A Correlation of

SCOTT FORESMAN ▪ ADDISON WESLEY

Mathematics

© 2006

to the

Virginia

Department of Education

Mathematics Standards of Learning

Grades K-6

PEARSON Scott Foresman

T/M-142A

Introduction

This document demonstrates how ***Scott Foresman – Addison Wesley Mathematics*** meets the objectives of the Virginia Mathematics Standards of Learning. Correlation page references are to the Student Edition.

Scott Foresman – Addison Wesley Mathematics was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

- **Reaching All Learners**

Scott Foresman – Addison Wesley Mathematics addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students' abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

- **Test Prep**

Scott Foresman – Addison Wesley Mathematics builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

- **Priority on problem solving:**

Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

- **Instructional Support**

In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter. Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

TABLE OF CONTENTS

Kindergarten……..……1

Grade One…….....14

Grade Two……..……...26

Grade Three…….……40

Grade Four……..…52

Grade Five……..……...69

Grade Six……..82

Mathematics Textbook Correlation Matrices
Kindergarten Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense		
K.1	The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.	27–28, 29–30, 31–32, 33–34, 63–64
K.2	The student, given a set containing 10 or fewer concrete items, will a) tell how many are in the set by counting the number of items orally;	53–54, 61–62, 78, 81–82, 85–86
	b) select the corresponding numeral from a given set; and	55–56, 59–60, 61–62, 81–82, 85–86
	c) write the numeral to tell how many are in the set.	55–56, 59–60, 61–62, 81–82, 85–86
K.3	The student, given an ordered set of three objects and/or pictures, will indicate the ordinal position of each item, first through third, and the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.	69–70, 93–94, 98
K.4	The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.	114, 287–288, 291–292, 295–296, 297–298

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense, continued	
K.5 The student will count forward to 30 and backward from 10.	107–108, 109–110, 111–112, 115–116, 117–118

Mathematics Textbook Correlation Matrices
Kindergarten Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Computation and Estimation	
K.6 The student will add subtract whole numbers, using up to 10 concrete items.	231–232, 235–236, 247–248, 267–268, 273–274

Mathematics Textbook Correlation Matrices
Kindergarten Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement		
K.7	The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.	179–180, 181–182, 183–184, 257–258, 277–278
K.8	The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).	151–152, 153–154, 165–166, 167–168, 173–176
K.9	The student will tell time to the hour, using an analog or digital clock.	173–174, 175–176, 191
K.10	The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.	135–136, 141–142, 149–150, 151–152, 153–154

Mathematics Textbook Correlation Matrices
Kindergarten Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Geometry		
K.11	The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).	15–16, 17–18, 203–204, 205–206, 219
K.12	The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.	5–6, 21, 8A–8F, 203–204, 205–206
K.13	The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).	15–16, 17–18, 19–20

Mathematics Textbook Correlation Matrices
Kindergarten Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Probability and Statistics		
K.14	The student will gather data relating to familiar experiences by counting and tallying.	29–30, 31–32, 33–34, 125–126
K.15	The student will display objects and information, using objects graphs, pictorial graphs, and tables.	29–30, 31–32, 33–34, 67–68
K.16	The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.	125–126

Mathematics Textbook Correlation Matrices
Kindergarten Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Patterns, Functions, and Algebra		
K.17	The student will sort and classify objects according to similar attributes (size, shape, and color).	17–18, 71–72, 187–188, 203–204, 205–206
K.18	The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.	35–36, 37–38, 43–44, 48, 95–96

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
1. Materials emphasize the use of effective instructional practices and learning theory: • Students are guided through problem-solving approaches.	Four Problem Solving lessons in each chapter guide students through a variety of Reading for Mathematics techniques, Problem Solving Strategies, Skills and Real World Applications necessary for successful and powerful problem solving.
• Concepts are introduced through concrete experiences that use manipulatives and other technologies.	Each day's lesson begins with a concrete investigation of the concept found in the Teacher's Edition. All new concepts are introduced through meaningful concrete experiences using concrete magnetic, non-magnetic, or electronic manipulatives to deepen student understanding.
• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	A variety of technologies including electronic eTools, manipulatives, calculators, online games, videos and tutorials address multiple modalities and learning styles to teach mathematics concepts and skills to all students.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Students use the language of mathematics including specialized vocabulary and symbols.	Key Vocabulary is highlighted in the Student Edition and reinforced with language building "Word of the Day" activities using the Math Vocabulary Cards. Students are continually provided opportunities to talk and write about their mathematical thinking, and to explain or justify their answers using appropriate mathematics vocabulary and symbols.
• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	Multiple representations including pictorial, numerical, concrete, symbolic and verbal are presented and connected on the student pages to teach mathematics concepts and ideas.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2. Materials present content in an accurate, unbiased manner: • Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	Core lessons were written by our highly qualified program authors to ensure accurate content. Careful editorial review has been employed to prevent content or production errors. Throughout the program, students are exposed to students of various cultures, racial and ethnic groups, linguistic levels, both genders, and students of various physical capabilities who are all empowered mathematically. Students, no matter who they are, will see themselves in this series.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
3. The mathematics content is significant and accurate: • Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	Scott Foresman – Addison Wesley Mathematics authors sequenced mathematical content in a logical fashion to make sure that each new concept or skill forms a building block of understanding for future concepts. A four-tiered research base ensures that the program reflects the most current ideas of how students best acquire mathematical proficiency.
• Materials are organized appropriately within and among units of study.	The program content is organized into twelve chapters, each including sections of mathematically related content. Presentation of concepts is age appropriate, utilizing unique components such as Instant Checkmats and Magnetic Manipulatives to allow every child to communicate her/his mathematical thinking at her/his own level.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Chapter titles and teaching resources are clearly labeled for the teacher in the Teacher's Edition. The lesson cycle "Daily Warm Up, Teach, Practice, and Assess" is prominent for ease of use when teaching. In the student book, the lesson sequence, "Learn, Check, Practice, and Mixed Review/Test Prep" sections of the lessons are clearly labeled to help the child to easily navigate through the lesson.
• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	Student friendly language utilizing appropriate mathematical vocabulary and clear step-by-step instruction ensures that students can easily follow and learn the mathematics content presented. Clear pictorial, graphical, physical and verbal modeling support student success in using the text as a tool for learning.
• Level of abstraction is appropriate, and real life examples, including careers, are provided.	Real world problems set the stage for learning in many lessons. Content is presented starting with the concrete, then moving on to the pictorial and then the symbolic to ease students into appropriate levels of abstraction. Discovery Channel School features found in the student book and supported by videos, as well as the Dorling Kindersley Literature built into the student editions and supported by literature libraries, provide further real-world extensions.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Sufficient applications are provided to promote depth of application.	Students apply learning daily in practice sets embedded with real-world based word problems. Dorling Kindersley Problem Solving Application lessons provide all children with real world settings for problem solving. In addition, 96 pages of Reteaching and Practice in grades 3-6 provide ample opportunities for older children to demonstrate mathematical understanding. Homework workbooks at grades 1-6 ensure that powerful home applications of learning take place on a daily basis.

Mathematics Textbook Correlation Matrices
Grade One Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense		
1.1	The student will count objects in a given set containing between 1 and 100 objects and write the corresponding numeral.	3–6, 7–8, 9–10, 13–14, 193
1.2	The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.	241–242, 281–282, 283–284, 287–288, 319
1.3	The student will count forward by ones, fives, and tens to 100, by twos to 20, and backward by ones from 20.	243–244, 255–256, 257–258, 335–336, 337–338
1.4	The student will recognize and write numerals 0 through 100.	245–246, 263–264, 273, 285–286, 287–288
1.5	The student will identify the ordinal positions first through tenth, using an ordered set of objects.	267–268, 269
1.6	The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.	183–184, 185–186, 187–188, 5B–5C, 194

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Computation and Estimation		
1.7	The student, given a familiar problem situation involving magnitude, will a) select a reasonable magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and	249–250, 468
	b) explain the reasonableness of his/her choice.	249–250, 468
1.8	The student will recall basic addition facts — i.e., sums to 10 or less — and the corresponding subtraction facts.	49–50, 129–130, 137–138, 139–140, 141–142
1.9	The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts.	45–46, 79–80, 113–114, 133–134, 143–144

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement	
1.10 The student will	
a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; and	331, 333, 343, 9C–9D
b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.	331–332, 333–334, 335–336, 337–338, 343–344
1.11 The student will tell time to the half-hour, using an analog or digital clock.	207–208, 209–210, 211–212, 223, 229–230
1.12 The student will use nonstandard units to measure length and weight.	365–366, 367–368, 369–370, 389–390, 409
1.13 The student will compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, rice).	383–384
1.14 The student will compare the weights of two objects, using a balance scale.	389–390

Mathematics Textbook Correlation Matrices
Grade One Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Geometry		
1.15	The student will describe the proximity of objects in space (*near, far, close by, below, above, up, down, beside,* and *next to).*	R10, 109-110
1.16	The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.	R9, 165–166, 167–168
1.17	The student will identify and describe objects in his/her environment that depict plane geometric figures (triangle, rectangle, square, and circle).	165 Related content: 162

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Probability and Statistics		
1.18	The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.	175–176, 251–252, 309–310, 311–312, 313–314
1.19	The student will interpret information displayed in a picture or object graph, using the vocabulary *more, less, fewer, greater than, less than,* and *equal to.*	R15, R16, 251–252, 310

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Patterns, Functions, and Algebra		
1.20	The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.	168, 307–308
1.21	The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numerical. Patterns will include both growing and repeating patterns. Concrete materials and calculators will be used by students.	27–28, 31–32, 37, 257–258, 261–262

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
1. Materials emphasize the use of effective instructional practices and learning theory:	
• Students are guided through problem-solving approaches.	Four Problem Solving lessons in each chapter guide students through a variety of Reading for Mathematics techniques, Problem Solving Strategies, Skills and Real World Applications necessary for successful and powerful problem solving.
• Concepts are introduced through concrete experiences that use manipulatives and other technologies.	Each day's lesson begins with a concrete investigation of the concept found in the Teacher's Edition. All new concepts are introduced through meaningful concrete experiences using concrete magnetic, non-magnetic, or electronic manipulatives to deepen student understanding.
• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	A variety of technologies including electronic eTools, manipulatives, calculators, online games, videos and tutorials address multiple modalities and learning styles to teach mathematics concepts and skills to all students.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Students use the language of mathematics including specialized vocabulary and symbols.	Key Vocabulary is highlighted in the Student Edition and reinforced with language building "Word of the Day" activities using the Math Vocabulary Cards. Students are continually provided opportunities to talk and write about their mathematical thinking, and to explain or justify their answers using appropriate mathematics vocabulary and symbols.
• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	Multiple representations including pictorial, numerical, concrete, symbolic and verbal are presented and connected on the student pages to teach mathematics concepts and ideas.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2. Materials present content in an accurate, unbiased manner: • Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers).	Core lessons were written by our highly qualified program authors to ensure accurate content. Careful editorial review has been employed to prevent content or production errors.
• Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	Throughout the program, students are exposed to students of various cultures, racial and ethnic groups, linguistic levels, both genders, and students of various physical capabilities who are all empowered mathematically. Students, no matter who they are, will see themselves in this series.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
3. The mathematics content is significant and accurate: • Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	Scott Foresman Addison – Wesley Mathematics authors sequenced mathematical content in a logical fashion to make sure that each new concept or skill forms a building block of understanding for future concepts. A four-tiered research base ensures that the program reflects the most current ideas of how students best acquire mathematical proficiency.
• Materials are organized appropriately within and among units of study.	The program content is organized into twelve chapters, each including sections of mathematically related content. Presentation of concepts is age appropriate, utilizing unique components such as Instant Checkmats and Magnetic Manipulatives to allow every child to communicate her/his mathematical thinking at her/his own level.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Chapter titles and teaching resources are clearly labeled for the teacher in the Teacher's Edition. The lesson cycle "Daily Warm Up, Teach, Practice, and Assess" is prominent for ease of use when teaching. In the student book, the lesson sequence, "Learn, Check, Practice, and Mixed Review/Test Prep" sections of the lessons are clearly labeled to help the child to easily navigate through the lesson.
• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	Student friendly language utilizing appropriate mathematical vocabulary and clear step-by-step instruction ensures that students can easily follow and learn the mathematics content presented. Clear pictorial, graphical, physical and verbal modeling support student success in using the text as a tool for learning.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Level of abstraction is appropriate, and real life examples, including careers, are provided.	Real world problems set the stage for learning in many lessons. Content is presented starting with the concrete, then moving on to the pictorial and then the symbolic to ease students into appropriate levels of abstraction. Discovery Channel School features found in the student book and supported by videos, as well as the Dorling Kindersley Literature built into the student editions and supported by literature libraries, provide further real-world extensions.
• Sufficient applications are provided to promote depth of application.	Students apply learning daily in practice sets embedded with real-world based word problems. Dorling Kindersley Problem Solving Application lessons provide all children with real world settings for problem solving. In addition, 96 pages of Reteaching and Practice in grades 3-6 provide ample opportunities for older children to demonstrate mathematical understanding. Homework workbooks at grades 1-6 ensure that powerful home applications of learning take place on a daily basis.

Mathematics Textbook Correlation Matrices
Grade Two Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense		
2.1	The student will a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and	393–394, 395–396, 399–400, 407–408, 409–410
	b) round two-digit numbers to the nearest ten.	95–96, 191–192, 229–230
2.2	The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*).	91–92, 105–106, 180, 399–400
2.3	The student will identify the ordinal positions first through twentieth, using an ordered set of objects.	103–104
2.4	The student will identify the part of a set and/or region that represents fractions for one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.	271–272, 273–274, 275–276

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense, continued 2.5 The student will a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate;	81–82, 89–90, 99–100, 159–160, 467–468
b) count backward by tens from 100;	99–100
c) group objects by threes and fours; and	467–468
d) recognize even and odd numbers, using objects.	101–102, 105–106

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Computation and Estimation		
2.6	The student will recall basic addition facts — i.e., sums to 18 or less — and the corresponding subtraction facts.	27–28, 36, 63–64, 65–66, 67–68
2.7	The student, given two whole numbers whose sum is 99 or less, will a) estimate the sum; and	141–142, 191–192
	b) find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).	3–4, 43–54, 135–136, 175–176, 377–378
2.8	The student, given two whole numbers, each of which is 99 or less, will a) estimate the difference; and	149–150, 229–230
	b) find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).	13–14, 67–68, 147–148, 157–158, 231–232

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2.9	The student will create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.	23–24, 31–32, 57–58, 189–190, 199–200
Computation and Estimation, continued		
2.10	The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., 3 + __ = 7, ___ + 3 = 7; 7 – 3 = __, and 7 – __ = 3).	23–24, 27–28, 36, 65–66, 67–68

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement	
2.11 The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and	109–110, 113–114, 115–116, 117–118, 121–122
b) identify the correct usage of the cent symbol (¢), dollar symbol ($), and decimal point (.).	109–110, 111–112, 121–122, 127
2.12 The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including measuring the distance around a polygon in order to determine perimeter.	343–344, 345–346, 347–348, 379
2.13 The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface in order to determine area.	351–352
2.14 The student will estimate and then count the number of cubes in a rectangular box in order to determine volume.	359–360

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement, continued		
2.15	The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.	365–366, 367–368, 380
2.16	The student will tell and write time to the quarter hour, using analog and digital clocks.	291–292, 293–294, 295–296, 306
2.17	The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of *more*, *less*, and *equivalent*.	353–354, 355–356
2.18	The student will a) use calendar language appropriately (e.g., months, *today*, *yesterday*, *next week*, *last week*); b) determine past and future days of the week; and c) identify specific dates on a given calendar.	303–304 303–304 303–304
2.19	The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.	369–370

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Geometry		
2.20	The student will identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.	247–248, 249–250
2.21	The student will identify and create figures, symmetric along a line, using various concrete materials.	261–262, 265–266, 279–280
2.22	The student will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).	246, 247–248, 249–250

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Probability and Statistics		
2.23	The student will read, construct, and interpret a simple picture and bar graph.	319–320, 321–322, 327–328, 439–440
2.24	The student will record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.	373–374, 375–376

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Patterns, Functions, and Algebra 2.25 The student will identify, create, and extend a wide variety of patterns, using numbers, concrete objects and pictures.	26, 54, 157–158, 167, 413–414
2.26 The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: 3 + __ = 7, or 9 – __ = 2. Students will create story problems, using the numerical sentences.	29–30, 35, 36, 67–68, 69–70

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
1. Materials emphasize the use of effective instructional practices and learning theory:	
• Students are guided through problem-solving approaches.	Four Problem Solving lessons in each chapter guide students through a variety of Reading for Mathematics techniques, Problem Solving Strategies, Skills and Real World Applications necessary for successful and powerful problem solving.
• Concepts are introduced through concrete experiences that use manipulatives and other technologies.	Each day's lesson begins with a concrete investigation of the concept found in the Teacher's Edition. All new concepts are introduced through meaningful concrete experiences using concrete magnetic, non-magnetic, or electronic manipulatives to deepen student understanding.
• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	A variety of technologies including electronic eTools, manipulatives, calculators, online games, videos and tutorials address multiple modalities and learning styles to teach mathematics concepts and skills to all students.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Students use the language of mathematics including specialized vocabulary and symbols.	Key Vocabulary is highlighted in the Student Edition and reinforced with language building "Word of the Day" activities using the Math Vocabulary Cards. Students are continually provided opportunities to talk and write about their mathematical thinking, and to explain or justify their answers using appropriate mathematics vocabulary and symbols.
• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	Multiple representations including pictorial, numerical, concrete, symbolic and verbal are presented and connected on the student pages to teach mathematics concepts and ideas.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2. Materials present content in an accurate, unbiased manner: • Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers).	Core lessons were written by our highly qualified program authors to ensure accurate content. Careful editorial review has been employed to prevent content or production errors.
• Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	Throughout the program, students are exposed to students of various cultures, racial and ethnic groups, linguistic levels, both genders, and students of various physical capabilities who are all empowered mathematically. Students, no matter who they are, will see themselves in this series.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
3. The mathematics content is significant and accurate: • Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	Scott Foresman – Addison Wesley Mathematics authors sequenced mathematical content in a logical fashion to make sure that each new concept or skill forms a building block of understanding for future concepts. A four-tiered research base ensures that the program reflects the most current ideas of how students best acquire mathematical proficiency.
• Materials are organized appropriately within and among units of study.	The program content is organized into twelve chapters, each including sections of mathematically related content. Presentation of concepts is age appropriate, utilizing unique components such as Instant Checkmats and Magnetic Manipulatives to allow every child to communicate her/his mathematical thinking at her/his own level.
• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Chapter titles and teaching resources are clearly labeled for the teacher in the Teacher's Edition. The lesson cycle "Daily Warm Up, Teach, Practice, and Assess" is prominent for ease of use when teaching. In the student book, the lesson sequence, "Learn, Check, Practice, and Mixed Review/Test Prep" sections of the lessons are clearly labeled to help the child to easily navigate through the lesson.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	Student friendly language utilizing appropriate mathematical vocabulary and clear step-by-step instruction ensures that students can easily follow and learn the mathematics content presented. Clear pictorial, graphical, physical and verbal modeling support student success in using the text as a tool for learning.
• Level of abstraction is appropriate, and real life examples, including careers, are provided.	Real world problems set the stage for learning in many lessons. Content is presented starting with the concrete, then moving on to the pictorial and then the symbolic to ease students into appropriate levels of abstraction. Discovery Channel School features found in the student book and supported by videos, as well as the Dorling Kindersley Literature built into the student editions and supported by literature libraries, provide further real-world extensions.
• Sufficient applications are provided to promote depth of application.	Students apply learning daily in practice sets embedded with real-world based word problems. Dorling Kindersley Problem Solving Application lessons provide all children with real world settings for problem solving. In addition, 96 pages of Reteaching and Practice in grades 3-6 provide ample opportunities for older children to demonstrate mathematical understanding. Homework workbooks at grades 1-6 ensure that powerful home applications of learning take place on a daily basis.

Mathematics Textbook Correlation Matrices
Grade Three Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense 3.1 The student will read and write six-digit numerals and identify the place value for each digit.	6–7, 8–9, 10–11, 12–13
3.2 The student will round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand.	28–31, 44–45, 86–89, 98–101, 170
3.3 The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (*greater than, less than*, or *equal to*).	18–21, 22–23, 45, 168–169
3.4 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as 5 + 3 = 8 and 8 – 3 = ____.	70–71, 384–385, 386–387, 388–389, 390–392
3.5 The student will a) divide regions and sets to represent a fraction; and	502–503, 516–517, 522–524
b) name and write the fractions represented by a given model (area/region, length/measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.	502–503, 512–513, 516–517, 518–519, 522–525

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense, continued		
3.6	The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.	506–509, 543
3.7	The student will read and write decimals expressed as tenths and hundredths, using concrete materials and models.	564–565, 566–567, 589

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Computation and Estimation		
3.8	The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.	82–85, 98–101, 126–127, 148–149, 166–167
3.9	The student will recall the multiplication and division facts through the nines table.	292–293, 328–329, 386–387, 392–393, 396–397
3.10	The student will represent multiplication and division, using area and set models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.	262–265, 266–267, 370–373, 632–635, 648–649
3.11	The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials and pictorial models representing areas/regions, lengths/measurements, and sets.	520–521, 525
3.12	The student will add and subtract with decimals expressed as tenths, using concrete materials, pictorial representations, and paper and pencil.	564–565, 572–575

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement		
3.13	The student will determine by counting the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the coins or bills, and make change.	36–39, 40–41, 43
3.14	The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure a) length — inches, feet, yards, centimeters, and meters;	532–533, 534–535, 536, 582–583, 584–587
	b) liquid volume — cups, pints, quarts, gallons, and liters; and	680–682, 684
	c) weight/mass –ounces, pounds, grams, and kilograms.	690–693, 694–695
3.15	The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.	192–195, 196–197
3.16	The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.	195, 196–197, 200–201, 238

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement, continued		
3.17	The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.	696–697
Geometry		
3.18	The student will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid [prism], square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.	428–431, 432–433, 450–453, 467, 474–475
3.19	The student will identify and draw representations of line segments and angles, using a ruler or straightedge.	442–443, 444–445, 477
3.20	The student, given appropriate drawings or models, will identify and describe congruent and symmetrical, two-dimensional (plane) figures, using tracing procedures.	456–459, 460–461, 467

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Probability and Statistics The student, given grid paper, will a) collect and organize data on a given topic of his/her choice, using observations, measurements, surveys, or experiments; and	204–207, 208–211, 231
b) construct a line plot, a picture graph, or a bar graph to represent the results. Each graph will include an appropriate title and key.	208–210, 226–227, 228–231, 236–237, 591
3.22 The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.	208–210, 212–215, 216–217, 234–235, 347
3.23 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.	700–701, 702–703, 704–707

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Patterns, Functions, and Algebra	
3.24 The student will recognize and describe a variety of patterns formed using concrete objects, numbers, tables, and pictures, and extend the pattern, using the same or different forms (concrete objects, numbers, tables, and pictures).	24–26, 72–73, 270–273, 330–331, 332–335
3.25 The student will a) investigate and create patterns involving numbers, operations (addition and multiplication), and relations that model the identity and commutative properties for addition and multiplication; and	24–27, 66–69, 72–73, 262–265, 289
b) demonstrate an understanding of equality by recognizing that the equal sign (=) links equivalent quantities, such as $4 \cdot 3 = 2 \cdot 6$.	168–169, 291, 293, 651

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
1. Materials emphasize the use of effective instructional practices and learning theory: • Students are guided through problem-solving approaches.	Four Problem Solving lessons in each chapter guide students through a variety of Reading for Mathematics techniques, Problem Solving Strategies, Skills and Real World Applications necessary for successful and powerful problem solving.
• Concepts are introduced through concrete experiences that use manipulatives and other technologies.	Each day's lesson begins with a concrete investigation of the concept found in the Teacher's Edition. All new concepts are introduced through meaningful concrete experiences using concrete magnetic, non-magnetic, or electronic manipulatives to deepen student understanding.
• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	A variety of technologies including electronic eTools, manipulatives, calculators, online games, videos and tutorials address multiple modalities and learning styles to teach mathematics concepts and skills to all students.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Students use the language of mathematics including specialized vocabulary and symbols.	Key Vocabulary is highlighted in the Student Edition and reinforced with language building "Word of the Day" activities using the Math Vocabulary Cards. Students are continually provided opportunities to talk and write about their mathematical thinking, and to explain or justify their answers using appropriate mathematics vocabulary and symbols.
• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	Multiple representations including pictorial, numerical, concrete, symbolic and verbal are presented and connected on the student pages to teach mathematics concepts and ideas.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2. Materials present content in an accurate, unbiased manner: • Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers).	Core lessons were written by our highly qualified program authors to ensure accurate content. Careful editorial review has been employed to prevent content or production errors.
• Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	Throughout the program, students are exposed to students of various cultures, racial and ethnic groups, linguistic levels, both genders, and students of various physical capabilities who are all empowered mathematically. Students, no matter who they are, will see themselves in this series.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
3. The mathematics content is significant and accurate: • Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	Scott Foresman – Addison Wesley Mathematics authors sequenced mathematical content in a logical fashion to make sure that each new concept or skill forms a building block of understanding for future concepts. A four-tiered research base ensures that the program reflects the most current ideas of how students best acquire mathematical proficiency.
• Materials are organized appropriately within and among units of study.	The program content is organized into twelve chapters, each including sections of mathematically related content. Presentation of concepts is age appropriate, utilizing unique components such as Instant Checkmats and Magnetic Manipulatives to allow every child to communicate her/his mathematical thinking at her/his own level.
• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Chapter titles and teaching resources are clearly labeled for the teacher in the Teacher's Edition. The lesson cycle "Daily Warm Up, Teach, Practice, and Assess" is prominent for ease of use when teaching. In the student book, the lesson sequence, "Learn, Check, Practice, and Mixed Review/Test Prep" sections of the lessons are clearly labeled to help the child to easily navigate through the lesson.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	Student friendly language utilizing appropriate mathematical vocabulary and clear step-by-step instruction ensures that students can easily follow and learn the mathematics content presented. Clear pictorial, graphical, physical and verbal modeling support student success in using the text as a tool for learning.
• Level of abstraction is appropriate, and real life examples, including careers, are provided.	Real world problems set the stage for learning in many lessons. Content is presented starting with the concrete, then moving on to the pictorial and then the symbolic to ease students into appropriate levels of abstraction. Discovery Channel School features found in the student book and supported by videos, as well as the Dorling Kindersley Literature built into the student editions and supported by literature libraries, provide further real-world extensions.
• Sufficient applications are provided to promote depth of application.	Students apply learning daily in practice sets embedded with real-world based word problems. Dorling Kindersley Problem Solving Application lessons provide all children with real world settings for problem solving. In addition, 96 pages of Reteaching and Practice in grades 3-6 provide ample opportunities for older children to demonstrate mathematical understanding. Homework workbooks at grades 1-6 ensure that powerful home applications of learning take place on a daily basis.

Mathematics Textbook Correlation Matrices
Grade Four Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense 4.1 The student will a) identify (orally and in writing) the place value for each digit in a whole number expressed through millions;	8–9, 41
b) compare two whole numbers expressed through millions, using symbols (>, <, or =); and	16–19
c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.	20–21
4.2 The student will a) identify, model, and compare rational numbers (fractions and mixed numbers), using concrete objects and pictures;	500–501, 502–503, 504–507, 522–523, 524–527
b) represent equivalent fractions; and	516–519, 519, 520–521
c) relate fractions to decimals, using concrete objects.	624–627

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense (continued) 4.3 The student will compare the numerical value of fractions (with like and unlike denominators) having denominators of 12 or less, using concrete materials.	522–523, 524–527
4.4 The student will a) read, write, represent, and identify decimals expressed through thousandths;	28–29, 34–36, 628–629
b) round to the nearest whole number, tenth, and hundredth; and	632–633
c) compare the value of two decimals, using symbols (<, >, or =), concrete materials, drawings, and calculators.	630–631

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Computation and Estimation		
4.5	The student will estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as *closer to, between*, and *a little more than*.	68–71, 72–73, 76–79, 85
4.6	The student will add and subtract whole numbers written in vertical and horizontal form, choosing appropriately between paper and pencil methods and calculators.	76–79, 80–81, 82–85, 86–87, 102–103
4.7	The student will find the product of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using estimation and paper and pencil. For larger products (a two-digit numeral times a three-digit numeral), estimation and calculators will be used.	258–261, 264–267, 270–273, 274–275, 282–283
4.8	The student will estimate and find the quotient of two whole numbers, given a one-digit divisor.	372–373, 374–377, 380–383, 386–389, 390–391

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Computation and Estimation, continued 4.9 The student will a) add and subtract with fractions having like and unlike denominators of 12 or less, using concrete materials, pictorial representations, and paper and pencil;	564–567, 568–571, 574–577, 578–581
b) add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil; and	77–79, 81, 83–84, 638–640, 642–645
c) solve problems involving addition and subtraction with fractions having like and unlike denominators of 12 or less and with decimals expressed through thousandths, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.	562–563, 568–571, 578–581, 636–637, 643–644

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement 4.10 The student will a) estimate and measure weight/mass, using actual measuring devices, and describe the results in U.S. Customary/metric units as appropriate, including ounces, pounds, grams, and kilograms;	594–595, 656–657
b) identify equivalent measurements between units within the U.S. Customary system (ounces and pounds) and between units within the metric system (grams and kilograms); and	596–599, 658–660
c) estimate the conversion of ounces and grams and pounds and kilograms, using approximate comparisons (1 ounce is about 28 grams, or 1 gram is about the weight of a paper clip; 1 kilogram is a little more than 2 pounds).* **The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U. S. Customary and metric units.*	661

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement, continued 4.11 The student will a) estimate and measure length, using actual measuring devices, and describe the results in both metric and U.S. Customary units, including part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, millimeters, centimeters, and meters;	588–589, 590–591, 652–653
b) identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters); and	596–599, 658–661

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement, continued d) estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile). * **The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U. S. Customary and metric units.*	661
4.12 The student will a) estimate and measure liquid volume, using actual measuring devices and using metric and U.S. Customary units, including cups, pints, quarts, gallons, milliliters, and liters;	592–593, 654–655
b) identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons) and between units within the metric system (milliliters and liters); and	596–598, 658, 661

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement, continued c) estimate the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart).* **The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U. S. Customary and metric units.*	661
4.13 The student will a) identify and describe situations representing the use of perimeter and area; and	464–467, 468–471
b) use measuring devices to find perimeter in both standard and nonstandard units of measure.	464, 589

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Geometry	
4.14 The student will investigate and describe the relationships between and among points, lines, line segments, and rays.	440–442
4.15 The student will a) identify and draw representations of points, lines, line segments, rays, and angles, using a straightedge or ruler; and	440–442
b) describe the path of shortest distance between two points on a flat surface.	695
4.16 The student will identify and draw representations of lines that illustrate intersection, parallelism, and perpendicularity.	440–442

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Geometry, continued	
4.17 The student will a) analyze and compare the properties of two-dimensional (plane) geometric figures (circle, square, rectangle, triangle, parallelogram, and rhombus) and three-dimensional (solid) geometric figures (sphere, cube, and rectangular solid [prism]);	434–437, 438–439, 444–446, 448–449
b) identify congruent and noncongruent shapes; and	452–455
c) investigate congruence of plane figures after geometric transformations such as reflection (flip), translation (slide) and rotation (turn), using mirrors, paper folding, and tracing.	452–455
4.18 The student will identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane.	212–215

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Probability and Statistics	
4.19 The student will a) predict the likelihood of outcomes of a simple event, using the terms *certain, likely, unlikely, impossible*; and	700–703
b) determine the probability of a given simple event, using concrete materials.	710–711
4.20 The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.	208–211, 216–219, 222–223, 232–233, 710–711

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Patterns, Functions, and Algebra 4.21 The student will recognize, create, and extend numerical and geometric patterns, using concrete materials, number lines, symbols, tables, and words.	10–11, 90–91, 128–131, 140–143, 648–649
4.22 The student will recognize and demonstrate the meaning of equality, using symbols representing numbers, operations, and relations [e.g., 3 + 5 = 5 + 3 and 15 + (35 + 16) = (15 + 35) + 16].	62–63, 128–131, 288–289

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
1. Materials emphasize the use of effective instructional practices and learning theory:	
• Students are guided through problem-solving approaches.	Four Problem Solving lessons in each chapter guide students through a variety of Reading for Mathematics techniques, Problem Solving Strategies, Skills and Real World Applications necessary for successful and powerful problem solving.
• Concepts are introduced through concrete experiences that use manipulatives and other technologies.	Each day's lesson begins with a concrete investigation of the concept found in the Teacher's Edition. All new concepts are introduced through meaningful concrete experiences using concrete magnetic, non-magnetic, or electronic manipulatives to deepen student understanding.
• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	A variety of technologies including electronic eTools, manipulatives, calculators, online games, videos and tutorials address multiple modalities and learning styles to teach mathematics concepts and skills to all students.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Students use the language of mathematics including specialized vocabulary and symbols.	Key Vocabulary is highlighted in the Student Edition and reinforced with language building "Word of the Day" activities using the Math Vocabulary Cards. Students are continually provided opportunities to talk and write about their mathematical thinking, and to explain or justify their answers using appropriate mathematics vocabulary and symbols.
• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	Multiple representations including pictorial, numerical, concrete, symbolic and verbal are presented and connected on the student pages to teach mathematics concepts and ideas.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2. Materials present content in an accurate, unbiased manner: • Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers).	Core lessons were written by our highly qualified program authors to ensure accurate content. Careful editorial review has been employed to prevent content or production errors.
• Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	Throughout the program, students are exposed to students of various cultures, racial and ethnic groups, linguistic levels, both genders, and students of various physical capabilities who are all empowered mathematically. Students, no matter who they are, will see themselves in this series.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
3. The mathematics content is significant and accurate: • Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	Scott Foresman – Addison Wesley Mathematics authors sequenced mathematical content in a logical fashion to make sure that each new concept or skill forms a building block of understanding for future concepts. A four-tiered research base ensures that the program reflects the most current ideas of how students best acquire mathematical proficiency.
• Materials are organized appropriately within and among units of study.	The program content is organized into twelve chapters, each including sections of mathematically related content. Presentation of concepts is age appropriate, utilizing unique components such as Instant Checkmats and Magnetic Manipulatives to allow every child to communicate her/his mathematical thinking at her/his own level.
• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Chapter titles and teaching resources are clearly labeled for the teacher in the Teacher's Edition. The lesson cycle "Daily Warm Up, Teach, Practice, and Assess" is prominent for ease of use when teaching. In the student book, the lesson sequence, "Learn, Check, Practice, and Mixed Review/Test Prep" sections of the lessons are clearly labeled to help the child to easily navigate through the lesson.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	Student friendly language utilizing appropriate mathematical vocabulary and clear step-by-step instruction ensures that students can easily follow and learn the mathematics content presented. Clear pictorial, graphical, physical and verbal modeling support student success in using the text as a tool for learning.
• Level of abstraction is appropriate, and real life examples, including careers, are provided.	Real world problems set the stage for learning in many lessons. Content is presented starting with the concrete, then moving on to the pictorial and then the symbolic to ease students into appropriate levels of abstraction. Discovery Channel School features found in the student book and supported by videos, as well as the Dorling Kindersley Literature built into the student editions and supported by literature libraries, provide further real-world extensions.
• Sufficient applications are provided to promote depth of application.	Students apply learning daily in practice sets embedded with real-world based word problems. Dorling Kindersley Problem Solving Application lessons provide all children with real world settings for problem solving. In addition, 96 pages of Reteaching and Practice in grades 3-6 provide ample opportunities for older children to demonstrate mathematical understanding. Homework workbooks at grades 1-6 ensure that powerful home applications of learning take place on a daily basis.

Mathematics Textbook Correlation Matrices
Grade Five Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense	
5.1 The student will a) read, write, and identify the place values of decimals through thousandths;	8–11
b) round decimal numbers to the nearest tenth or hundredth; and	26–27
c) compare the values of two decimals through thousandths, using the symbols >, <, or =.	12–13
5.2 The student will a) recognize and name commonly used fractions (halves, fourths, fifths, eighths, and tenths) in their equivalent decimal form and vice versa; and	426–429, 430–431
b) order a given set of fractions and decimals from least to greatest. Fractions will include like and unlike denominators limited to 12 or less, and mixed numbers.	420–423, 430–431

Mathematics Textbook Correlation Matrices
Grade Five Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Computation and Estimation		
5.3	The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.	22–25, 28–31, 36–37, 72–75, 222–223
5.4	The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.	38–39, 40–41, 86–87, 92–93, 94–97
5.5	The student, given a dividend of four digits or fewer and a divisor of two digits or fewer, will find the quotient and remainder.	158–159, 168–169, 202–203, 214–217, 224–225
5.6	The student, given a dividend expressed as a decimal through thousandths and a single-digit divisor, will find the quotient.	160–161, 234

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
5.7	The student will add and subtract with fractions and mixed numbers, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators limited to 12 or less.	460–461, 462–463, 472–473, 476–477, 478–481
Measurement		
5.8	The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and right triangle, given the appropriate measures.	210–211, 540–541, 550–551, 554–555, 558–559
5.9	The student will identify and describe the diameter, radius, chord, and circumference of a circle.	336–337, 542–545
5.10	The student will differentiate between perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.	540–541, 548–549, 610–611, 558–559, 624–625

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
5.11 The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of a) length — part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;	528–531, 532–533, 534–535, 624–625
b) weight/mass — ounces, pounds, tons, grams, and kilograms;	620–621, 622–623
c) liquid volume — cups, pints, quarts, gallons, milliliters, and liters;	614–615, 616–617
d) area — square units; and	548–549, 550–551, 552–553, 554–555, 558–559
e) temperature — Celsius and Fahrenheit units. Problems also will include estimating the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, normal body temperature is about 37°C and 98.6°F).	568–569

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
5.12	The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.	564–567
5.13	The student will measure and draw right, acute, and obtuse angles and triangles, using appropriate tools.	332–335, 363, 371
Geometry		
5.14	The student will classify angles and triangles as right, acute, or obtuse.	332–335, 342–345, 356–357, 373
5.15	The student, using two-dimensional (plane) figures (square, rectangle, triangle, parallelogram, rhombus, kite, and trapezoid) will	
	a) recognize, identify, describe, and analyze their properties in order to develop definitions of these figures;	342–345, 346–349, 356–357, 372
	b) identify and explore congruent, noncongruent, and similar figures;	360–363
	c) investigate and describe the results of combining and subdividing shapes;	352–355, 367, 552–553, 554–555

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
d) identify and describe a line of symmetry; and	368–370, 372, 438
e) recognize the images of figures resulting from geometric transformations such as translation (slide), reflection (flip), or rotation (turn).	364–367
5.16 The student will identify, compare, and analyze properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).	594–597

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Probability and Statistics	
5.17 The student will	
a) solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results;	300–301, 302–305
b) predict the probability of outcomes of simple experiments, representing it with fractions or decimals from 0 to 1, and test the prediction; and	296–299, 302–305
c) create a problem statement involving probability and based on information from a given problem situation. Students will not be required to solve the created problem statement.	302–305
5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.	262–265, 266–269, 270–273, 276–279, 292–293
5.19 The student will find the mean, median, mode, and range of a set of data.	271, 282–285, 307, 730

Mathematics Textbook Correlation Matrices
Grade Five Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Patterns, Functions, and Algebra		
5.20	The student will analyze the structure of numerical and geometric patterns (how they change or grow) and express the relationship, using words, tables, graphs, or a mathematical sentence. Concrete materials and calculators will be used.	14–17, 66–67, 136–137, 144–145, 230–231
5.21	The student will	
	a) investigate and describe the concept of variable;	100–103, 706–709
	b) use a variable expression to represent a given verbal quantitative expression involving one operation; and	100–103, 104–105
	c) write an open sentence to represent a given mathematical relationship, using a variable.	108–109, 700–701, 702–703, 706–709
5.22	The student will create a problem situation based on a given open sentence using a single variable.	109

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
1. Materials emphasize the use of effective instructional practices and learning theory:	
• Students are guided through problem-solving approaches.	Four Problem Solving lessons in each chapter guide students through a variety of Reading for Mathematics techniques, Problem Solving Strategies, Skills and Real World Applications necessary for successful and powerful problem solving.
• Concepts are introduced through concrete experiences that use manipulatives and other technologies.	Each day's lesson begins with a concrete investigation of the concept found in the Teacher's Edition. All new concepts are introduced through meaningful concrete experiences using concrete magnetic, non-magnetic, or electronic manipulatives to deepen student understanding.
• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	A variety of technologies including electronic eTools, manipulatives, calculators, online games, videos and tutorials address multiple modalities and learning styles to teach mathematics concepts and skills to all students.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Students use the language of mathematics including specialized vocabulary and symbols.	Key Vocabulary is highlighted in the Student Edition and reinforced with language building "Word of the Day" activities using the Math Vocabulary Cards. Students are continually provided opportunities to talk and write about their mathematical thinking, and to explain or justify their answers using appropriate mathematics vocabulary and symbols.
• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	Multiple representations including pictorial, numerical, concrete, symbolic and verbal are presented and connected on the student pages to teach mathematics concepts and ideas.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2. Materials present content in an accurate, unbiased manner: • Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers).	Core lessons were written by our highly qualified program authors to ensure accurate content. Careful editorial review has been employed to prevent content or production errors.
• Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	Throughout the program, students are exposed to students of various cultures, racial and ethnic groups, linguistic levels, both genders, and students of various physical capabilities who are all empowered mathematically. Students, no matter who they are, will see themselves in this series.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
3. The mathematics content is significant and accurate: • Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	Scott Foresman – Addison Wesley Mathematics authors sequenced mathematical content in a logical fashion to make sure that each new concept or skill forms a building block of understanding for future concepts. A four-tiered research base ensures that the program reflects the most current ideas of how students best acquire mathematical proficiency
• Materials are organized appropriately within and among units of study.	The program content is organized into twelve chapters, each including sections of mathematically related content. Presentation of concepts is age appropriate, utilizing unique components such as Instant Checkmats and Magnetic Manipulatives to allow every child to communicate her/his mathematical thinking at her/his own level.
• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Chapter titles and teaching resources are clearly labeled for the teacher in the Teacher's Edition. The lesson cycle "Daily Warm Up, Teach, Practice, and Assess" is prominent for ease of use when teaching. In the student book, the lesson sequence, "Learn, Check, Practice, and Mixed Review/Test Prep" sections of the lessons are clearly labeled to help the child to easily navigate through the lesson.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	Student friendly language utilizing appropriate mathematical vocabulary and clear step-by-step instruction ensures that students can easily follow and learn the mathematics content presented. Clear pictorial, graphical, physical and verbal modeling support student success in using the text as a tool for learning.
• Level of abstraction is appropriate, and real life examples, including careers, are provided.	Real world problems set the stage for learning in many lessons. Content is presented starting with the concrete, then moving on to the pictorial and then the symbolic to ease students into appropriate levels of abstraction. Discovery Channel School features found in the student book and supported by videos, as well as the Dorling Kindersley Literature built into the student editions and supported by literature libraries, provide further real-world extensions.
• Sufficient applications are provided to promote depth of application.	Students apply learning daily in practice sets embedded with real-world based word problems. Dorling Kindersley Problem Solving Application lessons provide all children with real world settings for problem solving. In addition, 96 pages of Reteaching and Practice in grades 3-6 provide ample opportunities for older children to demonstrate mathematical understanding. Homework workbooks at grades 1-6 ensure that powerful home applications of learning take place on a daily basis.

Mathematics Textbook Correlation Matrices
Grade Six Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Number and Number Sense		
6.1	The student will identify representations of a given percent and describe orally and in writing the equivalence relationships among fractions, decimals, and percents.	164–167, 168–169, 172–175, 354–357, 358–361
6.2	The student will describe and compare two sets of data, using ratios, and will use appropriate notations, such as *a/b*, *a to b*, and *a:b*.	300–301, 302–305, 306–309, 310–311, 312–313
6.3	The student will a) find common multiples and factors, including least common multiple and greatest common factor;	142–145, 146–149, 150–151, 152–153
	b) identify and describe prime and composite numbers; and	146–149
	c) identify and describe the characteristics of even and odd integers.	142–145, 148
6.4	The student will compare and order whole numbers, fractions, and decimals, using concrete materials, drawings or pictures, and mathematical symbols.	12–13, 78–79, 176–179

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
6.5 The student will identify, represent, order, and compare integers**.**	408–409, 410–411, 451
Computation and Estimation	
6.6 The student will	
a) solve problems that involve addition, subtraction, multiplication, and/or division with fractions and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less, and express their answers in simplest form; and	204–205, 220–223, 252–255, 258–259, 266–269
b) find the quotient, given a dividend expressed as a decimal though thousandths and a divisor expressed as a decimal to thousandths with exactly one non-zero digit.	100–103
6.7 The student will use estimation strategies to solve multistep practical problems involving whole numbers, decimals, and fractions (rational numbers).	16–17, 82–83, 170–171, 216–217, 257

Mathematics Textbook Correlation Matrices
Grade Six Standards of Learning
Publisher: Pearson Scott Foresman **Text/Instructional Material Title: Scott Foresman – Addison Wesley Mathematics**

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
6.8	The student will solve multistep consumer-application problems involving fractions and decimals and present data and conclusions in paragraphs, tables, or graphs. Planning a budget will be included.	180–181, 374–377, 380–383, 384–385, 386–387

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Measurement	
6.9 The student will compare and convert units of measure for length, area, weight/mass, and volume within the U.S. Customary system and the metric system and estimate conversions between units in each system:	
a) length — part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;	542–545, 546–549, 552–553, 557
b) weight/mass — ounces, pounds, tons, grams, and kilograms;	542–545, 546–549, 552–553
c) liquid volume — cups, pints, quarts, gallons, milliliters, and liters; and	542–545, 546–549, 552–553
c) area-square units.*	568–569, 570–571, 572–575, 580–581
**The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U. S. Customary and metric units.*	

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
6.10 The student will estimate and then determine length, weight/mass, area, and liquid volume/capacity, using standard and nonstandard units of measure.	542–545, 550–551, 568–569, 570–571, 572–575
Measurement, continued	
6.11 The student will determine if a problem situation involving polygons of four or fewer sides represents the application of perimeter or area and apply the appropriate formula.	568–569, 570–571, 572–575
6.12 The student will a) solve problems involving the circumference and/or area of a circle when given the diameter or radius; and b) derive approximations for pi (π) from measurements for circumference and diameter, using concrete materials or computer models.	576–579, 580–581, 583 576

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
6.13 The student will a) estimate angle measures, using 45°, 90°, and 180° as referents, and use the appropriate tools to measure the given angles; and	476–479
b) measure and draw right, acute, and obtuse angles and triangles.	476–479, 484–487, 496–499

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Geometry		
6.14	The student will identify, classify, and describe the characteristics of plane figures, describing their similarities, differences, and defining properties.	89, 494–495, 496–499, 500–501, 512–513
6.15	The student will determine congruence of segments, angles, and polygons by direct comparison, given their attributes**.** Examples of noncongruent and congruent figures will be included.	476–479, 480–483, 484–487, 506–509
6.16	The student will construct the perpendicular bisector of a line segment and an angle bisector.	484–487
6.17	The student will sketch, construct models of, and classify solid figures (rectangular prism, cone, cylinder, and pyramid).	586–589, 590–593, 594

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Probability and Statistics		
6.18	The student, given a problem situation, will collect, analyze, display, and interpret data in a variety of graphical methods, including a) line, bar, and circle graphs; b) stem-and-leaf plots; and c) box-and-whisker plots. Circle graphs will be limited to halves, fourths, and eights.	636–637, 638–641, 642–645, 648–649, 650–651 632–633 631
6.19	The student will describe the mean, median, and mode as measures of central tendency, describe the range, and determine their meaning for a set of data.	624–627, 632–633, 676–677, 725
6.20	The student will a) make a sample space for selected experiments and represent it in the form of a list, chart, picture, or tree diagram; and	262–263, 264–265, 654–657, 665

Mathematics Standards	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
b) determine and interpret the probability of an event occurring from giving a sample space and represent the probability as a ratio, decimal, or percent, as appropriate for the given situation.	662–663, 664–667, 668–671, 672–673

Mathematics Standards		**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
Patterns, Functions, and Algebra		
6.21	The student will investigate, describe, and extend numerical and geometric patterns, including triangular numbers, patterns formed by powers of 10, and arithmetic sequences.	51, 106–109, 212–213, 374–377, 589
6.22	The student will investigate and describe concepts of positive exponents, perfect squares, square roots, and, for numbers greater than 10, scientific notation. Calculators will be used to develop exponential patterns.	8–11, 106–107, 109, 110–111, 120
6.23	The student will a) model and solve algebraic equations, using concrete materials; b) solve one-step linear equations in one variable, involving whole number coefficients and positive rational solutions; and c) use the following algebraic terms appropriately: *variable*, *coefficient*, *term*, and *equation*.	48–50 48–50, 54 40, 44, 48–49

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
1. Materials emphasize the use of effective instructional practices and learning theory:	
• Students are guided through problem-solving approaches.	Four Problem Solving lessons in each chapter guide students through a variety of Reading for Mathematics techniques, Problem Solving Strategies, Skills and Real World Applications necessary for successful and powerful problem solving.
• Concepts are introduced through concrete experiences that use manipulatives and other technologies.	Each day's lesson begins with a concrete investigation of the concept found in the Teacher's Edition. All new concepts are introduced through meaningful concrete experiences using concrete magnetic, non-magnetic, or electronic manipulatives to deepen student understanding.
• Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	A variety of technologies including electronic eTools, manipulatives, calculators, online games, videos and tutorials address multiple modalities and learning styles to teach mathematics concepts and skills to all students.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Students use the language of mathematics including specialized vocabulary and symbols.	Key Vocabulary is highlighted in the Student Edition and reinforced with language building "Word of the Day" activities using the Math Vocabulary Cards. Students are continually provided opportunities to talk and write about their mathematical thinking, and to explain or justify their answers using appropriate mathematics vocabulary and symbols.
• Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	Multiple representations including pictorial, numerical, concrete, symbolic and verbal are presented and connected on the student pages to teach mathematics concepts and ideas.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
2. Materials present content in an accurate, unbiased manner:	
• Materials are relatively free of content and production errors (misspelled words, word omissions, incorrect answers).	Core lessons were written by our highly qualified Program Authors to ensure accurate content. Careful editorial review has been employed to prevent content or production errors.
• Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	Throughout the program, students are exposed to students of various cultures, racial and ethnic groups, linguistic levels, both genders, and students of various physical capabilities who are all empowered mathematically. Students, no matter who they are, will see themselves in this series.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
3. The mathematics content is significant and accurate: • Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	Scott Foresman – Addison Wesley Mathematics authors sequenced mathematical content in a logical fashion to make sure that each new concept or skill forms a building block of understanding for future concepts. A four-tiered research base ensures that the program reflects the most current ideas of how students best acquire mathematical proficiency.
• Materials are organized appropriately within and among units of study.	The program content is organized into twelve chapters, each including sections of mathematically related content. Presentation of concepts is age appropriate, utilizing unique components such as Instant Checkmats and Magnetic Manipulatives to allow every child to communicate her/his mathematical thinking at her/his own level.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	Chapter titles and teaching resources are clearly labeled for the teacher in the Teacher's Edition. The lesson cycle "Daily Warm Up, Teach, Practice, and Assess" is prominent for ease of use when teaching. In the student book, the lesson sequence, "Learn, Check, Practice, and Mixed Review/Test Prep" sections of the lessons are clearly labeled to help the child to easily navigate through the lesson.
• Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	Student friendly language utilizing appropriate mathematical vocabulary and clear step-by-step instruction ensures that students can easily follow and learn the mathematics content presented. Clear pictorial, graphical, physical and verbal modeling support student success in using the text as a tool for learning.

Other Criteria	**Correlation By Page Numbers** Make all correlations using the student text. Identify the five *most significant* correlations. Include correlations that address the introduction and development of each concept. Use each bullet of the standard in the context of the stem. Consult the 2002 Mathematics Curriculum Framework for further information about each standard.
• Level of abstraction is appropriate, and real life examples, including careers, are provided.	Real world problems set the stage for learning in many lessons. Content is presented starting with the concrete, then moving on to the pictorial and then the symbolic to ease students into appropriate levels of abstraction. Discovery Channel School features found in the student book and supported by videos, as well as the Dorling Kindersley Literature built into the student editions and supported by literature libraries, provide further real-world extensions.
• Sufficient applications are provided to promote depth of application.	Students apply learning daily in practice sets embedded with real-world based word problems. Dorling Kindersley Problem Solving Application lessons provide all children with real world settings for problem solving. In addition, 96 pages of Reteaching and Practice in grades 3-6 provide ample opportunities for older children to demonstrate mathematical understanding. Homework workbooks at grades 1-6 ensure that powerful home applications of learning take place on a daily basis.