

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
<b>(a) Introduction.</b>					
<p>(1) Within a well-balanced mathematics curriculum, the primary focal points at Kindergarten are developing whole-number concepts and using patterns and sorting to explore number, data, and shape.</p>					
<p>(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.</p>					
<p>(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.</p>					
<p>(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.</p>					
<b>(b) Knowledge and Skills.</b>					
(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	(1) use one-to-one correspondence to describe relative sizes of sets of concrete objects;	9780328272730	37-38, 57-58, 59-60, 61-62, 107-108	Lesson 3-1, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 6-1

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	(2) use language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	9780328272730	57-58, 59-60, 61-62, 293-294, 297-298	Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 16-1, Lesson 16-3
(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and	>>>>>	9780328272730	43-44, 45-46, 47-48, 75-76, 77-78	Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 5-1, Lesson 5-2
(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.	(1) use numbers to describe how many objects are in a set (through 20) using verbal descriptions.	9780328272730	83-84, 107-108, 109-110, 113-114, 121-122	Lesson 5-5, Lesson 6-1, Lesson 6-2, Lesson 6-4, Lesson 6-8
(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:	(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.	(2) use numbers to describe how many objects are in a set (through 20) using symbolic descriptions.	9780328272730	83-84, 93-94, 99-100, 165-166, 167-168	Lesson 5-5, Lesson 5-10, Lesson 5-13, Lesson 9-1, Lesson 9-2
(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:	(A) use language such as before or after to describe relative position in a sequence of events or objects; and	>>>>>	9780328272730 9780328277681 9780328277735	27-28, 277-278 27, 28C 121	Lesson 2-5, Lesson 15-3 Topic 1 Interactive Learning, Topic 1 Intervention Topic 6 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:	(B) name the ordinal positions in a sequence such as first, second, third, etc.	>>>>>	9780328272730	135-136, 137-138, 139-140, 141-142	Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7
			9780328277742	135	Topic 7 Interactive Learning
(K.3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole. The student is expected to:	(A) share a whole by separating it into two equal parts; and	>>>>>	9780328272730	129-130, 132, 144	Lesson 7-1, Lesson 7-2, Reteaching Set A
			9780328277742	129, 130C	Topic 7 Interactive Learning, Topic 7 Intervention
(K.3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole. The student is expected to:	(B) explain why a given part is half of the whole.	>>>>>	9780328272730	129, 131-132	Lesson 7-1, Lesson 7-2
			9780328277742	129, 131, 132C	Topic 7 Interactive Learning, Topic 7 Interactive Learning, Topic 7 Intervention
(K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	(A) model and create addition and subtraction problems in real situations with concrete objects.	(1) model addition problems in real situations with concrete objects.	9780328272730	147, 149, 151	Lesson 8-1, Lesson 8-2, Lesson 8-3
			9780328277759	147, 149	Topic 8 Interactive Learning, Topic 8 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	(A) model and create addition and subtraction problems in real situations with concrete objects.	(2) model subtraction problems in real situations with concrete objects.	9780328272730	153, 155, 157	Lesson 8-4, Lesson 8-5, Lesson 8-6
			9780328277759	153, 155	Topic 8 Interactive Learning, Topic 8 Interactive Learning
(K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	(A) model and create addition and subtraction problems in real situations with concrete objects.	(3) create addition problems in real situations with concrete objects.	9780328272730	147-148, 149-150, 151-152	Lesson 8-1, Lesson 8-2, Lesson 8-3
			9780328277759	147, 149	Topic 8 Interactive Learning, Topic 8 Interactive Learning
(K.4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	(A) model and create addition and subtraction problems in real situations with concrete objects.	(4) create subtraction problems in real situations with concrete objects.	9780328272730	153-154, 155-156, 157-158	Lesson 8-4, Lesson 8-5, Lesson 8-6
			9780328277759	153, 157	Topic 8 Interactive Learning, Topic 8 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(1) identify patterns of sounds	9780328272730	195-196, 214	Lesson 11-1, Reteaching Set B
			9780328277780	195, 196C	Topic 11 Interactive Learning, Topic 11 Intervention
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(2) identify patterns of physical movement	9780328272730	197-198, 214	Lesson 11-2, Reteaching Set B
			9780328277780	197, 198C	Topic 11 Interactive Learning, Topic 11 Intervention
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(3) identify patterns of concrete objects.	9780328272730	199, 201, 203, 205-206, 207-208	Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(4) extend patterns of sounds	9780328272730	195-196, 214	Lesson 11-1, Reteaching Set B
			9780328277780	195, 196C	Topic 11 Interactive Learning, Topic 11 Intervention
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(5) extend patterns of physical movement	9780328272730	197-198, 214	Lesson 11-2, Reteaching Set B
			9780328277780	197, 198C	Topic 11 Interactive Learning, Topic 11 Intervention
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(6) extend patterns of concrete objects	9780328272730	199, 201, 207	Lesson 11-3, Lesson 11-4, Lesson 11-7
			9780328277780	199, 201	Topic 11 Interactive Learning, Topic 11 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(7) create patterns of sounds	9780328272730	195-196	Lesson 11-1  Topic 11 Interactive Learning, Topic 11 Additional Activity, Topic 11 Intervention, Topic 11 Additional Activity
			9780328277780	195, 196A, 196C, 204A	
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(8) create patterns of physical movement	9780328272730	197-198	Lesson 11-2  Topic 11 Interactive Learning, Topic 11 Additional Activity, Topic 11 Intervention, Topic 11 Additional Activity
			9780328277780	197, 198A, 198C 204A	
(K.5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(A) identify, extend, and create patterns of sounds, physical movement, and concrete objects.	(9) create patterns of concrete objects.	9780328272730	211-212	Lesson 11-9  Topic 11 Interactive Learning, Topic 11 Intervention, Reteaching
			9780328277780	211, 212C, 214A	

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	(A) use patterns to predict what comes next, including cause-and-effect relationships; and	>>>>>	9780328272730	183-184, 189-190, 197-198, 207-208, 209-210	Lesson 10-2, Lesson 10-5, Lesson 11-2, Lesson 11-7, Lesson 11-8
(K.6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:	(B) count by ones to 100.	>>>>>	9780328272730	181-182, 187-188, 192	Lesson 10-1, Lesson 10-4, Reteaching Set A
			9780328277773	181, 187	Topic 10 Interactive Learning, Topic 10 Interactive Learning
(K.7) Geometry and spatial reasoning. The student describes the relative positions of objects. The student is expected to:	(A) describe one object in relation to another using informal language such as over, under, above, and below; and	>>>>>	9780328272730	19-20, 21-22, 23-24, 25-26, 27-28	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5
(K.7) Geometry and spatial reasoning. The student describes the relative positions of objects. The student is expected to:	(B) place an object in a specified position.	>>>>>	9780328272730	19, 21, 23, 25, 27	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	(A) describe and identify an object by its attributes using informal language;	(1) describe an object by its attributes using informal language;	9780328272730	11-12, 13-14, 217, 219, 221	Lesson 1-4, Lesson 1-5, Lesson 12-1, Lesson 12-2, Lesson 12-3

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	(A) describe and identify an object by its attributes using informal language;	(2) identify an object by its attributes using informal language;	9780328272730	5-6, 9-10, 11-12, 13-14, 219	Lesson 1-2, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 12-2
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	(B) compare two objects based on their attributes; and	>>>>	9780328272730	3-4, 5-6, 7-8, 9-10, 227-228	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 12-6
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	(1) sort a variety of objects including two-dimensional geometric figures according to their attributes	9780328272730	3-4, 7-8, 9-10, 11-12, 13-14	Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	(2) describe how the objects are sorted.	9780328272730	3-4, 7-8, 9-10, 11-12, 13-14	Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	(3) sort a variety of objects including three-dimensional geometric figures according to their attributes	9780328272730 9780328277681	5-6, 225, 227, 229-230 5	Lesson 1-2, Lesson 12-5, Lesson 12-6, Lesson 12-7 Topic 1 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:	(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	(4) describe how the objects are sorted.	9780328272730	5-6, 225, 227, 229	Lesson 1-2, Lesson 12-5, Lesson 12-6, Lesson 12-9
			9780328277681	5	Topic 1 Interactive Learning
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;	(1) describe the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;	9780328272730	5-6, 225, 229	Lesson 1-2, Lesson 12-5, Lesson 12-7
			9780328277797	225, 226C	Topic 12 Interactive Learning, Topic 12 Intervention
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;	(2) compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;	9780328272730	5-6, 225, 229-230	Lesson 1-2, Lesson 12-5, Lesson 12-7
			9780328277681 9780328277797	5 225	Topic 1 Interactive Learning Topic 12 Interactive Learning
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and	>>>>>	9780328272730	225-226, 227, 229-230	Lesson 12-5, Lesson 12-6, Lesson 12-7
			9780328277797	225, 227	Topic 12 Interactive Learning Topic 12 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(1) describe circles	9780328272730	221, 234	Lesson 12-3, Reteaching Set B
			9780328277797	221, 222C	Topic 12 Interactive Learning, Topic 12 Intervention
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(2) identify circles	9780328272730	221-222, 234	Lesson 12-3, Reteaching Set B
			9780328277797	221, 222C, 224C	Topic 12 Interactive Learning, Topic 12 Intervention, Topic 12 Intervention
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(3) describe triangles	9780328272730	223, 234	Lesson 12-4, Reteaching Set B
			9780328277797	223	Topic 12 Interactive Learning
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(4) identify triangles	9780328272730	223-224, 234	Lesson 12-4, Reteaching Set B
			9780328277797	224C	Topic 12 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(5) describe rectangles	9780328272730	217, 234	Lesson 12-1, Reteaching Set B
			9780328277797	217	Topic 12 Interactive Learning
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(6) identify rectangles	9780328272730	217-218, 234	Lesson 12-1, Reteaching Set B
			9780328277797	218C, 220C	Topic 12 Intervention, Topic 12 Intervention
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(7) describe squares (a special type of rectangle).	9780328272730	219, 234	Lesson 12-2, Reteaching Set B
			9780328277797	219, 220C	Topic 12 Interactive Learning, Topic 12 Intervention
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(8) identify squares (a special type of rectangle).	9780328272730	219-220, 234	Lesson 12-2, Reteaching Set B
			9780328277797	220C	Topic 12 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:	(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	(9) compare circles, triangles, rectangles, and squares (a special type of rectangle).	9780328272730	218, 220, 222, 224, 231-232	Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-8
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:	(A) compare and order two or three concrete objects according to length (longer/shorter than, or the same);	(1) compare two or three concrete objects according to length (longer/shorter than, or the same);	9780328272730	239-240, 241-242, 243-244	Lesson 13-2, Lesson 13-3, Lesson 13-4
			9780328277803	239, 240C	Topic 13 Interactive Learning, Topic 13 Intervention
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:	(A) compare and order two or three concrete objects according to length (longer/shorter than, or the same);	(2) order two or three concrete objects according to length (longer/shorter than, or the same);	9780328272730	239, 241-242, 243-244	Lesson 13-2, Lesson 13-3, Lesson 13-4
			9780328277803	241	Topic 13 Interactive Learning

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:	(B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);	>>>>>	9780328272730	253-254, 255, 258	Lesson 13-9, Lesson 13-10, Reteaching Set B
			9780328277803	253	Topic 13 Interactive Learning
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:	(C) compare two containers according to capacity (holds more, holds less, or holds the same);	>>>>>	9780328272730	245-246, 247-248, 258	Lesson 13-5, Lesson 13-6, Reteaching Set A
			9780328277803	245, 247	Topic 13 Interactive Learning, Topic 13 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:	(D) compare two objects according to weight/mass (heavier than, lighter than or equal to); and	>>>>>	9780328272730	249-250, 251-252	Lesson 13-7, Lesson 13-8
			9780328277803	249, 250C, 251	Topic 13 Interactive Learning, Topic 13 Intervention, Topic 13 Interactive Learning
(K.10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:	(E) compare situations or objects according to relative temperature (hotter/colder than, or the same as).	>>>>>	9780328272730	283-284, 285-286, 287, 290	Lesson 15-6, Lesson 15-7, Lesson 15-8, Reteaching Set B
			9780328277827	283	Topic 15 Interactive Learning
(K.11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	(A) compare events according to duration such as more time than or less time than;	>>>>>	9780328272730	261-262, 270	Lesson 14-1, Reteaching Set A
			9780328277810	261, 262C	Topic 14 Interactive Learning, Topic 14 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	(B) sequence events (up to three); and	>>>>>	9780328272730	263-264, 265-266, 277-278	Lesson 14-2, Lesson 14-3, Lesson 15-3
			9780328277810	265	Topic 14 Interactive Learning
(K.11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	(C) read a calendar using days, weeks, and months.	(1) read a calendar using days	9780328272730	275-276, 277-278, 279-280, 281-282	Lesson 15-2, Lesson 15-3, Lesson 15-4, Lesson 15-5
			9780328277827	275	Topic 15 Interactive Learning
(K.11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	(C) read a calendar using days, weeks, and months.	(2) read a calendar using weeks	9780328272730	281-282, 290	Lesson 15-5, Reteaching Set A
			9780328277827	281, 282C	Topic 15 Interactive Learning, Topic 15 Intervention
(K.11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:	(C) read a calendar using days, weeks, and months.	(3) read a calendar using months.	9780328272730	273-274, 281-282, 290	Lesson 15-1, Lesson 15-5, Reteaching Set A
			9780328277827	273, 281	Topic 15 Interactive Learning, Topic 15 Intervention
(K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:	(A) construct graphs using real objects or pictures in order to answer questions; and	>>>>>	9780328272730	293-294, 295-296, 297-298, 299-300, 301-302	Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4, Lesson 16-5

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:	(B) use information from a graph of real objects or pictures in order to answer questions.	>>>>>	9780328272730	293-294, 295-296, 297-298, 301-302	Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-5
			9780328277834	295	Topic 16 Interactive Learning
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(A) identify mathematics in everyday situations;	>>>>>	9780328272730	123-124, 159-160, 243-244, 255-256, 267-268	Lesson 6-9, Lesson 8-7, Lesson 13-4, Lesson 13-10, Lesson 14-4
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(1) solve problems with guidance that incorporates the process of understanding the problem	9780328272730	11-12, 13-14, 31-32, 51-52, 69-70	Lesson 1-5, Lesson 1-6, Lesson 2-7, Lesson 3-8, Lesson 4-7

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(2) solve problems with guidance that incorporates the process of making a plan	9780328272730	11-12, 13-14, 31-32, 51-52, 69-70	Lesson 1-5, Lesson 1-6, Lesson 2-7, Lesson 3-8, Lesson 4-7
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(3) solve problems with guidance that incorporates the process of carrying out the plan	9780328272730	11-12, 13-14, 31-32, 51-52, 69-70	Lesson 1-5, Lesson 1-6, Lesson 2-7, Lesson 3-8, Lesson 4-7
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(4) solve problems with guidance that incorporates the process of evaluating the solution for reasonableness	9780328272730	11-12, 13-14, 31-32, 51-52, 69-70	Lesson 1-5, Lesson 1-6, Lesson 2-7, Lesson 3-8, Lesson 4-7

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and	>>>>>	9780328272730	11-12, 13-14, 31-32, 51-52, 69-70	Lesson 1-5, Lesson 1-6, Lesson 2-7, Lesson 3-8, Lesson 4-7
(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(D) use tools such as real objects, manipulatives, and technology to solve problems.	>>>>>	9780328272730	51-52, 69-70, 123-124, 178, 231-232	Lesson 3-8, Lesson 4-7, Lesson 6-9, Going Digital, Lesson 12-8
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	(1) communicate mathematical ideas using objects	9780328272730	51-52, 65, 123-124, 231-232, 253-254	Lesson 3-8, Lesson 4-5, Lesson 6-9, Lesson 12-8, Lesson 13-9

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	(2) communicate mathematical ideas using words	9780328272730	51	Lesson 3-8
			9780328277698	23, 26C	Topic 2 Interactive Learning, Topic 2 Intervention
			9780328277704	57	Topic 3 Interactive Learning
			9780328277735	108C	Topic 6 Intervention
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	(3) communicate mathematical ideas using pictures	9780328272730	141-142, 159-160, 205-206, 211-212, 287-288	Lesson 7-7, Lesson 8-7, Lesson 11-6, Lesson 11-9, Lesson 15-8
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	(4) communicate mathematical ideas using numbers	9780328272730	39-40, 49-50, 51-52, 67-68, 83-84	Lesson 3-2, Lesson 3-7, Lesson 3-8, Lesson 4-6, Lesson 5-5

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	(5) communicate mathematical ideas using technology	9780328272730	54, 72, 104, 126, 162	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	(B) relate everyday language to mathematical language and symbols.	(1) relate everyday language to mathematical language	9780328272730	147-148, 153-154, 155-156, 159-160, 261-262	Lesson 8-1, Lesson 8-4, Lesson 8-5, Lesson 8-7, Lesson 14-1
(K.14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:	(B) relate everyday language to mathematical language and symbols.	(2) relate everyday language to mathematical symbols.	9780328272730 9780328277759	149-150, 151-152, 157-158 149, 157	Lesson 8-2, Lesson 8-3, Lesson 8-6 Topic 8 Interactive Learning, Topic 8 Interactive Learning

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(K.15) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(1) justify his or her thinking using objects	9780328272730	11, 51-52, 123-124, 231-232, 255-256	Lesson 1-5, Lesson 3-8, Lesson 6-9, Lesson 12-8, Lesson 13-10
(K.15) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(2) justify his or her thinking using words	9780328272730	11-12, 13-14, 51-52, 69-70, 123-124	Lesson 1-5, Lesson 1-6, Lesson 3-8, Lesson 4-7, Lesson 6-9
(K.15) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(3) justify his or her thinking using pictures	9780328272730	141-142, 159-160, 205-206, 287-288, 301-302	Lesson 7-7, Lesson 8-7, Lesson 11-6, Lesson 15-8, Lesson 16-5

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.12. Mathematics, Kindergarten.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Pearson Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272730</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(K.15) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(4) justify his or her thinking using numbers	9780328272730	51-52, 101-102, 123-124, 159-160, 175-176	Lesson 3-8, Lesson 5-14, Lesson 6-9, Lesson 8-7, Lesson 9-6
(K.15) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(5) justify his or her thinking using technology.	9780328272730	54, 72, 104, 126, 162	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital