve extended numerical and statistical problems.	**Topic 20:** 469, 471

GRADE 5

Algebraic Reasoning: Patterns and Functions

Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

State Framework	Grade-Level Expectations	CMT Correlations	Scott Foresman-Addison Wesley enVisionMATH
1.1 Understand and describe patterns and functional relationships.	1. Represent, extend and compare geometric and numeric patterns using words, tables, graphs and equations **Topic 1**: 14A-15B, **Topic 6**: 148A-151B, 157, 160, **Topic 7**: 170B, **Topic 8**: 203, **Topic 15**: **382A-384, 385B** 2. Analyze patterns and data to make generalizations, make predictions and to identify trends. **Topic 2**: **33**, **Topic 3**: 60, **Topic 4**: 105, **Topic 5**: 122A, 133, 157, **Topic 7**: 170B, **Topic 13**: 340A-341B	**17A.** Identify, describe and/or classify two-dimensional geometric shapes and figures.	*Opportunities to address this standard can be found on the following pages:* **Topic 8**: 200A-201, 203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B
		19A. Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 6**: 154, 160
		20 A. Draw reasonable conclusions from data in tables, bar graphs, pictographs, circle graphs and charts.	*Opportunities to address this standard can be found on the following pages:* **Topic 1**: 9, **Topic 2**: 26-27B, 36 **Topic 18**: 432A-435B, 446A-449B
		22A. Identify the missing terms in a pattern, or identify rules for a given pattern using whole numbers and attributes.	**Topic 5**: 133, **Topic 6**: 148A-151B, 157, **Topic 15**: **382A-384, 385B**
		22B. Extend or complete patterns and state rules for given patterns using whole numbers and attributes.	**Topic 2**: 33, **Topic 3**: 60, **Topic 4**: 105, **Topic 5**: 122A, 133, **Topic 6**: 148A-151B, 157, **Topic 7**: 170B, **Topic 13**: 340A-341B, **Topic 13**: 340A-341B, **Topic 15**: **382A-384, 385B**
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 13**: 340A-341B
		25A. Solve extended numerical and statistical problems.	**Topic 1**: 14A-15B, **Topic 14**: 366A-367B, **Topic 16**: 404A-405B
1.2 Represent and analyze quantitative relationships in a variety of ways.	3. Represent and describe mathematical relationships using variables or symbols in expressions, equations and inequalities **Topic 3**: 74A-76, 77B, **Topic 4**: 90A-91, 93B, **Topic 6**: 146A-147B, 148A-151B, 152A-154, 155B, 157, **Topic 15**: 377B, 378A-379B, 386A-388B	**5 A.** Identify the appropriate operation or number sentence to solve a story problem.	**Topic 6**: 146A-147B
		5B. Write story problems from multiplication or division number sentences, using one- and two-digit numbers.	**Topic 3**: 67
		9A. Solve one-step story problems involving whole numbers and money amounts with or without extraneous information. Use all operations.	**Topic 3**: 60A-61B, **Topic 6**: 160-161B

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	4. Describe how a change in one variable relates to a change in a second variable in context. For example: If a recipe requires two cups of flour for eight servings, the flour must be doubled for 16 servings or increased by one-half for 12 servings. *Opportunities to address this standard can be found on the following pages*: **Topic 15**: 384A-385B	**9B.** Solve two-step story problems involving whole numbers and money amounts with or without extraneous information.	**Topic 3**: 60A-61B, **Topic 6**: 160, 162A-163B
		10A. Identify the best expression to find an estimate.	**Topic 2**: 30B-32, 33B
		22A. Extend or complete patterns, or identify rules using numbers and attributes.	**Topic 5**: 133, **Topic 6**: 148A-151B, 157, **Topic 15**: **382A-384, 385B**
		22B. Extend or complete patterns and state rules using numbers and attributes.	**Topic 2**: 33, **Topic 3**: 60, **Topic 4**: 105, **Topic 5**: 122A, 133, **Topic 6**: 148A-151B, 157, **Topic 7**: 170B, **Topic 13**: 340A-341B, **Topic 13**: 340A-341B, **Topic 15**: **382A-384, 385B**
		23 A. Solve simple one-step algebraic equations involving addition, subtraction, multiplication and fact families.	**Topic 3**: 66, 74A-75, 77B, **Topic 8**: 207, **Topic 10**: 256A-259B, **Topic 15**: 376A-377B, 378A-379B
		25A. Solve extended numerical and statistical problems	**Topic 3**:74A-77B, **Topic 4**: 110A-113B, **Topic 10**: 256A-259B, **Topic 11**: 288A-289B, **Topic 15**: 386A-388B
1.3 Use operations, properties and algebraic symbols to determine equivalence and solve problems.	5. Replace variables or symbols in algebraic expressions with given values and evaluate or simplify the expression, e.g., If □ =5, find the value of 4 x □ +7. **Topic 6**: 148A-151B, 159, **Topic 17**: 420A-421B 6. Model, write and solve one-step equations by using appropriate concrete materials that model equivalence, e.g., If 4 x △ = 36, then △ equals 9. **Topic 2**: 34A-36, 37B, **Topic 3**: 61, 66, 74A-76, 77B, **Topic 4**: 110A-112, 113B, **Topic 10**: 259, **Topic 11**: 288A-289B, **Topic 15**: 376A-377B, 378A-379B	**5 A.** Identify the appropriate operation or number sentence to solve a story problem.	**Topic 6**: 146A-147B
		5B. Write story problems from multiplication or division number sentences, using one- and two-digit numbers.	**Topic 3**: 67
		9A. Solve one-step story problems involving whole numbers and money amounts with or without extraneous information. Use all operations.	**Topic 3**: 60A-61B, **Topic 6**: 160-161B
		9B. Solve two-step story problems involving whole numbers and money amounts with or without extraneous information.	**Topic 3**: 60A-61B, **Topic 6**: 160, 162A-163B
		10A. Identify the best expression to find an estimate.	**Topic 2**: 30B-32, 33B
		11 A. Identify a reasonable estimate to a problem, including estimating change.	**Topic 2**: 30B-32, 33B, 37, **Topic 3**: 62A-63B, 65, 69

		23 A. Solve simple one-step algebraic equations involving addition, subtraction, multiplication and fact families.	**Topic 3**: 66, 74A-75, 77B, **Topic 8**: 207, **Topic 10**: 256A-259B, **Topic 15**: 376A-377B, 378A-379B
		25A. Solve extended numerical and statistical problems.	**Topic 10**: 256A-259B, **Topic 15**: 380A-381B**,** 386A-388B

Numerical and Proportional Reasoning Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
State Framework **2.1 Understand that a variety of numerical representations can be used to describe quantitative relationships.**	1. Compare, order and round whole numbers to 1,000,000 using number patterns, number lines and diagrams. **Topic 1**: **6A-9B**, **Topic 2**: **28A-29B**, **40, 41B**, **Topic 4**: **93** 2. Represent whole numbers up to 1,000,000 in expanded and regrouped forms and use the forms to support computation. **Topic 1**: **4A-5B**, **10A-11B** 3. Construct and use models, number patterns and pictorial representations to extend place value concepts and patterns to decimals, e.g., 0.1 is one-tenth of one and 0.01 is one one-hundredth of one and one-tenth of 0.1. *Opportunities to address this standard can be found on the following pages:* **Topic 1**: 10A-11B, **Topic 9**: 238A-241B, 242A-243B 4. Investigate negative integers (values less than zero) using place value models, diagrams and number lines and represent negative integers in practical applications, e.g. temperatures, money and locations below sea level. **Topic 17**: 412A-413B 5. Classify numbers as prime, composite or perfect squares and identify factor pairs using rectangular arrays. **Topic 4**: 106A-108B	**1A**. Solve problems involving 100 more/less or 1,000 more/less than a given number.	*Opportunities to address this standard can be found on the following pages*: **Topic 1**: 5
		1B. Identify alternative forms of expressing whole numbers less than 10,000 using expanded notation.	*Opportunities to address this standard can be found on the following pages*: **Topic 1**: 4A-5B, 10A-11B
		1C. Identify alternative forms of expressing whole numbers less than 10,000 using regrouping.	*Opportunities to address this standard can be found on the following pages*: **Topic 1**: 4A-5B, 10A-11B
		1D. Use place value concepts to identify and compare the magnitude and value of digits in numbers.	**Topic 1**: **4A-5B, 10A-11B**
		2A. Relate decimals (0.01-2.99) to pictorial representations and vice versa.	**Topic 1**: 10, 49, **Topic 9**: 238A-239, 241B, 242-243B
		2B. Relate fractions and mixed numbers to pictures and vice versa.	**Topic 9**: **220A-222, 223B, 226A-227B, 238A-239, 241B, 242-243B**
		2C. Identify and/or shade fractional parts of regions, sets or mixed numbers in pictures.	**Topic 9**: **220A-222, 223B, 226A-227B**
		3A. Rename equivalent fractions.	**Topic 9**: 228A-229B, 234A-236, 237B
		3B. Rename equivalent mixed numbers as improper fractions and vice versa.	**Topic 9**: 226A-227B
		4A. Order whole numbers less than 100,000.	*Opportunities to address this standard can be found on the following pages:* **Topic 1**: 6A-9B
		4B. Order mixed numbers, fractions and decimals.	**Topic 1**: 12A-13B, **Topic 9**: 230A-231B
		4C. Describe magnitude of whole numbers less than 100,000 and decimals.	*Opportunities to address this standard can be found on the following pages:* **Topic 1**: 6A-9B, 12A-13B,

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	6. Represent equivalent fractions, decimals, ratios and percents using models, pictures, number patterns and common factors. **Topic 1**: 10, **Topic 9**: 228A-229B, 234B, 238A-239, 241B, **Topic 16**: 396A-397B, 398A-399B, 400A-401B, 404A-405B 7. Choose and use benchmarks to approximate locations, of fractions, mixed numbers and decimals, on number lines and coordinate grids. **Topic 1**: 11, **Topic 2**: 28B-28, **Topic 9**: 224A-225B, 244A-245B 8. Write division problems in fraction form and round the fraction form to estimate an answer to a division problem, e.g., $^{14}/_{3} = 4\ ^{2}/_{3} \approx 5$. **Topic 9**: 224A-225B 9. Use models and pictures to identify and compare ratios and represent ratios in equivalent fraction and decimal forms. **Topic 9**: 238A-239, 241B, 242-243B, **Topic 16**: 396B-396, 397B		**Topic 9**: 238A-241B, 242A-243B, 244A-245B
		4D. Describe magnitude of mixed numbers and fractions.	*Opportunities to address this standard can be found on the following pages:* **Topic 9**: 230A-231B, 244A-245B
		4E. Round whole numbers in context.	**Topic 2**: **28A-29B**
		4F. Round decimals.	**Topic 2**: 28-29B
		4G. Locate points (fractions, decimals and whole numbers) on number lines and scales	**Topic 1**: 11, **Topic 2**: 28B-28, 30B, **Topic 9**: 224A-225B, 244A-245B
		10A. Identify the best expression to find an estimate.	**Topic 2**: 30B-32, 33B
		11A. Identify a reasonable estimate to a problem, including estimating change.	**Topic 2**: 30B-32, 33B, 37, **Topic 3**: 62A-63B, 65, 69, 70-71B, **Topic 4**: 86A-87B, 88A-89B, **Topic 5**: 124A-125B, 136A-137B, **Topic 6**: 155, **Topic 7**: 174A-175B, 181-183B, 184A-185B, 191, **Topic 9**: 246A-247B, **Topic 11**: 283, **Topic 13**: 335
		22A. Identify the missing terms in a pattern, or identify rules for a given pattern using whole numbers and attributes.	**Topic 5**: 133, **Topic 6**: 148A-151B, 157, **Topic 15**: **382A-384, 385B**
		22B. Extend or complete patterns and state rules for given patterns using whole numbers and attributes	**Topic 2**: 33, **Topic 3**: 60, **Topic 4**: 105, **Topic 5**: 122A, 133, **Topic 6**: 148A-151B, 157, **Topic 7**: 170B, **Topic 13**: 340A-341B, **Topic 13**: 340A-341B, **Topic 15**: **382A-384, 385B**
		25A. Solve extended numerical and statistical problems.	**Topic 1**: 14A-15B, **Topic 3**: 72A-73B, **Topic 9**: 246A-247B, **Topic 16**: 398A-399B, 400A-401B, 402B-403B, 404A-405B, **Topic 17**: 412A-413B, 417

2.2 Use numbers and their properties to compute flexibly and fluently and to reasonably estimate measures and quantities.	*10. Solve practical problems involving 10, 100, 1,000 and 10,000 more or less than a number.* **Topic 1**: 5 11. Estimate products and missing factors using multiples of 10, 100 and 1,000. **Topic 3**: 61 12. Develop and use strategies involving place value relationships, inverse operations and algebraic properties (commutative, associative and distributive) to simplify addition, subtraction and multiplication problems with three-, four- and five-digit numbers and money amounts and division by one-digit factors. **Topic 2**: **24A-26, 27B**, **Topic 3**: 58A-59B, 60, 67, 107-109B, **Topic 6**: 156A-157B, **Topic 7**: 170A-171B, **Topic 8**: **223** *13. Multiply and divide decimals and money amounts by whole numbers.* **Topic 7**: 170A-171B, 172A-173B, 178A-179B, 180A-183B 14. Write and solve multistep problems for all four operations involving multidigit whole numbers and money amounts and explain how answers were determined, orally and in writing. **Topic 2**: **26-27B, 40-41B, 43, 45, 46A-48, 49B, Topic 3**: **59, 60B, 61-61B, 63-63B, 64**, 67, 68B, 69-69B, 70A-71B, 74A-76, 77B, **Topic 4**: **84A-85B, 87-87B, 88A-89B, 92-93B, 96, 97B, 100, 101B, 110A-112, 113B, Topic 5**: 122-123B, 125-125B, 126A-127B, 129-129B, 132, 133B, 135-135B, 137-137B, 138A-139B, **Topic 6**: 160-161B, 162A-163B, **Topic 8**: 171-171B, 173-173B, 177-177B, 179-179B, 182, 183B, 186-187B, 188A-191B, **Topic 17**: 422A-423B	**5A**. **I**dentify the appropriate operation or number sentence to solve a story problem.	**Topic 2**: 38B, **Topic 3**: 74A-75B, **Topic 4**: 101, **Topic 5**: 123
		5B. Write story problems from multiplication or division number sentences, using one- and two-digit numbers.	**Topic 3**: 67
		6A. Multiply and divide facts.	**Topic 3**: 59, 60A-61B, 67, **Topic 4**: 84A-85B
		7A. Add and subtract two-, three- and four-digit whole numbers and money amounts less than $100.	**Topic 2**: **24A-27B, 38A-41B, 42-43B, 44-45B, 46A-48, 49B**
		7B. Multiply and divide multiples of 10 and 100 by 10 and 100.	**Topic 3**: **60A-61B**, **Topic 4**: **84A-85B**, **Topic 5**: 122A-123B
		7C. Multiply and divide two- and three-digit whole numbers and money amounts less than $10 by one-digit numbers.	**Topic 3**: **59, 60A-61B, 64A-67B**, **Topic 4**: **94A-97B, 98A-100, 101A, 113**
		8A. Add and subtract fractions and mixed numbers with like denominators.	**Topic 10**: 256A-259B
		9A. Solve one-step story problems involving whole numbers and money amounts with or without extraneous information. Use all operations.	**Topic 2**: **26-27B, 40-41B, 43, 45**, **Topic 3**: **59, 60B, 61-61B, 63-63B, 64**, 67, 68B, 69-69B, 70A-71B, 74A-76, 77B, **Topic 4**: 84A-85B, 87-87B, 88A-89B, 92-93B, 96, 97B, 100, 101B, 110A-112, 113B, **Topic 5**: 122-123B, 125-125B, 129-129B, 132, 133B, 135-135B, 137-137B, 138A-139B, **Topic 6**: 160-161B, **Topic 8**: 171-171B, 173-173B, 177-177B, 179-179B, 182, 183B, 186-187B
		9B. Solve two-step story problems involving whole numbers and money amounts with or without extraneous information.	**Topic 2**: **26-27B, 46A-48, 49B**, **Topic 4**: 92-93B, **Topic 5**: 125-125B, 126A-127B, 132, 135-135B, 138A-139B, **Topic 6**: 160, 162A-163B, 173-173B, 177-177B, 179-179B, 182, 183B, 188A-191B, **Topic 17**: 422A-423B
		10A. Identify the best expression to find an estimate.	**Topic 2**: 30B-32, 33B
		10B. Identify whether and why a particular strategy will result in an overestimate or an underestimate.	**Topic 3:** 62A-63B

	15. Find fractional parts of a set by using estimation, counting, grouping of objects, number patterns, equivalent ratios and division. **Topic 9**: 246A-247B, **Topic 16:** 396A-397B 16. Add and subtract fractions, decimals and mixed numbers using a variety of strategies, e.g., models, mental math, equivalence and substitution: ½ + ¾ can also be solved using 0.5 + 0.75. **Topic 2**: 42A-43B, 44A-45B, 46A-49B, **Topic 10**: 256A-259B, 262A-263B, 264A-265B, 266A-267B, 268A-269B 17. Construct and use models and pictorial representations to multiply common fractions and mixed numbers by whole numbers. **Topic 11**: 278A-279B, 280A-281, 283B, 284A-285B, 288A-289B 18. Use ratios and proportions to solve practical problems, e.g., interpreting scale drawings and maps and determining the probability of an event. *Opportunities to address this standard can be found on the following pages*: **Topic 20**: 492A-493B 19. Use estimation to predict results and to recognize when an answer is or is not reasonable, or will result in an overestimate or underestimate and explain the reasoning used orally and in writing. **Topic 2**: 30B-30, 37, 44-45, **Topic 3**: 62A-63B, 65, 70-71B, **Topic 4**: 86A-87B, 88A-89B, 97, **Topic 5**: 124A-125B, **Topic 6**: 155, **Topic 7**: 174A-175B, 181-183B, 184A-185B, 191B, **Topic 9**: 246A-247B, **Topic 11**: 283, **Topic 13**: 335	**11A**. Identify a reasonable estimate to a problem, including estimating change.	**Topic 2**: 30B-32, 33B, 37, **Topic 3**: 62A-63B, 65, 69, 70-71B, **Topic 4**: 86A-87B, 88A-89B, **Topic 5**: 124A-125B, 136A-137B, **Topic 6**: 155, **Topic 7**: 174A-175B, 181-183B, 184A-185B, 191, **Topic 9**: 246A-247B, **Topic 11**: 283, **Topic 13**: 335
		19A. Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 1**: 9, **Topic 2**: 26-27B, 36, 40-41, 43, **Topic 3**: 71, **Topic 4**: 85, 89, **Topic 5**: 127, 137, **Topic 7**: 175, 190, **Topic 9**: 231, 237, **Topic 16**: 397
		23A. Solve simple one-step algebraic equations involving addition, subtraction, multiplication and fact families.	**Topic 3**: 66, 74A-75, 77B, **Topic 8**: 207, **Topic 10**: 256A-259B, **Topic 15**: 376A-377B, 378A-379B

Geometry and Measurement Shapes and structures can be analyzed, visualized, measured and transformed using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
3.1 Use properties and characteristics of two- and three-dimensional shapes and geometric theorems to describe relationships, communicate ideas and solve problems.	1. Represent the surface of three-dimensional solids using two-dimensional nets. **Topic 13**: 326A-327B 2. Develop formulas for finding the perimeter and area of squares, rectangles and triangles and use them to solve problems. **Topic 12**: 300A-303B, 304A-305B, 306A-307B, 308A-309B, **Topic 13**: 336A-338, 339B 3. Use the attributes of parallel sides, perpendicular sides, congruent sides/angles, number and length of sides or faces and number and kinds of angles (right, acute or obtuse) to describe, classify and sort polygons and solids (cube, prism, pyramid and sphere). **Topic 8**: 206A-207B, 208A-209B, 210A-211B, **Topic 13**: **322A-324**, 325B, 326A-327B, 330A-331B 4. Make and test conjectures about polygons using geometric relationships **Topic 8**: 212A-213B	**15A.** Estimate lengths and areas.	**Topic 14**: 361, 366A-367B
		16B. Measure and determine perimeters and areas.	**Topic 12**: **300A-303B**, 304A-305B, 306A-307B, 308A-309B, **Topic 13**: 336A-339B
		17A. Identify, describe and/or classify two-dimensional geometric shapes and figures.	**Topic 8**: 200A-201, 203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B
		17B. Draw, describe and/or classify two-dimensional geometric shapes and figures.	**Topic 8**: 200A-201, 203B, 204A-205B, 208A-209B, 210A-211B
		18A. Identify lines of symmetry.	**Topic 19**: 474A-476, 477B
		18B. Draw lines of symmetry.	*Opportunities to address the standard can be found on the following pages*: **Topic 19**: 474A-476, 477B
		18C. Identify congruent figures.	**Topic 19**: 472A-473B
		18D. Locate points on grids	**Topic 17**: 414A-416, 417B
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 8:** 211B, 212A-213B, **Topic 13**: 325
		24B. Sort or classify objects, and draw logical conclusions from data including Venn diagrams and transitive reasoning questions.	**Topic 9**: 233
		25A. Solve extended numerical and statistical problems.	**Topic 8**: 209, 211, 212A-213B, **Topic 12**: 314A-315B, **Topic 13**: 322A-325B, 326A-327B, 330A-331B, 340A-341B, **Topic 19**: 464A-467B, 468A-469B, 470A-471B, 477, 478A-479B
3.2 Use spatial reasoning, location and geometric relationships to solve problems.	5. Use an x, y coordinate system to plot points, to estimate the distance between points and to determine the horizontal or vertical distance between two points.	**18D**. Locate points on grids **.**	**Topic 17**: 414A-416, 417B

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	Topic 17: 414A-416, 417B, 418A-419B, 420A-422B 6. Analyze and describe the effect that changing the dimensions (perimeter) of a polygon has on its area and vice versa. **Topic 12**: 314A-315B		
3.3 Develop and apply units, systems, formulas and appropriate tools to estimate and measure.	7. Use calendars and clocks to plan and sequence events and to solve problems involving the conversion of measures of time and elapsed time using days, hours, minutes and seconds. **Topic 14**: **358A-361B, 362A-363B**	**14A**. Solve problems involving elapsed time (a.m. and p.m.).	**Topic 14**: **358A-361B, 362A-363B**
		14B. Solve problems involving conversions of measures of time (minutes, hours and days).	**Topic 14**: **358A-361B, 362A-363B**
		25A. Solve extended numerical and statistical problems.	**Topic 14**: 361, 366A-367B
	8. Estimate and measure to solve a variety of problems that involve angles, length, area, weight, mass, temperature, capacity and volume in either metric or customary units explain the reasoning used orally and in writing. **Topic 8**: 204A-205B, **Topic 12: 296A-297B, 298A-299B**, 304A-305B, 306A-307B, 308A-309B, **Topic 13**: 332A-334, 335B, 336A-339B, **Topic 14**: 348A-349B, 350A-351B, **352A-353B**, **364A-365B** *9. Use cubic inch or cubic centimeter models to find the volume of rectangular solids.* **Topic 13**: 332A-334, 335B *10. Solve length problems involving conversions of measure within the customary (inches, feet, yards and miles) or metric systems (millimeters, centimeters, meters and kilometers).* *11.* **Topic 14**: 354A-355B, 356A-357B	**15A**. Estimate lengths and areas.	**Topic 12**: **296**, **Topic 13**: 339
		16A. Measure lengths to the nearest quarter-inch or half-centimeter.	**Topic 12**: **296A-297B**
		16C. Identify appropriate customary or metric units of measure (length, capacity and mass) for a given situation.	**Topic 12**: **298A-299B, Topic 14: 348, 349B, 350, 351B, 352A-353B**
		16D. Solve problems involving conversions of measures of length.	**Topic 14**: 354A-355B, 356A-357B
		25A. Solve extended numerical and statistical problems.	**Topic 12**: 298A-299B, 300A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B, **Topic 13**: 328A-329B, 332A-335B, 340A-341B, 364A-365B

Working with Data: Probability and Statistics Data can be analyzed to make informed decisions using a variety of strategies, tools and technologies.			
State Framework	**Grade-Level Expectations** *(Italics indicate links not evident in 2005 framework)*	**CMT Correlations**	**Scott Foresman-Addison Wesley enVisionMATH**
4.1 Collect, organize and display data using appropriate statistical and graphical methods.	1. Represent sets of data using line plots, bar graphs, double bar graphs, pictographs, simple circle graphs, stem and leaf plots and *scatter plots*. **Topic 18**: **430A-431B, 432A-435B**, 440A-442, 443B, 446A-449B, 454A-455B *2. Compare different representations of the same data set and evaluate how well each kind of display represents the features of the data.* **Topic 18**: **432-434**, 443, 454A-455B	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 1**: 9, **Topic 2**: 26-27B, 36, **Topic 18**: **430A-431B, 432A-435B**
		19B. Create bar graphs and pictographs from data in tables and charts.	**Topic 18**: **432A-435B, 454A-455B**
		20A. Draw reasonable conclusions from data in tables, bar graphs, pictographs, circle graphs and charts.	**Topic 1**: 9, **Topic 2**: 26-27B, 36 **Topic 18**: **432A-435B**, 446A-449B
		20B. State a conclusion and explain why a claim is or is not reasonable, based on the data.	*Opportunities to address this standard can be found on the following pages*: **Topic 1**: 9, **Topic 2**: 26-27B, 36 **Topic 18**: 432A-435B
		24B. Sort or classify objects, and draw logical conclusions from data including Venn diagrams and transitive reasoning questions.	**Topic 9**: 233
		25A. Solve extended numerical and statistical problems.	**Topic 18**: 436A-439B, 440A-443B, 444A-445B, 446A-449B
4.2 Analyze data sets to form hypotheses and make predictions.	3. Design and conduct surveys of a representative sample of a population and use the data collected to begin to make inferences about the general population. **Topic 20**: 492A-493B *4. Determine the mean, mode and median of a data set and explain in writing, how they are affected by a change in the data set.* **Topic 18**: 450A-451B, 452A-453B	**19A.** Identify correct information from tables, bar graphs, pictographs and charts.	**Topic 1**: 9, **Topic 2**: 26-27B, 36, **Topic 18**: **430A-431B, 432A-435B**
		20A. Draw reasonable conclusions from data in tables, bar graphs, pictographs, circle graphs and charts.	**Topic 1**: 9, **Topic 2**: 26-27B, 36 **Topic 18**: **432A-435B**, 446A-449B
		20B. State a conclusion and explain why a claim is or is not reasonable, based on the data.	*Opportunities to address this standard can be found on the following pages*: **Topic 1**: 9, **Topic 2**: 26-27B, 36 **Topic 18**: 432A-435B
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 9**: 233
		24B. Sort or classify objects, and draw logical conclusions from data including Venn diagrams and transitive reasoning questions.	**Topic 9**: 233
		25A. Solve extended numerical and statistical problems.	**Topic 18**: 450A-451B, 452A-453B

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4.3 Understand and apply basic concepts of probability.	5. Design and conduct probability experiments and simple games of chance to test predictions about outcomes and fairness. **Topic 20**: 488B, 491-491B, 492B, 493B 6. Determine and describe possible outcomes and express the likelihood of events as a fraction. **Topic 20**: 486A-487B, 488A-490, 491B, 492A-493B 7. Determine and describe possible outcomes using permutations, where order does matter, e.g., when there is a choice of vanilla (V), chocolate (C) or strawberry (S) ice cream for a three-scoop cone, there are two possible ways to have the chocolate scoop on top CVS or CSV. **Topic 20**: *495*	**21A.** Identify correct solutions to problems involving elementary notions of probability.	**Topic 20**: 486A-487B, 488A-490, 491B, 492A-493B
		21 B. Solve problems involving elementary notions of probability and fairness, including justifying solutions.	**Topic 20**: 486A-487B, 488A-490, 491B, 492A-493B
		24A. Solve logic, counting and classification problems involving the organization of data.	**Topic 20**: 486A-487B
		25A. Solve extended numerical and statistical problems.	**Topic 20**: 494A-495B