

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

Nevada
Mathematics Standards
Grades K-6



M/M-132

Correlation Introduction

This correlation is designed to show the close alignment between *Scott Foresman-Addison Wesley enVisionMATH™*, copyright 2009, Grades K-6, to *Nevada Mathematics Standards*. Correlation page references are to the Student Edition and associated Teacher's Edition.

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

Personalized Curriculum

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

Instructional Design

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

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

Differentiated Instruction

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

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**Scott Foresman – Addison Wesley enVisionMATH
to the
Nevada Mathematics Standards**

Kindergarten – Grade Six

Process Standards

Problem Solving

Process Standard A: Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts in order to:

- **Formulate their own problems**
- **Find solutions to problems from everyday situations**
- **Develop and apply strategies to solve a variety of problems**
- **Integrate mathematical reasoning, communication and connections**

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
Grades K – 2	
<ul style="list-style-type: none"> ▪ Apply previous experience and knowledge to new problem solving situations 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Kindergarten: 4, 44, 66, 109–110, 171–172, 283–284</p> <p>Grade 1: 107–110, 163–166, 339–342, 484, 492</p> <p>Grade 2: 238, 242, 243–245, 270, 275–278</p>
<ul style="list-style-type: none"> ▪ Explain and verify results with respect to the original problem 	<p>Kindergarten: 11A–12C, 27A–28C, 41A–42C, 69A–70C, 95A–96C, 109A–110C, 131A–132C, 147A–148C, 171A–172C, 189A–190C, 207A–208C, 231A–232C, 247A–248B, 265A–266C, 283A–284B, 301A–302C</p> <p>Grade 1: 23–25, 43–46, 75–77, 111–114, 135–137, 163–166, 187–189, 223–225, 255–257, 295–298, 323–326, 359–362, 387–389, 403–406, 473–476, 509–511, 533–536, 569–572, 601–604, 637–639</p>

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
(continued)	Grade 2: 63–66, 91–94, 135–137, 163–165, 211–214, 242–245, 275–278, 307–310, 343–345, 371–373, 407–410, 443–446, 471–473, 503–505, 543–547, 583–586, 611–613, 635–638
<ul style="list-style-type: none"> ▪ Try more than one strategy when the first strategy proves to be unproductive 	Kindergarten: 161A–162C, 171A–172C Grade 1: 387–389 Grade 2: 307–310
<ul style="list-style-type: none"> ▪ Use technology, including calculators, to develop mathematical concepts 	Kindergarten: 48, 72, 98, 112, 134, 150, 234 Grade 1: 26, 78, 138, 190, 226, 258, 390, 512, 640 Grade 2: 30, 138, 166, 246, 346, 374, 474, 506, 614
Grades 3-5	
<ul style="list-style-type: none"> ▪ Generalize and apply previous experiences and strategies to new problem solving situations 	Students apply this objective in most lessons throughout the program. These are some of the many examples. Grade 3: 47, 57, 97, 132–133, 195, 384–385, 448–450, 482–483 Grade 4: 41, 44–46, 67, 116–118, 155, 282–283, 392–393, 440–441 Grade 5: 46–48, 97, 135, 191, 212–213, 270–271, 335, 385, 422–423
<ul style="list-style-type: none"> ▪ Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem 	Grade 3: 24–25, 58–59, 78–79, 98–100, 132–133, 154–156, 174–176, 196–198, 224–226, 252–253, 268–269, 298–299, 320–321, 342–343, 360–361, 374–375, 384–385, 404–405, 426–428, 448–450, 482–483 Grade 4: 21–22, 44–46, 68–69, 86–88, 102–104, 116–118, 134–135, 156–157, 186–187, 208–209, 238–240, 258–260, 282–283, 308–309, 336–338, 356–367, 392–393, 420–422, 440–441, 460–461, 476–477 Grade 5: 14–16, 34–36, 46–48, 74–76, 88–89, 110–112, 162–163, 188–190, 212–213, 270–271, 288–289, 314–315, 340–341, 366–367, 386–388, 404–405, 422–423, 454–455, 478–479, 494–495

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
<ul style="list-style-type: none"> ▪ Try more than one strategy when the first strategy proves to be unproductive 	<p>Grade 3: 374–375 Grade 4: 308–309 Grade 5: 209, 270–271</p>
<ul style="list-style-type: none"> ▪ Interpret and solve a variety of mathematical problems by paraphrasing 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples. Grade 3: 16, 17, 109, 118–120, 132, 183, 265, 369 Grade 4: 11, 43, 63, 149, 238–240, 382, 404, 471 Grade 5: 32, 73, 136, 187, 246–247, 354, 398, 418</p>
<ul style="list-style-type: none"> ▪ Identify necessary and extraneous information 	<p>Grade 3: 320–321 Grade 4: 34–35 Grade 5: 138–139</p>
<ul style="list-style-type: none"> ▪ Check the reasonableness of a solution 	<p>Grade 3: 12–14, 17, 23, 44–46, 48–49, 54–55, 56–57, 58–59, 70, 74–76, 78–79, 99–100, 153, 185, 196–197, 214, 248, 279, 285, 292, 374–375, 403, 415, 426–427, 473, 477 Grade 4: 21–22, 44–46, 68–69, 86–88, 102–104, 116–118, 134–135, 156–157, 186–187, 208–209, 238–240, 258–260, 282–283, 308–309, 336–338, 356–357, 392–393, 420–422, 440–441, 460–461, 476–477 Grade 5: 14–16, 34–37, 42, 44, 45–48, 62, 74–76, 86, 88–89, 108, 110–112, 124, 128, 162–163, 181, 187–190, 212–213, 268, 270–271, 288–289, 314–315, 340–341, 366–367, 386–388, 404–405, 420, 422–423, 454–455, 478–479, 494–495</p>
<ul style="list-style-type: none"> ▪ Use technology, including calculators, to develop mathematical concepts 	<p>Grade 3: 39, 53, 101, 125, 157, 199, 227, 263, 355, 383, 429 Grade 4: 47, 89, 105, 119, 219, 241, 299, 323, 339, 373, 389, 423 Grade 5: 17, 37, 49, 77, 101, 109, 113, 151, 241, 325, 441, 467, 491</p>

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
Grades 6-8	
<ul style="list-style-type: none"> ▪ Generalize solutions and apply previous knowledge to new problem solving situations 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples. Grade 6: 7, 33, 50–52, 54–55, 88–89, 114–115, 138–139</p>
<ul style="list-style-type: none"> ▪ Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem 	<p>Grade 6: 24–25, 50–52, 84–86, 110–112, 136–137, 154–155, 194–196, 214–215, 362–363, 390–391, 418–419, 444–446, 466–468, 488–489, 510–511, 536–538</p>
<ul style="list-style-type: none"> ▪ Apply problem solving strategies until a solution is found or it is clear that no solution exists 	<p>Grade 6: 24–25, 50–52, 84–86, 110–112, 136–137, 154–155, 194–196, 214–215, 362–363, 390–391, 418–419, 444–446, 466–468, 488–489, 510–511, 536–538</p>
<ul style="list-style-type: none"> ▪ Interpret and solve a variety of mathematical problems by paraphrasing 	<p>Grade 6: 19, 122, 171, 225, 228, 328–329, 410, 413, 501, 526, 535</p>
<ul style="list-style-type: none"> ▪ Identify necessary and extraneous information 	<p>Grade 6: 118F, 178, 220F</p>
<ul style="list-style-type: none"> ▪ Check the reasonableness of a solution 	<p>Grade 6: 24, 46, 48, 50, 66, 79, 85, 102, 110, 111, 136, 154, 174, 178, 204, 241, 324, 331, 334, 362–363, 406</p>
<ul style="list-style-type: none"> ▪ Apply technology as a tool in problem solving situations 	<p>Grade 6: 39, 105, 229, 233, 273, 313, 333, 361, 385, 447, 483, 493, 533</p>

Process Standard B: Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing in order to:

- **Translate information into mathematical language and symbols**
- **Process information mathematically**
- **Present results in written, oral, and visual formats**
- **Discuss and exchange ideas about mathematics as a part of learning**
- **Read a variety of fiction and nonfiction texts to learn about mathematics**
- **Use mathematical notation to communicate and explain problems**

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
Grades K – 2	
<ul style="list-style-type: none"> ▪ Use inquiry techniques to solve mathematical problems. 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Kindergarten: 27A–28C, 41A–42C, 69A–70C, 171A–172C, 189A–190C, 207A–208C, 231A–232C, 301A–302C</p> <p>Grade 1: 23–25, 84–85, 187–189, 312, 332, 436, 493–496</p> <p>Grade 2: 91–94, 275–278, 343–345, 471–473, 543–547</p>
<ul style="list-style-type: none"> ▪ Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Kindergarten: 109A–110C, 116B, 131A–132C, 138B, 140B, 142B, 144B, 146B, 148B, 154B, 156B, 189A–190C, 198B, 200B, 202B, 204B, 206B, 244B, 246B</p> <p>Grade 1: 43–46, 163–166, 187–189, 334, 358, 460, 464, 533–536, 601–604, 620</p> <p>Grade 2: 27–29, 63–66, 243–245, 343–345, 371–373, 407–410, 443–446, 566, 570, 630, 638</p>
<ul style="list-style-type: none"> ▪ Identify and translate key words and phrases that imply mathematical operations 	<p>Kindergarten: 177–188, 195–206</p> <p>Grade 1: 63–70, 95–106, 163–166, 187–190, 493–496, 533–536</p> <p>Grade 2: 7–10, 15–18, 19–22, 63–66, 91–94, 243–245, 275–278, 471–473, 611–613</p>

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
<ul style="list-style-type: none"> ▪ Use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Kindergarten: 109A–110C, 116B, 131A–132C, 138B, 140B, 142B, 144B, 146B, 148B, 154B, 156B, 189A–190C, 198B, 200B, 202B, 204B, 206B, 244B, 246B</p> <p>Grade 1: 6, 42, 66, 154, 198, 218, 138, 346, 370, 414, 418, 484, 500, 536, 560, 572, 592, 600, 616, 636</p> <p>Grade 2: 6, 26, 38, 42, 130, 134, 146, 150, 242, 254, 366, 370, 446, 454, 458, 562, 566, 626, 630, 634, 638</p>
<p>Grades 3-5</p>	
<ul style="list-style-type: none"> ▪ Use inquiry techniques to solve mathematical problems 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Grade 3: 174–176, 206, 294, 384–385, 448–450, 472</p> <p>Grade 4: 40–41, 96–97, 134–135, 282–283, 308–309, 476–477</p> <p>Grade 5: 62–63, 122–123, 256–257, 310–311, 366–367, 404–405</p>
<ul style="list-style-type: none"> ▪ Use a variety of methods to represent and communicate mathematical ideas through oral, verbal, and written formats 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Grade 3: 16, 17, 109, 118–120, 132, 183, 265, 369</p> <p>Grade 4: 11, 43, 63, 149, 238–240, 382, 404, 471</p> <p>Grade 5: 32, 73, 136, 187, 246–247, 354, 398, 418</p>

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
<ul style="list-style-type: none"> ▪ Identify and translate key words and phrases that imply mathematical operations 	<p>Grade 3: 98–100, 132–133, 154–156, 196–198, 212–217, 316–318, 426–428, 448–450</p> <p>Grade 4: 44–47, 54–56, 68–69, 116–119, 128–129, 156–157, 186–187, 258–260</p> <p>Grade 5: 38, 42, 44, 46–47, 64, 70, 77–78, 84, 86, 90, 98, 110–112, 122, 126–128, 130, 134, 146–147, 170, 172, 178, 180, 184, 186, 188–190, 256, 262, 264, 266, 268, 284, 288–289, 386–388</p>
<ul style="list-style-type: none"> ▪ Use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Grade 3: 58, 118–120, 132, 165, 207, 279, 316</p> <p>Grade 4: 11, 43, 63, 149, 238–240, 382, 404, 471</p> <p>Grade 5: 32, 73, 136, 187, 246–247, 354, 398, 418</p>
Grades 6-8	
<ul style="list-style-type: none"> ▪ Use formulas, algorithms, inquiry, and other techniques to solve mathematical problems 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Grade 6: 65, 84–87, 136–137, 426–443, 458–460, 462–465, 510–511</p>
<ul style="list-style-type: none"> ▪ Evaluate written and oral presentations in mathematics 	<p>Grade 6: 362–363, 446, 484–486, 508</p>
<ul style="list-style-type: none"> ▪ Identify and translate key words and phrases that imply mathematical operations 	<p>Grade 6: 32–33, 48–49, 64, 60, 74, 78, 84–86, 110–112, 120, 162, 170, 172, 174, 186, 188, 190, 194–195, 230, 234</p>
<ul style="list-style-type: none"> ▪ Model and explain mathematical relationships using oral, written, graphic, and algebraic methods 	<p>Grade 6: 8–9, 22–23, 96–100, 106–108, 132–133, 146–147, 150–152, 302–304, 306–307, 328–329, 348–349, 380–381</p>
<ul style="list-style-type: none"> ▪ Use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Grade 6: 20, 23, 25, 119, 122, 244, 248, 328–329, 475, 485, 535</p>

MATHEMATICAL REASONING

Process Standard C: Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas in order to:

- Reinforce and extend their logical reasoning abilities
- Reflect on, clarify, and justify their thinking
- Ask questions to extend their thinking
- Use patterns and relationships to analyze mathematical situations
- Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
Grades K – 2	
<ul style="list-style-type: none"> ▪ Draw logical conclusions about mathematical problems 	<p>Kindergarten: 11A–12C, 161A–162C, 171A–172C, 265A–266C Grade 1: 37, 293, 337, 373, 387–389, 403–406, 421, 425, 433, 471, 493–496, 527, 559, 591, 595, 637–639 Grade 2: 25, 81, 91–94, 113, 117, 125, 145, 153, 157, 211–214, 233, 253, 265, 275–278, 293, 301, 305, 307–310, 317, 329, 341, 343–345, 361, 365, 381, 393, 425, 429, 433, 437, 441, 453, 457, 471–473, 481, 485, 489, 497, 517, 521, 565, 573, 581, 601</p>
<ul style="list-style-type: none"> ▪ Discuss the steps used to solve a mathematical problem 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples. Kindergarten: 64, 78, 95A–96C, 158, 189A–190C, 207A–208C Grade 1: 111–114, 135–137, 163–166, 180–181, 223–225, 255–257, 295–298, 323–326, 359–362, 387–389, 637–639 Grade 2: 91–94, 187–190, 211–214, 275–278, 307–310, 343–345, 471–473, 543–546, 635–638</p>

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
<ul style="list-style-type: none"> ▪ Justify and explain the solutions to problems using physical models 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Kindergarten: 109A–110C, 131A–132C, 177, 179, 181, 185, 195, 197</p> <p>Grade 1: 43, 135–137, 163–166, 175, 187–189, 223–225, 247, 255–257, 473–476, 509–511</p> <p>Grade 2: 27–29, 143, 147, 151, 171, 218, 371–373, 407–410, 443–446</p>
<p>Grades 3-5</p>	
<ul style="list-style-type: none"> ▪ Draw logical conclusions about mathematical problems 	<p>Grade 3: 5, 10, 14, 20, 21, 22, 24, 25, 33–35, 37, 41, 46, 112, 115, 122, 131, 132–133, 154–154, 166–168, 193, 195, 222, 224–225, 252–253, 277, 299, 311, 320–321. 330, 333, 341, 342–343, 356–357, 374–375, 394, 421, 448–450, 465, 472–475</p> <p>Grade 4: 34–35, 134–135, 156–157, 186–187, 208–209, 385, 403, 469, 471, 476–477</p> <p>Grade 5: 46–48, 126–127, 138–139, 162–163, 188–189, 209, 212–213, 270–271</p>
<ul style="list-style-type: none"> ▪ Follow a logical argument and judge its validity 	<p>Grade 3: 224–226, 342–343, 374–375</p> <p>Grade 4: 134–135, 308–309, 476–477</p> <p>Grade 5: 209, 162–163, 270–271</p>
<ul style="list-style-type: none"> ▪ Review and refine the assumptions and steps used to derive conclusions in mathematical arguments 	<p>Grade 3: 58–59, 78–79, 99–100, 196–198, 224–226, 342–343, 374–375, 426–427</p> <p>Grade 4: 134–135, 308–309, 476–477</p> <p>Grade 5: 162–163, 209, 270–271</p>
<ul style="list-style-type: none"> ▪ Justify and explain the solutions to problems using manipulatives and physical models 	<p>Grade 3: 4–7, 50–52, 86–87, 90–91, 108–109, 164–168, 174–176, 224–226, 268–269, 288–295, 342–343, 368–369, 372–373, 382, 440–443</p> <p>Grade 4: 134–135, 170–172, 296–299, 364–365, 374–375</p> <p>Grade 5: 90–91, 162–163, 204–205, 296–297, 340–341, 478–479</p>

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
Grades 6-8	
<ul style="list-style-type: none"> ▪ Recognize and apply deductive and inductive reasoning 	Grade 6: 12, 23, 87, 113, 123, 149, 165, 233, 264, 274, 276, 281, 336, 374, 375, 390–391, 402, 406, 413, 418–419, 432, 466–469, 484, 489, 523, 526, 532
<ul style="list-style-type: none"> ▪ Review and refine the assumptions and steps used to derive conclusions in mathematical arguments 	Grade 6: 136–137, 390–391, 418–419, 466–467, 510–511
<ul style="list-style-type: none"> ▪ Justify answers and the steps taken to solve problems with and without manipulatives and physical models 	Students apply this objective in most lessons throughout the program. These are some of the many examples. Grade 6: 136–137, 194–195, 264, 328–329, 336, 390–391, 444–446, 466–468

Process Standard D: Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole in order to:

- **Link new concepts to prior knowledge**
- **Identify relationships between content strands**
- **Integrate mathematics with other disciplines**
- **Allow the flexibility to approach problems in a variety of ways within and beyond the field of mathematics**

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
Grades K – 2	
<ul style="list-style-type: none"> ▪ Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science 	Kindergarten: 1, 15, 31, 49, 73, 99, 113, 135, 151, 175, 193, 211, 235, 251, 269, 287 Grade 1: 1, 29, 49, 81, 117, 141, 169, 170, 193, 241, 261, 301, 329, 365, 393, 451, 479, 515, 516, 539, 583, 607 Grade 2: 1, 33, 69, 97, 141, 169, 193, 217, 249, 281, 313, 349, 350, 377, 413, 414, 449, 477, 478, 509, 549, 589, 617

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
<ul style="list-style-type: none"> ▪ Identify mathematics used in everyday life 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Kindergarten: 4, 18, 20, 34, 66, 178, 180, 196, 198</p> <p>Grade 1: 34, 42, 164–165, 270, 378, 406</p> <p>Grade 2: 9, 18, 22, 26, 66, 106, 122, 174, 222</p>
Grades 3-5	
<ul style="list-style-type: none"> ▪ Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics 	<p>Grade 3: 15, 43, 71, 95, 147, 189, 206–207, 218–221, 298–299, 334–337, 352–354, 355, 360–361, 425</p> <p>Grade 4: 31, 79, 113, 227, 273, 303, 356–357, 370–373, 380–382, 389</p> <p>Grade 5: 14–15, 33, 67, 93, 105, 133, 203, 223, 259, 325, 354–357, 404–405</p>
<ul style="list-style-type: none"> ▪ Use physical models to explain the relationship between concepts and procedures 	<p>Grade 3: 50–51, 86–87, 90–91, 108–109, 164–168, 174–176, 224–226, 268–269, 294–295, 342–343</p> <p>Grade 4: 134–135, 170–172, 296–299</p> <p>Grade 5: 90–91, 122–123, 256–257, 262–263</p>
<ul style="list-style-type: none"> ▪ Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science 	<p>Grade 3: 47, 77, 113, 169, 215, 463</p> <p>Grade 4: 39, 57, 109, 233</p> <p>Grade 5: 9, 27, 41, 97, 161, 237, 303, 361, 449</p>
<ul style="list-style-type: none"> ▪ Identify, explain, and use mathematics in everyday life 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples.</p> <p>Grade 3: 55, 94, 98–100, 154–156, 196–198, 314, 369, 384–385, 448–450</p> <p>Grade 4: 17, 69, 153, 156–157, 258–260, 305, 392–393, 471, 476–477</p> <p>Grade 5: 9, 27, 41, 46–48, 97, 99, 161, 237, 270–271, 303, 361, 449</p>

Nevada Process Standards	Scott Foresman – Addison Wesley enVisionMATH
Grades 6-8	
<ul style="list-style-type: none"> ▪ Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics 	<p>Grade 6: 13, 73, 131, 153, 169, 212–213, 242–245, 290–291, 330–332, 357, 375, 380–384, 404–406, 429, 461, 487, 527</p>
<ul style="list-style-type: none"> ▪ Use manipulatives and physical models to explain the relationships between concepts and procedures 	<p>Grade 6: 190–191, 202–203, 390–391, 444–446, 466–468</p>
<ul style="list-style-type: none"> ▪ Use the connections among mathematical topics to develop multiple approaches to problems 	<p>Grade 6: 22–23, 62–63, 326–327, 427, 430–431, 438–439, 458–459, 520–522, 530–532</p>
<ul style="list-style-type: none"> ▪ Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science 	<p>Grade 6: 7, 17, 45, 177, 237, 249, 277, 305, 347, 403, 407, 441, 523</p>
<ul style="list-style-type: none"> ▪ Identify, explain, and apply mathematics in everyday life 	<p>Students apply this objective in most lessons throughout the program. These are some of the many examples. Grade 6: 7, 17, 24–25, 45, 50–52, 69, 84–86, 177, 194–195, 237, 249, 305, 310–312</p>

**Scott Foresman –Addison Wesley enVisionMATH
to the
Nevada Mathematics Standards**

Kindergarten

Content Standards

1.0 Numbers, Number Sense, and Computation

Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparing and Ordering	1.K.3 Recognize, read, and write numbers from 0 - 10.	53A–54C, 57A–60C, 79A–80C, 85A–86C, 91A–92C
	Identify ordinal positions first to third.	143A–144C
	Match the number of objects in a set to the correct numeral 0 - 10.	53A–54C, 57A–60C, 79A–80C, 85A–86C, 91A–92C
	Recognize relationships of more than, less than, and equal to.	63A–68C, 101A–108C, 289A–290C
Counting	1.K.4 Count to 20 by demonstrating one-to-one correspondence using objects.	51A–52C, 55A–56C, 75A–77C, 81A–82C, 87A–88C, 213A–220C
Facts	1.K.5 Use concrete objects to model simple addition and subtraction.	177, 179, 181A–182C, 183, 185, 187, 195, 197, 199, 201, 203, 205, 207A–208C

2.0 Patterns, Functions, and Algebra

Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Patterns	2.K.1 Identify attributes used to sort objects.	5A–12C, 293A–296A
Number Sentences, Expressions, and Polynomials	2.K.3 Identify and create sets of objects with unequal amounts, describing them as greater than or less than.	101A–106C

3.0 Measurement

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparison, Estimation, and Conversion	3.K.1 Compare, order, and describe objects by size.	153A–156C
Money	3.K.4 Identify and sort pennies, nickels, and dimes.	237A–242C
Time	3.K.6 Recite in order the days of the week.	273A–274C

4.0 Spatial Relationships, Geometry, and Logic

Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics. At a minimum, students will maintain previous skills and attain the following:

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Two – Dimensional Shapes	4.K.1 Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation.	115A–118C
Congruence, Similarity, and Transformations	4.K.2 Demonstrate an understanding of relative position words, including before/after, far/near, and over/under, to place objects.	17A–28C
Coordinate Geometry and Lines of Symmetry	4.K.3 Identify two-dimensional figures (windows are shaped like rectangles) as they appear in the environment.	115A–118C, 130

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Three - Dimensional Figures	4.K.4 Identify three-dimensional figures in the environment.	125A–128C, 130, 131A–132C
Logic	4.K.9 Sort and classify objects by color and shape.	5A–12C, 293A–296C
	Put events in a logical sequence	255A–258C

5.0 Data Analysis

Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Data Collection and Organization	5.K.1 Collect, organize, and record data using objects and pictures.	289A–299, 301A–302C
	Represent data in a variety of ways in response to questions posed by teachers.	293A–302C

**Scott Foresman – Addison Wesley enVisionMATH
to the
Nevada Mathematics Standards**

Grade One

Content Standards

1.0 Numbers, Number Sense, and Computation

Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Place Value	1.1.1 Identify, model, read, and write place value positions of 1's and 10's.	303–317
	Identify the value of a given digit in the 1's and 10's place.	307–317
Fractions	1.1.2 Identify and model a whole.	585–588, 590
	Identify and model $\frac{1}{2}$ as two equal parts of a whole or a set of objects.	585, 586, 587, 589B, 590, 591, 594, 598, 601, and 603

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparing and Ordering	1.1.3 Read, write, compare, and order numbers from 0 - 100.	3–22, 31–42, 263–266, 307–314, 335–346, 351–358
	Identify ordinal positions first to tenth.	287–290
	Read and write number words to 10.	3–10
	Create, compare, and describe sets of objects and numbers from 0 - 100 as greater than, less than, or equal to (>, <, =).	31–42, 339–358
Counting	1.1.4 Use number patterns and models to count by 2’s, 5’s, and 10’s to 100.	271–282, 291–294
Facts	1.1.5 Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts.	143–162, 171–186
Estimating and Estimation Strategies	1.1.6 Estimate the number of objects in a set to 10 and verify by counting	16-17, 20–21

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Solving Problems and Number Theory	1.1.8 Demonstrate the joining and separating of sets with 20 or fewer objects.	51–70, 99–102
	Model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols.	51–77, 83–114
	Use mathematical vocabulary and symbols to describe addition, subtraction, and equality.	63–74, 85, 89, 93, 95–110, 148, 339–342, 493–496, 525–528, 609–612

2.0 Patterns, Functions, and Algebra

Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Patterns	2.1.1 Recognize, describe, label, extend, and create simple repeating patterns using symbols, objects, and manipulatives.	205, 213, 229, 233, 247–250, 251–257
Variables and Unknowns	2.1.2 Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true.	63–66, 67–70, 71–74, 85, 89, 93, 95–98, 107–110, 111–114, 493–496, 525–528, 609–612, 630

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Number Sentences, Expressions, and Polynomials	2.1.3 Create, compare, and describe sets of objects as greater than, less than, or equal to.	31–38, 339–340

3.0 Measurement

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparison, Estimation, and Conversion	3.1.1 Compare, order, describe, and represent objects by length and weight.	395–402, 407–410, 431–442

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Precision in Measurement	3.1.2 Compare and measure length and weight using non-standard measurement	395–402, 431–434
Money	3.1.4 Determine the value of any set of pennies, nickels, and dimes.	367–386
Time	3.1.6 Recite in order the months of the year.	469, 471–472
	Use a calendar to identify days, weeks, months, and a year.	469–472
	Read time to the nearest hour.	453–460

4.0 Spatial Relationships, Geometry, and Logic

Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Two – Dimensional Shapes	4.1.1 Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation.	195–210

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Congruence, Similarity, and Transformations	4.1.2 Demonstrate an understanding of position words, including down/up, left/right, top/bottom, and between/middle, by describing the relative location of objects	211–214, 553–556
Coordinate Geometry and Lines Of Symmetry	4.1.3 Identify and copy two-dimensional designs that contain a line of symmetry.	219–222
Three - Dimensional Figures	4.1.4 Identify and name three-dimensional figures in the environment.	227–234, 238
Logic	4.1.9 Sort and classify objects by size or thickness.	395–398, 419–429, 431–434
	Identify what comes next in a step-by-step story or event sequence.	247–250, 255–257, 295–298, 466–468, 473–476

5.0 Data Analysis

Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics. At a minimum, students will maintain previous skills and attain the following:

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Data Collection and Organization	5.1.1 Collect, organize, and record data in response to questions posed by teacher and/or students.	557–572
	Use tally marks to represent data	557–560

**Scott Foresman – Addison Wesley enVisionMATH
to the
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Grade Two

Content Standards

1.0 Numbers, Number Sense, and Computation

Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Place Value	1.2.1 Identify, use, and model place value positions of 1’s, 10’s and 100’s.	99–106, 511–526
	Identify the value of a given digit in the 1’s, 10’s and 100’s place.	103–104
Fractions	1.2.2 Identify equal parts of a whole.	351–354
	Identify and model the unit fractions $\frac{1}{2}$ and $\frac{1}{4}$ as equal parts of a whole or sets of objects.	355–358, 367–370
Comparing and Ordering	1.2.3 Read, write, compare, and order numbers from 0 - 999.	99–130, 511–542
	Identify ordinal positions first to twentieth.	This objective is taught in Grade 1.
	Read and write number words to 20.	107–110
	Create, compare, and describe sets of objects and numbers from 0 - 999 as greater than, less than, or equal to ($>$, $<$, $=$).	111–118, 531–534

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Counting	1.2.4 Use number patterns to skip count	128–129, 590
Facts	1.2.5 Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts.	35–38, 43–46, 75–82, 83–86, 291–294, 303–306
	Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts.	291–294, 303–306
Estimating and Estimation Strategies	1.2.6 Estimate the number of objects in a set to 20 and verify by counting.	This objective is taught in Grade 1.
Computation	1.2.7 Add and subtract one- and two-digit numbers without regrouping.	2–26, 35–62, 71–86, 171–182, 195–210
Solving Problems and Number Theory	1.2.8 Generate and solve one-step addition and subtraction problems based on practical situations.	6, 10, 14, 18, 22, 26, 38, 42, 46, 50, 54, 58, 62, 74, 78, 82, 86, 174, 178, 182, 198, 202, 206, 211–215, 222, 226, 230, 234, 238, 243–245, 254, 258, 262, 266, 270, 554, 558, 562, 566, 570, 574, 578
	Model addition and subtraction in a variety of ways using pictorial representations and symbols to illustrate subtraction of sets, comparison of sets, and missing addends.	11–22, 87–90, 567–570
	Reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality.	3–22, 33, 49, 51–53, 63–66, 97, 115–118, 235–238, 243–246, 349

2.0 Patterns, Functions, and Algebra

Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Patterns	2.2.1 Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives.	127–130, 187–190, 357, 512, 527–530, 543–546, 590
	Use patterns and their extensions to solve problems.	187–190, 543–546, 635–638
Variables and Unknowns	2.2.2 Model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction.	3–6, 7–10, 11–14, 15–18, 19–22, 23–26, 27–29, 63–66, 73, 77, 87–94, 93
Number Sentences, Expressions, and Polynomials	2.2.3 Complete number sentences with the appropriate words and symbols (+, -, =).	91–94, 275–278
	Represent mathematical situations using numbers, symbols, and words.	Students apply this objective in most lessons throughout the program. These are some of the many examples. 3–22, 63–66, 243–245, 611–613, 635–638

3.0 Measurement

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparison, Estimation, and Conversion	3.2.1 Compare, order, and describe objects by various measurable attributes for length, weight, and temperature.	387–398, 435–442, 467–470
Precision in Measurements	3.2.2 Compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit.	391–392, 395–396, 423–424, 427–428, 435–436, 439–440
Money	3.2.4 Determine the value of any given set of coins.	143–154
	Use decimals to show money amounts.	155–162
	Recognize equivalent combinations of coins.	155–158
Time	3.2.6 Read time to the nearest half hour and quarter hour.	451–458
	Use elapsed time in one hour increments, beginning on the hour, to determine start, end, and elapsed time.	451–458, 471
	Recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day.	463–466

4.0 Spatial Relationships, Geometry, and Logic

Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Two – Dimensional Shapes	4.2.1 Describe, sketch, and compare two-dimensional shapes regardless of orientation.	315–318, 323–342
Congruence, Similarity, and Transformations	4.2.2 Identify congruent and similar shapes (circles, triangles, and rectangles including squares).	331–334
Coordinate Geometry and Lines Of Symmetry	4.2.3 Identify figures with symmetry as they appear in the environment.	339–342, 342B

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Three - Dimensional Figures	4.2.4 Identify, name, sort, and describe two- and three-dimensional geometric figures and objects including circle/sphere and square/cube.	315–322, 343–345
Logic	4.2.9 Sort and classify objects by two or more attributes.	379–382

5.0 Data Analysis

Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Data Collection and Organization	5.2.1 Collect, record, and classify data in response to questions posed by teacher and/or students.	479, 483, 487
	Use tables, pictographs, and bar graphs to represent data.	163–165, 479–490, 583–586

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Experimental and Theoretical Probability	5.2.5 Use informal concepts of probability (certain and impossible) to make predictions about future events.	495–502

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Grade Three

Content Standards

1.0 Numbers, Number Sense, and Computation

Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Place Value	1.3.1 Identify, use, and model place value positions of 1’s, 10’s, 100’s, and 1,000’s.	4–9, 12–14, 16–17
	Identify the value of a given digit in the 1’s, 10’s, 100’s, and 1,000’s place.	4–8, 12
Fractions	1.3.2 Identify and model the unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, and $\frac{1}{8}$ as equal parts of a whole or sets of objects.	276–283
	Read and write unit fractions with numbers and words.	282–289
Comparing and Ordering	1.3.3 Read, write, compare, and order numbers from 0 – 9,999.	12–14, 16–17
	Read and write numbers words to 100.	4–9

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Counting	1.3.4 Model and explain multiplication and division as skip counting patterns.	121–123, 146, 149, 208–209
	Model and explain multiplication and division as repeated addition or subtraction	108–111, 170–171, 174–175
Facts	1.3.5 Immediately recall and use addition and subtraction facts.	32–33, 66–67
	Immediately recall multiplication facts (products to 81).	122–131, 140–151
Estimating and Estimation Strategies	1.3.6 Estimate the number of objects in a set using various techniques.	This objective is taught in Grade 1.
Computation	1.3.7 Add and subtract two- and three-digit numbers with and without regrouping.	34–39, 44–61, 68–79, 85–100
	Add and subtract decimals using money as a model	312–315
Solving Problems and Number Theory	1.3.8 Generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations.	113, 115, 117, 120, 124, 127, 129, 131, 141, 143, 146, 168–169, 172–176, 424, 426–428
	Model addition, subtraction, multiplication, and division in a variety of ways.	108–117, 123, 125, 140–141, 143–145, 149, 153, 164–167, 170–171, 174–176, 184–185, 193, 196–197, 416–421, 426–428, 440–443
	Use mathematical vocabulary and symbols to describe multiplication and division.	108–121, 164–176, 416–421, 440–443

2.0 Patterns, Functions, and Algebra

Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Patterns	2.3.1 Recognize, describe, and create patterns using objects and numbers found in tables, number charts, and charts.	206–207, 208–209, 210–211, 212–214, 218–221, 298–299
	Record results of patterns created using manipulatives, pictures, and numeric representations and describe how they are extended.	210–211, 212–213, 298–299, 360–361
Variables and Unknowns	2.3.2 I/S Model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts.	32–33, 66–67, 71, 122–131, 140–151
	Use variables and open sentences to express relationships.	216–217, 222–223
Number Sentences, Expressions, and Polynomials	2.3.3 Complete number sentences with the appropriate words and symbols (+, -, >, <, =).	12–14, 98–99, 109, 118–120, 129, 131, 147, 222–223, 426–428

3.0 Measurement

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparison, Estimation, and Conversion	3.3.1 Compare, order, and describe objects by various measurable attributes for area and volume/capacity	338–339, 356–357, 376–382, 384–385
Precision in Measurements	3.3.2 Select and use appropriate units of measure.	334–341, 350–359
	Measure to a required degree of accuracy (to the nearest 1/2 unit).	332–333
Money	3.3.4 Determine possible combinations of coins and bills to equal given amounts.	18–20
	Read, write, and use money notation.	18–23, 308–314
	Recognize equivalent relationships between and among bills and coins.	18–20
Time	3.3.6 Tell time to the nearest minute, using analog and digital clocks.	396–397
	Use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time.	400–401, 404–405
	Recognize that there are 60 minutes in 1 hour	398–399

4.0 Spatial Relationships, Geometry, and Logic

Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Two – Dimensional Shapes	4.3.1 Describe, sketch, compare, and contrast plane geometric figures	246–253, 260–262, 266–267
Congruence, Similarity, and Transformations	4.3.2 Demonstrate and describe the transformational motions of geometric figures (translation/slide, reflection/flip, and rotation/turn).	260–262
Coordinate Geometry and Lines Of Symmetry	4.3.3 Create two-dimensional designs that contain a line of symmetry.	266–267

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Three - Dimensional Figures	4.3.4 Compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects.	234–240, 246–253, 260–262, 266–267
Lines, Angles, and Their Properties	4.3.6 Identify, draw, and describe horizontal, vertical, and oblique lines.	242–243
Logic	4.3.9 Use the quantifiers all, some, and none to describe the characteristics of a set	252–253

5.0 Data Analysis

Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Data Collection and Organization	5.3.1 Pose questions that can be used to guide data collection, organization, and representation.	458B, 458–459
	Use graphical representations, including number lines, frequency tables, and pictographs to represent data	458–459, 464–465, 466–467, 478–481
Experimental and Theoretical Probability	5.3.5 Use informal concepts of probability (certain, likely, unlikely, impossible) to make predictions about future events	472–477

**Scott Foresman – Addison Wesley enVisionMATH
to the
Nevada Mathematics Standards**

Grade Four

Content Standards

1.0 Numbers, Number Sense, and Computation

Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Place Value	1.4.1 Identify and use place value positions of whole numbers to one million.	4–15
Fractions	1.4.2 Identify fractions and compare fractions with like denominators using models, drawings, and numbers.	235
Comparing and Ordering	1.4.3 Read, write, compare, and order whole numbers.	4–13
	Read and write number words.	4
Counting	1.4.4 Count by multiples of a given number.	58–59, 356–357
	Explain relationships between skip counting, repeated addition, and multiples.	54–59

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Facts	1.4.5 I/S Immediately recall and use multiplication and corresponding division facts (products to 144).	62–67, 80–81, 84–85
Estimating and Estimation Strategies	1.4.6 Estimate to determine the reasonableness of an answer in mathematical and practical situations.	102–103, 110–111, 298–299, 300–302, 316–317
Computation	1.4.7 Add and subtract multi-digit numbers.	32–46, 294–303
	Multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals	110–118, 304–305
Solving Problems and Number Theory	1.4.8 Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.	33, 37, 41, 44–46, 63, 65, 67, 68–69, 83, 86–88, 99, 102–104, 108, 112, 115, 116–118, 145, 147, 151, 155, 156–157, 169, 176, 179, 181, 186–187

2.0 Patterns, Functions, and Algebra

Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Patterns	2.4.1 Identify, describe, and represent patterns and relationships in the number system, including arithmetic and geometric sequences.	58–59, 127–133, 336–338, 356–357
Variables and Unknowns	2.4.2 Model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division.	44–45, 68–69, 88–89, 116–118, 434–437
	Select the solution to an equation from a given set of numbers.	439
Number Sentences, Expressions, and Polynomials	2.4.3 Complete number sentences with the appropriate words and symbols (+, -, x, ÷, >, <, =).	10–13, 116–119, 234–235, 270–273, 380–385, 432–433, 440–441

3.0 Measurement

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparison, Estimation, and Conversion	3.4.1 Estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric).	316–317, 370–373, 380–382
	Estimate temperature in practical situations.	390–391, 391B
Precision in Measurements	3.4.2 Measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems.	316–322, 364–365, 368–369, 374–375, 378–379, 390–391
Precision Measurements	3.4.3 Define and determine the perimeter of polygons and the area of rectangles, including squares.	318–319, 328–335
Money	3.4.4 Determine totals for monetary amounts in practical situations.	18–19
	Use money notation to add and subtract given monetary amounts.	296–298

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Time	3.4.6 Use A.M. and P.M. appropriately in describing time.	386–389
	Use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time.	386–388
	Recognize the number of weeks in a year, days in a year, and days in a month.	384–385

4.0 Spatial Relationships, Geometry, and Logic

Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Two – Dimensional Shapes	4.4.1 Identify, draw, and classify angles, including straight, right, obtuse, and acute.	198–201
Congruence, Similarity, and Transformations	4.4.2 Identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions.	448–461

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Coordinate Geometry and Lines Of Symmetry	4.4.3 Identify coordinates for a given point in the first quadrant.	408–409
	Locate points of given coordinates on a grid in the first quadrant.	408–409
Three - Dimensional Figures	4.4.4 Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices, edges, and faces using models.	202–209, 346–351
Lines, Angles, and Their Properties	4.4.6 Identify, draw, label, and describe points, line segments, rays, and angles.	196–201
Logic	4.4.9 Use the connectors <i>and</i> , <i>or</i> , and <i>not</i> to describe the members of a set.	208–209, 476–477

5.0 Data Analysis

Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Data Collection and Organization	5.4.1 Pose questions that can be used to guide the collection of categorical and numerical data.	402A, 402B, 402–403
	Organize and represent data using a variety of graphical representations including frequency tables and line plots.	336–339, 406–407, 420–421
Central Tendency and Data Distribution	5.4.2 Model and compute range.	414–415
	Model the measures of central tendency for mode and median.	414–415
Interpretation of Data	5.4.3 Interpret data and make predictions using frequency tables and line plots.	404–407, 410–411, 416–419

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Experimental and Theoretical Probability	5.4.5 Conduct simple probability experiments using concrete materials.	472B, 472–473
	Represent the results of simple probability experiments as fractions to make predictions about future events.	472–474

**Scott Foresman – Addison Wesley enVisionMATH
to the
Nevada Mathematics Standards**

Grade Five

Content Standards

1.0 Numbers, Number Sense, and Computation

Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Place Value	1.5.1 Identify and use place value positions of whole numbers and decimals to hundredths.	4–13
Fractions	1.5.2 Add and subtract fractions with like denominators using models, drawings, and numbers.	256–259
	Compare fractions with unlike denominators using models and drawings, and by finding common denominators.	230–231
	Identify, model, and compare improper fractions and mixed numbers.	230–231
Comparing and Ordering	1.5.3 Read, write, compare, and order integers in mathematical and practical situations.	412–413

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Facts	1.5.5 Use multiples of 10 to expand knowledge of basic multiplication and division facts.	60–64, 84–87
Estimating and Estimation Strategies	1.5.6 Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals.	86–89, 174, 187
Computation	1.5.7 Add and subtract decimals.	42–48
	Multiply and divide decimals by whole numbers in problems representing practical situations.	171, 173, 179, 181–182
	Use order of operations to evaluate expressions with whole numbers.	67, 158–160
Solving Problems and Number Theory	1.5.8 Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations.	32, 34–36, 40, 41, 45, 46–48, 63, 66, 69, 71, 74–76, 85, 87, 96, 100, 110–112, 125, 126–127, 132, 135, 138–139, 171, 173, 175, 177, 182, 185, 187, 188–190

2.0 Patterns, Functions, and Algebra

Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Patterns	2.5.1 Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares.	14–15, 33, 122–123, 148–149, 382–383, 404–405
Variables and Unknowns	2.5.2 Find possible solutions to an inequality involving a variable using whole numbers as a replacement set.	380–381
	Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check.	376–379, 382–384, 386–388
Number Sentences, Expressions, and Polynomials	2.5.3 Complete number sentences with the appropriate words and symbols including \geq, \leq and \neq.	380–381

3.0 Measurement

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparison, Estimation, and Conversion	3.5.1 Estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric).	348–357
Precision in Measurements	3.5.2 Measure volume and weight to a required degree of accuracy in the customary and metric systems.	These pages prepare students for this objective. 348–353
Formulas	3.5.3 Describe the difference between perimeter and area, including the difference in units of measure.	300–309
Money	3.5.4 Determine totals, differences, and change due for monetary amounts in practical situations.	See Grade 4.
Time	3.5.6 Determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years.	359–361, 362–363

4.0 Spatial Relationships, Geometry, and Logic

Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Two – Dimensional Shapes	4.5.1 Identify, classify, compare, and draw triangles and quadrilaterals based on their properties.	208–211
	Identify and draw circles and parts of circles, describing the relationships between the various parts.	310–312
Congruence, Similarity, and Transformations	4.5.2 Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions.	464–477
Coordinate Geometry and Lines Of Symmetry	4.5.3 Graph coordinates representing geometric shapes in the first quadrant.	464–473

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Three - Dimensional Figures	4.5.4 Predict and describe the effects of combining, dividing, and changing shapes into other shapes.	212–213, 477–479
Lines, Angles, and Their Properties	4.5.6 Identify, draw, label, and describe planes, parallel lines, intersecting lines, and perpendicular lines.	200–202
Triangles	4.5.7 Describe characteristics of right, acute, obtuse, scalene, equilateral, and isosceles triangles.	208–209, 212
Logic	4.5.9 Represent relationships using Venn diagrams.	233

5.0 Data Analysis

Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Data Collection and Organization	5.5.1 Pose questions that can be used to guide the collection of categorical and numerical data.	430B, 430–431
	Organize and represent data using a variety of graphical representations including stem and leaf plots and histograms.	432–434, 436–448, 454–455
Central Tendency and Data Distribution	5.5.2 Compute range.	452–453
	Model and compute the measures of central tendency for mean, median, and mode.	450–453
Interpretation of Data	5.5.3 Interpret data and make predictions using stem-and-leaf plots and histograms.	440–442, 444–445

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Permutations and Combinations	5.5.4 I/S Represent and solve problems involving combinations using a variety of methods.	494–495
Experimental And Theoretical Probability	5.5.5 Conduct simple probability experiments using concrete materials.	488B, 488–493
	Represent the results of simple probability experiments as decimals to make predictions about future events.	Preparation for this concept can be found on 488–493
Statistical Inferences	5.5.6 Select an appropriate type of graph to accurately represent the data and justify the selection.	443, 455

**Scott Foresman – Addison Wesley enVisionMATH
to the
Nevada Mathematics Standards**

Grade Six

Content Standards

1.0 Numbers, Number Sense, and Computation

Content Standard 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Place Value	1.6.1 Identify and use place value positions to thousandths.	4–6, 10–12, 13–16
Fractions	1.6.2 Add and subtract fractions with unlike denominators.	166–169
	Multiply and divide with fractions using models, drawings, and numbers.	186–191, 202–207
	Use models to translate among fractions, decimals, and percents	146–147, 344–349
Comparing and Ordering	1.6.3 Read, write, compare, and order groups of fractions, groups of decimals, and groups of percents	22–23, 226–229
Facts	1.6.5 Identify equivalent expressions between and among fractions, decimals, and percents.	132–135, 146–147, 344–349

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Estimating and Estimation Strategies	1.6.6 Estimate using fractions, decimals, and percents.	62–63, 66–68, 188–189, 208–209, 352–353
	Use estimation strategies in mathematical and practical situations.	25, 62–63, 65–68, 74, 77, 81, 87, 108, 113, 123, 130, 179, 188–189, 208–209, 211, 244, 268, 309, 312, 325, 327, 332, 334, 346, 349, 352–353, 356, 360, 413, 436, 440, 469, 482
Computation	1.6.7 Calculate using fractions, decimals, and percents in mathematical and practical situations.	62–81, 84–86, 162–169, 178–179, 186–191, 194–195, 202–207, 214–215, 354–360, 362–363
	Use order of operations to evaluate expressions with integers.	36–38, 80–81, 232, 236, 238–240
Solving Problems and Number Theory	1.6.8 Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility to solve problems.	120–137

2.0 Patterns, Functions, and Algebra

Content Standard 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Patterns	2.6.1 Use and create tables and charts to extend a pattern in order to describe a rule for input/output tables and to find missing terms in a sequence.	46, 48–52, 178–179, 290–291, 322–323, 376–384, 386–388
Variables and Unknowns	2.6.2 Evaluate formulas and algebraic expressions using whole number values.	46–49, 426–428, 430–436, 438–440, 442–443, 458–465
	Solve and graphically represent equations and simple inequalities in one variable.	98–100, 106–108, 212–213, 242–244, 326–327, 334–336, 372–375, 389
Number Sentences, Expressions, and Polynomials	2.6.3 Write simple expressions and equations using variables to represent mathematical situations	32–33, 48–49, 102–104, 308–313, 324–327, 330–336

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Relations and Functions	2.6.4 When given a rule relating two variables, create a table and represent the ordered pairs on a coordinate plane.	380–388

3.0 Measurement

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Comparison, Estimation, and Conversion	3.6.1 Estimate and compare corresponding units of measure for temperature, length, and weight/mass between customary and metric systems.	400–406, 412–413
Precision in Measurements	3.6.2 Given two measurements of the same object, select the one that is more precise.	408–410
	Explain how the size of the unit of measure used affects precision.	408–410

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Formulas	3.6.3 Select, model, and apply formulas to find the perimeter, circumference, and area of plane figures.	426–443
Money	3.6.4 Compare and use unit cost in practical situations.	306–309, 324–325
Ratios And Proportions	3.6.5 Write and apply ratios in mathematical and practical problems involving measurement and monetary conversions.	304–313, 324–336
Time	3.6.6 Use equivalent periods of time to solve practical problems.	313, 414–416

4.0 Spatial Relationships, Geometry, and Logic

Content Standard 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Two – Dimensional	4.6.1 Measure angles using a protractor.	266–268
	Identify, classify, compare and draw regular and irregular quadrilaterals.	278–281

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
	Identify, draw, and use central angles to represent fractions of a circle.	282–283
Congruence, Similarity, and Transformations	4.6.2 Determine actual measurements represented on scale drawings.	334–336
	Convert actual measurements to scale.	334–336
Coordinate Geometry and Lines Of Symmetry	4.6.3 Using a coordinate plane, identify and locate points.	246–249
	Graph coordinates representing geometric shapes in all four quadrants on a coordinate plane.	292
Three - Dimensional Figures	4.6.4 Make a model of a three-dimensional prism from a two-dimensional drawing.	455
	Make a two-dimensional drawing of a three-dimensional prism.	455
Algebraic Connections	4.6.5 Model slope (pitch, angle of inclination) using concrete objects and practical examples.	Preparation for this concept can be found on: 382–385

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Lines, Angles, and Their Properties	4.6.6 Draw, identify, and find measures of complementary and supplementary angles using arithmetic and geometric methods.	270–273
Triangles	4.6.7 Determine the measure of missing angles of triangles based on the Triangle Sum Theorem.	274–276
Constructions	4.6.8 Construct circles, angles, and triangles based on given measurements using a variety of methods and tools including compass, straight edge, paper folding, and technology.	266–268, 273, 274, 483
Logic	4.6.9 Identify counterexamples to disprove a conditional statement.	390–391, 418–419, 466–468

5.0 Data Analysis

Content Standard 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

At a minimum, students will maintain previous skills and attain the following:

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Data Collection and Organization	5.6.1 Pose questions that guide the collection of data.	502–504, 506B
	Organize and represent data using a variety of graphical representations including circle graphs and scatter plots.	476–483, 488–489, 494–496, 498–499
Central Tendency and Data Distribution	5.6.2 Select and apply the measures of central tendency to describe data.	490–493, 499, 501
Interpretation of Data	5.6.3 Analyze the effect a change of graph type has on the interpretation of a set of data.	488–489
	Interpret data and make predictions using circle graphs and scatter plots.	348, 354, 480–482, 483, 484–486, 488–489

	Nevada Mathematics Standards Learning Objective	Scott Foresman – Addison Wesley enVisionMATH
Permutations and Combinations	5.6.4 Find the number of outcomes for a specific event by constructing sample spaces and tree diagrams.	520, 521
Experimental and Theoretical Probability	5.6.5 Find experimental probability using concrete materials.	533
	Represent the results of simple probability experiments as fractions, decimals, percents, and ratios to make predictions about future events.	530–533
Statistical Inferences	5.6.6 Analyze various representations of a set of data to draw conclusions and make predictions.	506–508, 530–533
	Describe the limitations of various graphical representations.	488–489