

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

**Clark County School District
Guide for Benchmarks
Mathematics, June 2007**

Grades K-5

PEARSON

M/M-143

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, to the *Clark County School District Guide for Benchmarks Mathematics, June 2007*. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student 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 the 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 the teacher guide 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 to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a "Try Again" at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

Table of Contents

| | |
|---------------------|-----------|
| Kindergarten | 1 |
| Grade One | 10 |
| Grade Two | 24 |
| Grade Three | 36 |
| Grade Four | 51 |
| Grade Five | 66 |

**Scott Foresman - Addison Wesley enVisionMATH
to the
Clark County School District Guide for Benchmarks**

Kindergarten

NUMBERS, NUMBER SENSE, AND COMPUTATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First Trimester: | |
| | Recognize number words, 0-10 [1.5] | Topic 4: 53, 57 Topic 5: 79, 85, 91 |
| 1.K.3 | Recognize, read, and write numbers from 0-10 [1.1] | Topic 4: 53A-54C, 57A-58C, 59A-60C Topic 5: 79A-80C, 85A-86C, 91A-92C |
| 1.K.3 | Match the number of objects in a set to the correct numeral 0-10 [1.3] | Topic 4: 53A-54C, 57A-58C, 59A-60C Topic 5: 79A-80C, 85A-86C, 91A-92C |
| | Second Trimester: | |
| | Estimate the number of objects in a set of 10 and verify by counting [1.9] | Topic 4: 51A-52C, 55A-56C Topic 5: 75A-76C, 81A-82C, 87A-88C |
| 1.K.3 | Identify ordinal positions first to third [1.2] | Topic 8: 143A-144C |
| 1.K.4 | Count to 20 by demonstrating one-to-one correspondence using objects [1.6] | Topic 4: 51A-52C, 55A-56C Topic 5: 75A-76C, 81A-82C, 87A-88C Topic 12: 213A-214C, 215A-126C, 217A-218C, 219A-220C |
| | Third Trimester: | |
| | Use number sense, computation, and estimation to solve mathematical and real-world problems [1.10] | Topic 10: 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, 189A-190C Topic 11: 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, 207A-208C Topic 13: 237A-238C, 239A-240C, 241A-242C, 245A-246C |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| | Compare two sets to determine the difference (subtraction) [1.8] | Topic 11: 195A-196C, 197A-198C, 199A-200C |
| 1.K.3 | Recognize relationships of more than, less than, and equal to [1.4] | Topic 4: 63A-64C, 65A-66C, 67A-68C Topic 6: 101A-102C, 103A-104C, 105A-106C, 107A-108C Topic 16: 289A-290C |
| 1.K.5 | Use concrete objects to model simple addition and subtraction [1.7] | Topic 10: 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C Topic 11: 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, 207A-208C |

PATTERNS, FUNCTIONS, AND ALGEBRA

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|---|
| 2.K.1 | First Trimester: Identify attributes used to sort objects [2.1] | Topic 1: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C Topic 16: 293A-294C, 295A-296C |
| | Second Trimester: Recognize, replicate, and extend repeating patterns [2.3] | Topic 3: 33A-34C, 35A-36C, 37A-38C, 39A-40C |
| | Create and describe patterns using objects, words, and numbers [2.2] | Topic 3: 35A-36C, 37A-38C, 39A-40C, 41A-42C, 43A-44C, 45A-46C |
| | Third Trimester | |
| 2.K.3 | Identify and create sets of objects with unequal amounts, describing them as greater than or less than [2.4] | Topic 6: 101A-102C, 103A-104C, 105A-106C |

MEASUREMENT

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | Second Trimester: | |
| 3.K.1 | Compare, order, and describe objects by size [3.1] | Topic 9: 153A-154C, 155A-156C, 157A-158C, 161A-162C, 163A-164C, 167A-168C |
| 3.K.6 | Recite in order the days of the week [3.4] | Topic 15: 273A-274C, 275A-276C |
| | Third Trimester: | |
| | Identify day, month, and year using a calendar [3.3] | Topic 15: 271A-272C, 273A-274C, 277A-278C, 279A-280C |
| 3.K.4 | Identify and sort pennies, nickels, and dimes [3.2] | Topic 13: 237A-238C, 239A-240C, 241A-242C |

SPATIAL RELATIONSHIPS AND GEOMETRY

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First Trimester: | |
| 4.K.1 | Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation [4.1] | Topic 7: 115A-116C, 117A-118C, 119A-120C, 121A-122C, 123A-124C, 129A-130C, 131A-132C |
| 4.K.2 | Demonstrate an understanding of relative position words, including before/after, far/near, and over/under, to place two objects [4.2] | Topic 2: 17A-18C, 19A-20C, 21A-22C, 23A-24C, 25A-26C |
| 4.K.3 | Identify two-dimensional figures (windows are shaped like rectangles) as they appear in the environment [4.3] | Topic 7: 115A-116C, 117A-118C, 131A-132C |
| 4.K.9 | Sort and classify objects by shape and color [4.5] | Topic 1: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C Topic 16: 293A-294C, 295A-296C |
| 4.K.9 | Put events in a logical sequence [4.6] | Topic 14: 255A-256C, 257A-258C |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | Second Trimester: | |
| 4.K.4 | Identify three-dimensional figures in the environment (sphere, cylinder, rectangular prism, cube, cone) [4.4] | Topic 7: 125A-126C, 127A-128C, 129A-130C |

DATA ANALYSIS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | Second Trimester: | |
| 5.K.1 | Describe and compare information (data) on graphs made with objects, pictures, or numbers [5.3] | Topic 16: 289A-290C, 291A-292C, 295A-296C, 297A-298C, 301A-302C |
| | Third Trimester: | |
| 5.K.1 | Collect, organize, and record data [5.1] | Topic 16: 291A-292C, 293A-294C, 295A-295C, 297A-298C, 301A-302C |
| 5.K.1 | Represent data in a variety of ways in response to questions posed by teachers [5.2] | Topic 16: 293A-294C, 295A-296C, 297A-298C, 301A-302C |

PROBLEM SOLVING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First through Third Trimester: | |
| A.K-2 | Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [A.1] | Topic 2: 27A-28C Topic 4: 69A-70C Topic 9: 161A-162C Topic 12: 231A-232C |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| A.K-2 | Apply previous experience and knowledge to new problem solving situations [A.2] | Topic 1: 3A-4C, 41A-42C Topic 4: 69A-70C Topic 6: 109A-110C Topic 9: 171A-172C Topic 12: 231A-232C Topic 15: 283A-284C |
| A.K-2 | Formulate their own problems; use various approaches to investigate and solve problems [A.3] | Topic 1: 11A-12C Topic 2: 27A-28C Topic 3: 41A-42C Topic 4: 69A-70C Topic 5: 95A-96C Topic 6: 109A-110C Topic 7: 131A-132C Topic 8: 141A-142C, 147A-148C Topic 9: 161A-162C, 171A-172C Topic 10: 186-186A, 189A-190C Topic 11: 207A-208C Topic 12: 231A-232C Topic 13: 247A-248C Topic 14: 265A-266C Topic 15: 283A-284C Topic 16: 291A-292C, 301A-302C |
| A.K-2 | Explain and verify results with respect to the original problem [A.4] | Topic 1: 11A-12C Topic 2: 27A-28C Topic 4: 69A-70C Topic 5: 95A-96C Topic 6: 109A-110C Topic 7: 131A-132C Topic 8: 147A-148C Topic 9: 171A-172C Topic 10: 189A-190C Topic 11: 207A-208C Topic 12: 231A-232C Topic 13: 247A-248C Topic 14: 265A-266C Topic 15: 283A-284C Topic 16: 301A-302C |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| A.K-2 | Try more than one strategy when the first strategy proves to be unproductive [A.5] | Topic 9: 161A-162C, 171A-172C |
| A.K-2 | Use technology, including calculators, to develop mathematical concepts (e.g., skip counting and pattern exploration) [A.6] | Topic 3: 48 Topic 4: 72 Topic 6: 112 Topic 7: 134 Topic 8: 150 Topic 12: 234 |

MATHEMATICAL COMMUNICATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|--|
| | First through Third Trimester: | |
| B.K-2 | Discuss and exchange ideas about mathematics as a part of learning [B.1] | Topic 7: 131A-132C Topic 9: 153A-154C Topic 10: 177A-178C Topic 14: 253A-254C |
| B.K-2 | Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [B.2] | Topic 2: 27A-28C Topic 3: 41A-42C Topic 4: 69A-70C Topic 9: 171A-172C Topic 10: 189A-190C Topic 11: 207A-208C Topic 12: 231A-232C Topic 16: 301A-302C |
| B.K-2 | Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [B.3] | Topic 4: 66-66A Topic 6: 109A-110C Topic 7: 131A-132C Topic 8: 138B, 140B, 146B Topic 9: 153A-154C Topic 10: 189A-190C Topic 11: 205A-206C |
| B.K-2 | Explain and justify thinking about mathematical ideas and solutions [B.4] | Topic 6: 109A-110C Topic 10: 190-190A Topic 11: 207A-208C Topic 13: 247A-248C |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| B.K-2 | Use everyday language, both orally and in writing, to explain thinking about strategies and solutions to mathematical problems [B.5] | Topic 4: 66-66A Topic 6: 109A-110C Topic 7: 131A-132C Topic 9: 153A-154C Topic 10: 189A-190C, 245A-246C |
| B.K-2 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6] | Topic 1: 4, 8, 12 Topic 2: 18, 20, 24, 28 Topic 3: 34, 42 Topic 4: 70 Topic 5: 96 Topic 6: 110 Topic 7: 132 Topic 8: 137A-138C, 142, 148 Topic 9: 162, 172 Topic 10: 190 Topic 11: 208-208A Topic 12: 232 Topic 13: 245A-246C, 248 Topic 14: 266 Topic 15: 284 Topic 16: 302 |
| B.K-2 | Use mathematical notation to communicate and explain mathematical situations (e.g., words, phrases, symbols) [B.7] | Topic 10: 183A-184C, 187A-188C Topic 11: 201A-202C, 203A-204C, 205A-206C |
| B.K-2 | Read a variety of fiction and non-fiction texts to learn about mathematics [B.8] | Topic 1: 1 Topic 2: 15 Topic 3: 31 Topic 4: 49 Topic 5: 73 Topic 6: 99 Topic 7: 113 Topic 8: 135 Topic 9: 151 Topic 10: 175 Topic 11: 193 Topic 12: 211 Topic 13: 235 Topic 14: 251 Topic 15: 269 Topic 16: 287 |

MATHEMATICAL REASONING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First through Third Trimester: | |
| C.K-2 | Justify and explain the solutions to problems using physical models [C.1] | Topic 2: 27A-28C Topic 6: 109A-110C Topic 7: 131A-132C Topic 10: 183A-184C, 185A-186C, 187A-188C Topic 11: 195A-196C, 197A-198C |
| C.K-2 | Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [C.2] | Topic 1: 11A-12C Topic 9: 161A-162C, 171A-172C Topic 12: 231A-232C Topic 14: 265A-266C |
| C.K-2 | Ask questions to reflect on, clarify, and extend their thinking [C.3] | Topic 1: 11A-12C Topic 4: 66-66A Topic 14: 265A-266C |
| C.K-2 | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.4] | Topic 14: 268B Topic 16: 301-302 |
| C.K-2 | Discuss the steps used to solve a mathematical problem [C.5] | Topic 4: 64-64A Topic 5: 78-78A, 95A-96C Topic 9: 157A-158C Topic 10: 189A-190C Topic 11: 207A-208C |

MATHEMATICAL CONNECTIONS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First through Third Trimester | |
| D.K-2 | Link new concepts to prior knowledge [D.1] | Topic 1: 3A-4C Topic 3: 41A-42C Topic 4: 69A-70C Topic 6: 109A-110C Topic 13: 245A-246C |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| D.K-2 | Integrate mathematics with other disciplines [D.2] | Topic 1: 1G-1H Topic 2: 15G-15H Topic 3: 31G-31H Topic 4: 49G-49H Topic 5: 73G-73H Topic 6: 99G-99H Topic 7: 113G-113H Topic 8: 135G-135H Topic 9: 151G-151H Topic 10: 175G-175H Topic 11: 193G-193H Topic 12: 211G-211H Topic 13: 235G-235H Topic 14: 251G-251H Topic 15: 269G-269H Topic 16: 287G-287H |
| D.K-2 | Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science [D.3] | Topic 1: 1 Topic 2: 15 Topic 3: 31 Topic 4: 49 Topic 5: 73 Topic 6: 99 Topic 7: 113 Topic 8: 135 Topic 9: 151 Topic 10: 175 Topic 11: 193 Topic 12: 211 Topic 13: 235 Topic 14: 251 Topic 15: 269 Topic 16: 287 |
| D.K-2 | Identify, explain, and use mathematics in everyday life [D.4] | Topic 1: 3-4 Topic 2: 17-18, 19-20 Topic 10: 177-178A, 179-180A Topic 11: 195A-196C, 197A-198C Topic 14: 255A-256C |

**Scott Foresman - Addison Wesley enVisionMATH
to the
Clark County School District Guide for Benchmarks**

Grade One

NUMBERS, NUMBER SENSE, AND COMPUTATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First Trimester: | |
| 1.1.3 | Identify ordinal positions first to tenth [1.6] | Topic 10: 287A-290B, 291A Topic 12: 359A, 361 |
| 1.1.6 | Estimate the number of objects in a set to 10 and verify by counting [1.14] | Topic 1: 15A-18B, 19A-22B Topic 11: 311 |
| | Second Trimester: | |
| 1.1.1 | Identify the value of a given digit in the 1’s and 10’s place [1.2] | Topic 11: 307A-310B, 311A-314B, 315A-318B |
| 1.1.2 | Identify and model a whole [1.3] | Topic 19: 585A-588B, 589A-592B |
| 1.1.2 | Identify and model $\frac{1}{2}$ as two equal parts of a whole or set of objects [1.4] | Topic 19: 585A-588B, 589A-592B, 593A-596B, 597A-600B, 601A-604B |
| 1.1.3 | Read and write number words to 10 [1.7] | Topic 1: 4-6, 8-10, 12-13 |
| 1.1.5 | Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts [1.12] | Topic 6: 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B Topic 7: 171A-174B, 175A-178B, 179A-182B, 183A-186B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| 1.1.8 | Demonstrate the joining and separating of sets with 20 or fewer objects [1.16] | Topic 3: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B Topic 4: 99A-102B |
| 1.1.8 | Model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols [1.17] | Topic 3: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B Topic 4: 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, 107A-110B, 111A-114B |
| | Third Trimester | |
| | Count up to 100 objects to determine quantity [1.9] | Topic 1: 3A-6B, 7A-10B, 11A-14B Topic 10: 271A-274B |
| | Count on and count back [1.10] | Topic 6: 143A-146B Topic 7: 171A-174B Topic 10: 267A-270B Topic 12: 331A-334B, 335A-338B, 343A-346B, 351A-354B |
| | Know basic addition facts (sums to 10) and the corresponding subtraction facts [1.13] | Topic 6: 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B Topic 7: 171A-174B, 175A-178B, 179A-182B, 183A-186B |
| | Write number sentences for the basic addition facts (sums to 10 or less) and corresponding subtraction facts [1.19] | Topic 6: 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B Topic 7: 171A-174B, 175A-178B, 179A-182B, 183A-186B |
| | Use number sense, computation, and estimation to solve mathematical and real-world problems [1.15] | Applied throughout text; some examples are: Topic 7: 187A-190B Topic 10: 295A-298B Topic 11: 324A-326B Topic 13: 387A-390B Topic 19: 601A-604B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| 1.1.1 | Identify, model, read, and write place value positions of 1's, and 10's [1.1] | Topic 11: 303A-306B, 307A-310B, 311A-314B, 315A-318B |
| 1.1.3 | Create, compare, and describe sets of objects and numbers from 0-100 as greater than, less than, or equal to [1.8] | Topic 2: 31A-34B, 35A-38B, 39A-42B Topic 12: 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B |
| 1.1.3 | Read, write, compare, and order numbers, 0-100 [1.5] | Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B Topic 2: 31A-34B, 35A-38B, 39A-42B Topic 10: 263A-266B Topic 11: 307A-310B, 311A-314B Topic 12: 335A-338B, 339A-342B, 343A-346B, 351A-354B, 355A-358B |
| 1.1.4 | Use number patterns and models to count by 2's, 5's, and 10's to 100 [1.11] | Topic 10: 271A-274B, 275A-278B, 279A-282B, 291A-294B |
| 1.1.8 | Use mathematical vocabulary and symbols to describe addition, subtraction, and equality [1.18] | Topic 3: 63A-66B, 67A-70B, 71A-74B Topic 4: 95A-98B, 99A-102B, 103A-106B, 107A-110B Topic 6: 147A-150B Topic 12: 339A-342B Topic 16: 493A-496B Topic 17: 525A-258B Topic 20: 609A-612B |

PATTERNS, FUNCTIONS, AND ALGEBRA

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | <p>First Trimester:</p> <p>Sort and categorize objects, shapes, and numbers in a variety of ways [2.1]</p> | <p>Topic 8: 195A-198B, 199A-202B, 235A-238B</p> <p>Topic 10: 283A-283B</p> |
| | <p>Determine possible combinations for a given number, 0-10 [2.3]</p> | <p>Topic 3: 51A-54B, 55A-55B, 59A-62B, 75A-78B</p> <p>Topic 4: 83A-85B, 87A-89B, 91A-93B</p> <p>Topic 5: 127A-130B, 135A-138B</p> <p>Topic 6: 155A-158B</p> |
| 2.1.1 | <p>Recognize, describe, label, extend, and create simple repeating patterns using symbols, objects, and manipulatives [2.2]</p> | <p>Topic 9: 243A-246B, 247A-250B, 251A-254B, 255A-258B</p> |
| 2.1.3 | <p>Create, compare, and describe sets of objects as greater than, less than, or equal to [2.5]</p> | <p>Topic 2: 31A-34B, 35A-38B, 43A-46B</p> <p>Topic 12: 339A-342B, 355A-358B</p> |
| | <p>Third Trimester:</p> | |
| 2.1.2 | <p>Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true [2.4]</p> | <p>Topic 3: 63A-66B, 67A-70B, 71A-74B</p> <p>Topic 4: 95A-98B, 107A-110B, 111A-114B</p> <p>Topic 16: 493A-496B</p> <p>Topic 17: 525A-528B</p> <p>Topic 20: 609A-612B</p> |

MEASUREMENT

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First Trimester: | |
| 3.1.6 | Recite in order the months of the year [3.6] | Topic 15: 469A-472B |
| | Second Trimester: | |
| | Distinguish between day and night [3.5] | Topic 15: 453A-456B, 457A-460B, 473A-476B |
| 3.1.6 | Read time to the nearest hour [3.8] | Topic 15: 453A-456B, 457A-460B |
| 3.1.6 | Use a calendar to identify days, weeks, months, and a year [3.7] | Topic 15: 469A-472B |
| | Third Trimester: | |
| | Identify and sort coins and bills [3.3] | Topic 13: 367A-370B, 371A-374B, 375A-378B, 379A-382B, 383A-386B |
| 3.1.1 | Compare, order, describe, and represent objects by length and weight [3.1] | Topic 14: 395A-398B, 399A-402B, 407A-410B, 411A-414B, 431A-434B, 435A-438B |
| 3.1.2 | Compare and measure length and weight using non-standard measurement [3.2] | Topic 14: 395A-398B, 399A-402B, 403A-406B, 431A-434B, 435A-438B, 439A-442B |
| 3.1.4 | Determine the value of any set of pennies, nickels, and dimes [3.4] | Topic 13: 367A-370B, 371A-374B, 375A-378B, 379A-382B, 383A-386B |

SPATIAL RELATIONSHIPS AND GEOMETRY

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | Second Trimester: | |
| 4.1.1 | Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation [4.1] | Topic 8: 195A-198B, 199A-202B, 203A-206B, 207A-210B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| 4.1.2 | Demonstrate an understanding of position words, including down/up, left/up, left/right, top/bottom, and between/middle, by describing the relative location of objects [4.2] | Topic 8: 211A-214B, 553A-556B |
| 4.1.3 | Identify and copy two-dimensional designs that contain a line of symmetry [4.3] | Topic 8: 193C-193D, 219A-222B |
| 4.1.4 | Identify and name three-dimensional figures in the environment (sphere, cylinder, rectangular prism, cube, cone) [4.4] | Topic 8: 227A-230B, 231A-234B, 235A-238B |
| 4.1.9 | Sort and classify objects by size or thickness [4.5] | Topic 14: 395A-398B, 419A-422B, 423A-426B, 427A-430B, 431A-434B |
| 4.1.9 | Identify what comes next in a step-by-step story or event sequence [4.6] | Topic 9: 247A-250B, 255A-258B Topic 19: 295A-298B Topic 15: 473A-476B |

DATA ANALYSIS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| | First Trimester: | |
| | Read and interpret information (data) on graphs made with objects, pictures, or numbers [5.3] | Topic 18: 545A-548B, 549A-552B, 565A-568B, 569A-572B |
| | Use data to make decisions and solve problems [5.4] | Topic 18: 541A-544B, 545A-548B, 549A-552B, 565A-568B, 569A-572B |
| 5.1.1 | Collect, organize, and record data in response to questions posed by teacher and/or students [5.1] | Topic 18: 557A-560B, 561A-564B, 565A-568B, 577A-580B |
| 5.1.1 | Use tally marks to represent data [5.2] | Topic 18: 557A-560B, 561A-564B, 565A-568B, 569, 577A-580B |

PROBLEM SOLVING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First through Third Trimester | |
| A.K-2 | Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [A.1] | Topic 1: 23A-26B Topic 2: 43A-46B Topic 3: 75A-78B Topic 4: 111A-114B Topic 5: 135A-138B Topic 6: 163A-166B Topic 7: 187A-190B Topic 8: 223A-226B Topic 10: 296A-298B Topic 11: 323A-326B Topic 12: 359A-362B Topic 13: 387A-390B Topic 15: 473A-476B Topic 16: 493A-496B Topic 16: 509A-512B Topic 17: 533A-536B Topic 18: 569A-572B Topic 19: 601A-604B Topic 20: 637A-640B |
| A.K-2 | Apply previous experience and knowledge to new problem solving situations [A.2] | Topic 4: 107A-110B Topic 6: 163A-166B Topic 12: 339A-342B Topic 13: 387A-390B Topic 16: 481A-484B, 489A-492B |
| A.K-2 | Formulate their own problems; use various approaches to investigate and solve problems [A.3] | Applied throughout the text, especially through journal activities; some examples: Topic 4: 86 Topic 6: 154 Topic 10: 298 Topic 12: 334 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| A.K-2 | Explain and verify results with respect to the original problem [A.4] | Topic 1: 23A-26B Topic 2: 43A-46B Topic 3: 75A-78B Topic 4: 111A-114B Topic 5: 135A-138B Topic 7: 187A-190B Topic 8: 223A-226B Topic 9: 255A-258B Topic 10: 295A-298B Topic 11: 323A-326B Topic 12: 359A-362B Topic 13: 387A-390B Topic 14: 403A-406B Topic 15: 473A-476B Topic 16: 509A-512B Topic 17: 533A-536B Topic 18: 569A-572B Topic 19: 601A-604B Topic 20: 637A-640B |
| A.K-2 | Try more than one strategy when the first strategy proves to be unproductive [A.5] | Topic 13: 387A-390B |
| A.K-2 | Use technology, including calculators, to develop mathematical concepts (e.g., skip counting and pattern exploration) [A.6] | Topic 1: 26 Topic 3: 78 Topic 5: 138 Topic 7: 190 Topic 8: 226 Topic 12: 346 Topic 13: 374 Topic 15: 474 Topic 16: 506 Topic 20: 614 |

MATHEMATICAL COMMUNICATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First through Third Trimester | |
| B.K-2 | Discuss and exchange ideas about mathematics as a part of learning [B.1] | Topic 1: 24-25 Topic 2: 44-45 Topic 3: 76-77 Topic 6: 164-165 Topic 7: 188-189 Topic 9: 256-257 Topic 10: 268-269 Topic 11: 324-325 Topic 16: 510-511 Topic 18: 558-559 Topic 20: 634-635 |
| B.K-2 | Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [B.2] | Topic 1: 23A-26B Topic 4: 83A-86B Topic 7: 187A-190B Topic 11: 311A-314B Topic 12: 331A-334B Topic 14: 435A-438B Topic 16: 493A-496B |
| B.K-2 | Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [B.3] | Topic 2: 43A-46B Topic 6: 163A-166B Topic 7: 187A-190B Topic 12: 331A-334B, 355A-358B Topic 17: 533A-536B Topic 19: 601A-604B |
| B.K-2 | Explain and justify thinking about mathematical ideas and solutions [B.4] | Applied throughout text; some examples are: 76-77 Topic 7: 189-190 Topic 12: 360-361 Topic 16: 493A-496B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| B.K-2 | Use everyday language, both orally and in writing, to explain thinking about strategies and solutions to mathematical problems [B.5] | Applied throughout text; some examples are: Topic 1: 1F, 6 Topic 2: 29F, 34, 42 Topic 3: 49F, 66 Topic 4: 81F Topic 6: 154 Topic 8: 198, 218 Topic 12: 346 Topic 14: 393F, 418 Topic 16: 500 Topic 18: 560 Topic 19: 592 |
| B.K-2 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6] | Topic 2: 43A-46B Topic 6: 163A-166B Topic 7: 187A-190B Topic 16: 493A-496B Topic 17: 533A-536B |
| B.K.2 | Use mathematical notation to communicate and explain mathematical situations (e.g., words, phrases, symbols) [B.7] | Topic 3: 63A-66B, 67A-70B Topic 4: 95A-98B, 99A-102B, 103A-106B |
| B.K-2 | Read a variety of fiction and non-fiction texts to learn about mathematics [B.8] | Topic 1: 1 Topic 2: 29 Topic 3: 49 Topic 4: 81 Topic 5: 117 Topic 6: 141 Topic 7: 169 Topic 8: 193 Topic 9: 241 Topic 10: 261 Topic 11: 301 Topic 13: 365 Topic 14: 393 Topic 15: 451 Topic 16: 479 Topic 17: 515 Topic 18: 539 Topic 19: 583 Topic 20: 607 |

MATHEMATICAL REASONING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First through Third Trimester | |
| C.K-2 | Justify and explain the solutions to problems using physical models [C.1] | Applied throughout text; some examples are: Topic 2: 43A-46B Topic 5: 135A-138B Topic 6: 163A-166B Topic 7: 187A-190B Topic 8: 223A-226B Topic 9: 255A-258B Topic 12: 359A-362B Topic 15: 473A-476B Topic 16: 509A-512B |
| C.K-2 | Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [C.2] | Applied throughout text; some examples are: Topic 2: 36-38 Topic 10: 291A-294B Topic 11: 323A-326B Topic 12: 337 Topic 13: 373, 387A-390B Topic 14: 403A-406B, 419A-422B, 423A-426B, 431A-434B Topic 15: 469A-472B Topic 16: 493A-496B Topic 17: 525A-528B Topic 18: 557A-560B |
| C.K-2 | Ask questions to reflect on, clarify, and extend their thinking [C.3] | Applied throughout text; some examples are: Topic 1: 24-25 Topic 2: 44-45 Topic 3: 76-77 Topic 6: 164-165 Topic 7: 188-189 Topic 9: 256-257 Topic 10: 268-269 Topic 12: 324-325 Topic 16: 510-511 Topic 18: 558-559 Topic 20: 634-635 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| C.K-2 | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.4] | Topic 20: 637A-640B |
| C.K-2 | Discuss the steps used to solve a mathematical problem [C.5] | Topic 2: 43A-46B Topic 4: 111A-114B Topic 5: 135A-138B Topic 6: 163A-166B Topic 7: 179A-182B Topic 8: 223A-226B Topic 9: 255A-258B Topic 10: 294A-298B Topic 11: 323A-326B Topic 12: 359A-362B Topic 13: 387A-390B Topic 20: 637A-640B |

MATHEMATICAL CONNECTIONS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | First through Third Semester | |
| D.K-2 | Link new concepts to prior knowledge [D.1] | Applied throughout text; some examples are: Topic 4: 107A-110B Topic 6: 163A-166B Topic 13: 387A-390B |
| D.K-2 | Integrate mathematics with other disciplines [D.2] | Topic 1: 1 Topic 2: 29 Topic 3: 49 Topic 4: 81 Topic 5: 117 Topic 6: 141 Topic 7: 169 Topic 8: 193 Topic 9: 241 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | (continued) | Topic 10: 261 Topic 11: 301 Topic 12: 329 Topic 13: 365 Topic 14: 393 Topic 15: 451 Topic 16: 479 Topic 17: 515, 516 Topic 18: 539 Topic 19: 583 Topic 20: 607 |
| D.K-2 | Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science [D.3] | Topic 1: 1 Topic 2: 29 Topic 3: 49 Topic 4: 81 Topic 5: 117 Topic 6: 141 Topic 7: 169 Topic 8: 193 Topic 9: 241 Topic 10: 261 Topic 11: 301 Topic 12: 329 Topic 13: 365 Topic 14: 393 Topic 15: 451 Topic 16: 479 Topic 17: 515, 516 Topic 18: 539 Topic 19: 583 Topic 20: 607 |
| D.K-2 | Identify, explain, and use mathematics in everyday life [D.4] | Applied throughout text; some examples are: Topic 2: 34, 42 Topic 6: 163A-166B Topic 10: 270 Topic 13: 387A-390B Topic 14: 403A-406B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| C.K-2 | Discuss the steps used to solve a mathematical problem [C.5] | Topic 2: 43A-46B Topic 4: 111A-114B Topic 5: 135A-138B Topic 6: 163A-166B Topic 7: 179A-182B Topic 8: 223A-226B Topic 9: 255A-258B Topic 10: 294A-298B Topic 11: 323A-326B Topic 12: 359A-362B Topic 13: 387A-390B Topic 20: 637A-640B |

**Scott Foresman - Addison Wesley enVisionMATH
to the
Clark County School District Guide for Benchmarks**

Grade Two

NUMBERS, NUMBER SENSE, AND COMPUTATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | First Trimester: | |
| | Identify odd and even numbers [1.9] | Topic 4: 131A-134B |
| 1.2.2 | Identify equal parts of a whole [1.3] | Topic 12: 351A-354B |
| 1.2.3 | Identify ordinal positions first through twentieth [1.6] | Related Content: Topic 4: 123-126 |
| 1.2.3 | Read and write number words to 20 [1.7] | Topic 4: 107A-110B |
| 1.2.3 | Create, compare, and describe sets of objects and numbers from 0-999 as greater than, less than, or equal to (>, <, =) [1.8] | Topic 4: 111A-114B, 115A-118B, Topic 17: 531A-534B, 535A-538B, 539A-542B |
| 1.2.4 | Use number patterns to skip count [1.10] | Topic 4: 137A-130B |
| 1.2.5 | Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts [1.11] | Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B Topic 2: 35A-38B, 43A-46B Topic 3: 75A-78B, 79A-82B, 83A-86B Topic 10: 291A-294B, 303A-306B |
| 1.2.6 | Estimate the number of objects in a set to 20 and verify by counting [1.13] | Related Content: Topic 4: 99A-102B, 103A-106B |
| 1.2.8 | Generate and solve one-step addition and subtraction problems based on practical situations [1.16] | This objective is addressed using journal activities throughout the text; examples include: Topic 1: 6, 14, 22 Topic 2: 38, 46, 54, 62 Topic 3: 78, 82 Topic 6: 174, 182 Topic 7: 202 Topic 8: 222, 230, 238 Topic 9: 254, 262, 266 Topic 18: 554, 562, 570, 578 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | Second Trimester: | |
| | Use estimation and mental computation in appropriate situations to solve problems [1.14] | Topic 10: 287A-290B, 291A-294B, 299A-302B Topic 18: 555A-558B, 571A-574B |
| 1.2.1 | Identify, use, and model place value positions 1’s, 10’s, and 100’s [1.1] | Topic 4: 99A-102B, 103A-106B Topic 17: 511A-514B, 515A-518B |
| 1.2.2 | Identify and model the unit fractions $\frac{1}{2}$ and $\frac{1}{4}$ as equal parts of a whole or sets of objects [1.4] | Topic 12: 351A-354B, 355A-358B, 363A-366B, 367A-370B, 371A-374B |
| 1.2.5 | Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts [1.12] | Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B Topic 10: 291A-294B, 303A-306B |
| | Third Trimester: | |
| | Add and subtract money amounts [1.19] | Topic 10: 283A-286B |
| | Describe and explain sequence of steps in addition and subtraction algorithms [1.21] | Topic 1: 27A-30B Topic 2: 63A-66B |
| | Use a variety of appropriate strategies to compute and solve problems with whole numbers [1.20] | Topic 1: 27A-30B Topic 2: 63A-66B Topic 10: 291A-294B, 303A-306B |
| 1.2.1 | Identify the value of a given digit in the 1’s, 10’s, and 100’s place [1.2] | Topic 4: 99A-102B, 103A-106B |
| 1.2.3 | Read, write, compare, and order numbers from 0-999 [1.5] | Topic 4: 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 127A-130B Topic 17: 511A-514B, 515A-518B, 519A-522B, 523A-526B, 527A-530B, 531A-534B, 535A-538B, 539A-542B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|--|
| 1.2.7 | Add and subtract one-and two-digit numbers without regrouping [1.15] | Topic 2: 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B Topic 6: 171A-174B, 175A-178B, 179A-182B Topic 7: 195A-198B, 199A-202B, 203A-206B, 207A-210B |
| 1.2.8 | Reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality [1.18] | Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B Topic 2: 47A-50B, 63A-66B Topic 4: 115A-118B Topic 8: 235A-28B, 243A-246B |
| 1.2.8 | 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 [1.17] | Topic 1: 7A-10B, 11A-14B Topic 2: 47A-50B, 55A-58B Topic 3: 87A-90B Topic 18: 559A-562B, 567A-570B |

PATTERNS, FUNCTIONS, AND ALGEBRA

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| | First Trimester: | |
| 2.2.3 | Complete number sentences with the appropriate words and symbols (+, −, =) [2.4] | Topic 3: 91A-94B Topic 9: 275A-278B |
| 2.2.3 | Represent mathematical situations using numbers, symbols, and words [2.5] | This objective is applied throughout the text; examples include: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B Topic 2: 63A-66B Topic 8: 243A-246B Topic 19: 611A-614B Topic 20: 635A-638B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| | Second Trimester: | |
| 2.2.1 | Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives [2.1] | Topic 4: 127A-130B Topic 6: 187A-190B, 527A-530B, 543A-546B, 635A-638B |
| | Third Trimester: | |
| 2.2.1 | Use patterns and their extensions to solve problems [2.2] | Topic 6: 187A-190B Topic 17: 543A-546B Topic 20: 635A-635B |
| 2.2.2 | Model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction [2.3] | Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B Topic 2: 63A-66B Topic 3: 79A-82B, 91A-94B |

MEASUREMENT

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|---|
| | First Trimester: | |
| | Estimate and measure length, weight, and temperature of objects using a standard or non-standard unit of measure [3.1] | Topic 13: 383A-386B, 387A-390B, 391A-394B, 395A-398B Topic 14: 431A-434B, 435A-438B, 439A-442B, 443A-446B |
| 3.2.6 | Recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day [3.10] | Topic 15: 463A-466B |
| | Second Trimester: | |
| | Read, write, and use money notations [3.5] | Topic 5: 143A-146BM, 147A-150B, 155A-158B |
| 3.2.1 | Compare, order, and describe objects by various measurable attributes for length, weight, and temperature [3.2] | Topic 13: 379A-382B, 383A-386B, 387A-390B, 391A-394B Topic 14: 431A-434B, 435A-438B, 439A-442B Topic 15: 467A-470B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| 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 [3.3] | Topic 13: 391A-394B, 395A-398B, Topic 14: 415A-418B, 423A-426B, 427A-430B, 435A-438B, 439A-442B |
| 3.2.6 | Read time to nearest half-hour and quarter-hour [3.8] | Topic 15: 451A-454B, 455A-458B |
| | Third Trimester: | |
| 3.2.4 | Determine the value of any given set of coins [3.4] | Topic 5: 143A-146B, 147A-150B, 155A-158B |
| 3.2.4 | Recognize equivalent combinations of coins [3.7] | Topic 5: 155A-158B |
| 3.2.4 | Use decimals to show money amounts [3.6] | Topic 5: 159A-162B |
| 3.2.6 | Use elapsed time in one hour increments beginning on the hour, to determine start, end, and elapsed time [3.9] | Topic 14: 417A-474B |

SPATIAL RELATIONSHIPS AND GEOMETRY

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|--|
| | First Trimester: | |
| | Compare the size (larger and smaller) of similar two-dimensional figures such as circles and triangles [4.2] | Topic 11: 331A-334B |
| 4.2.1 | Describe, sketch, and compare two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation [4.1] | Topic 11: 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B |
| | Second Trimester: | |
| | Create two-dimensional designs that contain a line of symmetry [4.5] | Topic 11: 339A-442B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| 4.2.2 | Identify congruent and similar shapes (circles, triangles, and rectangles including squares) [4.3] | Topic 11: 331A-334B |
| 4.2.3 | Identify figures with symmetry as they appear in the environment [4.4] | Topic 11: 339A-342B |
| 4.2.4 | Identify, name, sort, and describe two- and three-dimensional geometric figures and objects including circle/sphere and square/cube [4.6] | Topic 11: 315A-318B, 319A-322B, 343A-346B |
| | Third Trimester: | |
| | Compare and contrast attributes of objects, shapes, and numbers [4.8] | Topic 11: 343A-346B |
| 4.2.9 | Sort and classify objects by two or more attributes [4.7] | Topic 13: 379A-382B |

DATA ANALYSIS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|--|
| | Second Trimester: | |
| | Read, organize, tally, display, and interpret data in charts, tables, and graphs to solve problems [5.1] | Topic 5: 163A-166B Topic 16: 479A-182B, 483A-486B, 487A-490B, 503A-506B |
| 5.2.1 | Collect, record, and classify data in response to questions posed by teacher and/or students [5.2] | Topic 16: 479A-482B, 483A-486B, 487A-490B |
| | Third Trimester: | |
| 5.2.1 | Use tables, pictographs, and bar graphs to represent data [5.3] | Topic 16: 479A-482B, 483A-486B, 487A-490B Topic 18: 583A-586B |
| 5.2.5 | Use informal concepts of probability (certain and impossible) to make predictions about future events [5.4] | Topic 5: 163A-166B Topic 16: 495A-498B, 499A-502B |

PROBLEM SOLVING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First through Third Trimester: | |
| A.K.2 | Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [A.1] | Topic 1: 27A-30B Topic 5: 163A-166B Topic 6: 187A-190B Topic 9: 275A-278B Topic 12: 371A-374B Topic 19: 611A-614B |
| A.K.2 | Apply previous experience and knowledge to new problem solving situations [A.2] | This objective is applied throughout the text; examples include: Topic 8: 235A-238B, 243A-246B Topic 9: 275A-278B Topic 10: 307A-310B Topic 11: 343A-346B |
| A.K.2 | Formulate their own problems; use various approaches to investigate and solve problems [A.3] | This objective is addressed using journal activities throughout the text; examples include: Topic 1: 10, 18 Topic 3: 74, 82 Topic 4: 130 Topic 5: 154 Topic 6: 178 Topic 6: 190 Topic 7: 198, 206 Topic 9: 262, 274 Topic 10: 294, 298 Topic 12: 358, 370 Topic 13: 389 Topic 14: 422 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| A.K.2 | Explain and verify results with respect to the original problem [A.4] | Topic 1: 27A-30B Topic 2: 63A-66B Topic 3: 91A-94B Topic 4: 135A-138B Topic 5: 163A-166B Topic 6: 187A-190B Topic 7: 211A-214B Topic 8: 243A-246B Topic 9: 275A-278B Topic 10: 307A-310B Topic 11: 343A-346B Topic 12: 371A-374B Topic 13: 407A-410B Topic 14: 443A-446B Topic 15: 471A-474B Topic 16: 503A-506B Topic 17: 543A-546B Topic 18: 583A-586B Topic 19: 611A-614B Topic 20: 635A-638B |
| A.K.2 | Try more than one strategy when the first strategy proves to be unproductive [A.5] | Topic 10: 307A-310B |
| A.K.2 | Use technology, including calculators, to develop mathematical concepts (e.g., skip counting and pattern exploration) [A.6] | Topic 1: 30 Topic 4: 138 Topic 5: 166 Topic 8: 246 Topic 11: 346 Topic 12: 374 Topic 15: 474 Topic 16: 506 Topic 19: 614 |

MATHEMATICAL COMMUNICATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First through Third Trimester: | |
| B.K-2 | Discuss and exchange ideas about mathematics as a part of learning [B.1] | Topic 3: 91A-94B Topic 8: 243A-246B Topic 12: 371A-374B Topic 13: 388-389 |
| B.K-2 | Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [B.2] | Topic 3: 91A-94B Topic 9: 275A-278B Topic 11: 343A-346B Topic 15: 471A-474B Topic 10: 543A-547B |
| B.K-2 | Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [B.3] | Topic 1: 27A-30B Topic 2: 63A-66B Topic 8: 243A-246B Topic 11: 343A-346B Topic 12: 371A-374B Topic 13: 407A-410B Topic 14: 443A-446B |
| B.K-2 | Explain and justify thinking about mathematical ideas and solutions [B.4] | Topic 1: 27A-30B Topic 7: 211A-214B Topic 8: 243A-246B Topic 9: 271A-274B Topic 10: 307A-310B |
| B.K-2 | Use everyday language, both orally and in writing, to explain thinking about strategies and solutions to mathematical problems [B.5] | This objective is applied throughout the text; examples include: Topic 1: 6, 26 Topic 2: 38, 42 Topic 4: 130, 134 Topic 5: 146, 150 Topic 8: 242 Topic 9: 254 Topic 12: 366, 370 Topic 14: 446 Topic 15: 454, 458 Topic 18: 562, 566 Topic 20: 626, 630, 634, 638 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| B.K-2 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6] | Topic 1: 7A-10B, 15A-18B, 19A-22B Topic 2: 63A-66B Topic 3: 91A-94B Topic 8: 243A-246B Topic 9: 275A-278B Topic 15: 471A-474B Topic 19: 611A-614B |
| B.K-2 | Use mathematical notation to communicate and explain mathematical situations (e.g., words, phrases, symbols) [B.7] | Topic 2: 63A-66B Topic 7: 211A-214B Topic 8: 243A-246B Topic 10: 307A-310B |
| B.K-2 | Read a variety of fiction and non-fiction texts to learn about mathematics [B.8] | Topic 1: 1 Topic 2: 33 Topic 3: 69 Topic 4: 97 Topic 5: 141 Topic 7: 193 Topic 8: 217 Topic 9: 249 Topic 10: 281 Topic 11: 313 Topic 12: 349 Topic 13: 377 Topic 14: 413 Topic 15: 449 Topic 16: 477 Topic 17: 509 Topic 18: 549 Topic 19: 589 Topic 20: 617 |

MATHEMATICAL REASONING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First through Third Trimester: | |
| C.K-2 | Justify and explain the solutions to problems using physical models [C.1] | Topic 1: 27A-30B Topic 2: 63A-66B Topic 3: 91A-94B Topic 4: 135A-138B Topic 5: 147A-150B Topic 6: 175A-178B Topic 12: 371A-374B Topic 13: 407A-410B Topic 14: 443A-446B Topic 16: 503A-506B |
| C.K-2 | Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [C.2] | Topic 1: 23A-26B, 79A-82B, 91A-94B Topic 10: 111A-114B, 115A-118B, 123A-126B Topic 4: 183A-186B Topic 7: 211A-214B Topic 9: 275A-278B Topic 10: 307A-310B Topic 11: 343A-346B Topic 14: 443A-446B Topic 15: 471A-474B |
| C.K-2 | Ask questions to reflect on, clarify, and extend their thinking [C.3] | This objective is applied throughout the text; examples include: Topic 1: 8-9, 28-29 Topic 2: 48-49 Topic 3: 72-73, 80-81 Topic 5: 148-149, 164-165 Topic 6: 180-181, 188-189 Topic 7: 200-201, 212-213 Topic 8: 228-229 Topic 10: 292-293, 308-309 Topic 11: 324-325 Topic 13: 388-389 |
| C.K-2 | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.4] | Topic 7: 211A-214B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| C.K-2 | Discuss the steps used to solve a mathematical problem [C.5] | Topic 1: 12-13 Topic 3: 91A-94B Topic 6: 187A-190B Topic 7: 211A-214B Topic 9: 275A-278B Topic 10: 307A-310B Topic 11: 343A-346B Topic 15: 471A-474B Topic 17: 543A-546B Topic 20: 635A-638B |

**Scott Foresman - Addison Wesley enVisionMATH
to the
Clark County School District Guide for Benchmarks**

Grade Three

NUMBERS, NUMBER SENSE, AND COMPUTATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First Trimester: | |
| | Round numbers to nearest tens and hundreds to determine reasonableness of answers [1.16] | Topic 2: 40A-42, 43A-43B, 48A-49B Topic 3: 78A-79B |
| | Use ordinal positions first through hundredth [1.9] | Topic 1: 10A-11B Topic 2: 49 Topic 9: 218-219 |
| | Identify odd and even numbers [1.10] | Topic 1: 11 Topic 5: 122 Topic 10: 253 |
| | Use a variety of appropriate strategies, including mental computation, to estimate, compute, and solve mathematical and practical problems [1.17] | Topic 2: 44A-46, 47A-47B Topic 3: 74A-76, 77A-77B Topic 19: 438A-439B |
| 1.3.1 | Identify the value of a given digit in the 1's, 10's, 100's, and 1,000's place [1.2] | Topic 1: 4A-5B, 6A-7B, 12A-14, 15B, 16A-17B, 24B-25B Topic 2: 40A-43B, 50A-53B, 54A-55B |
| 1.3.4 | Model and explain multiplication and division as repeated addition or subtraction [1.12] | Topic 5: 108A-109B, 110A-112, 113A-113B Topic 7: 170A-171B, 174-175 |
| 1.3.4 | Model and explain multiplication and division as skip counting patterns [1.11] | Topic 5: 122A-124, 125A-125B, 208A-209B |
| 1.3.5 | Immediately recall and use addition and subtraction facts [1.13] | Topic 2: 32A-33B Topic 3: 66A-67B |
| 1.3.6 | Estimate the number of objects in a set using various techniques [1.18] | Topic 16: 378-379 Topic 9: 207 Topic 16: 382 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | Second Trimester: | |
| | Recall division facts through the 10's [1.15] | Topic 8: 184A-185B, 186A-188, 189A-189B, 190A-191B, 192A-193B |
| | Add and subtract decimals, tenths and hundredths [1.23] | Topic 13: 312A-314, 315A-315B, 316A-318, 319A-319B |
| | Divide a two-digit number by a one-digit number without a remainder [1.21] | Topic 19: 436A-437B, 440A-443B, 444A-445B |
| | Read and write decimals (tenths and hundredths place) [1.3] | Topic 13: 306A-307B, 308A-311B |
| | Model, sketch, label, and compare fractions with denominators to 10 [1.4] | Topic 12: 276A-277B, 278A-279B, 280A-281B, 282A-283B, 284A-286, 287A-287B, 288A-289B, 290A-293B |
| 1.3.5 | Immediately recall multiplication facts, products to 81 [1.14] | Topic 5: 122A-124, 125A-125B, 126A-127B, 128A-129B, 130A-131B Topic 6: 140A-141B, 142A-143B, 144A-146, 147A-147B, 148A-149B, 150A-151B |
| 1.3.7 | Add and subtract multi-digit numbers with and without regrouping [1.19] | Topic 2: 34A-35B, 36A-37B, 38A-39B, 48A-49B, 50A-52, 53A-53B, 54A-55B, 56A-57B Topic 3: 68A-70, 71A-71B, 72A-73B Topic 4: 86A-87B, 88A-89B, 90A-91B, 92A-94, 95A-95B, 96A-97B, 98A-100, 101A-101B |
| 1.3.7 | Add and subtract decimals using money as a model [1.22] | Topic 13: 312A-314B, 315A-315B, 316-317 |
| 1.3.8 | Generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations [1.25] | Several lessons contain problem solving questions that address this objective; examples include: Topic 5: 113, 115, 117, 120, 124, 127, 129, 131 Topic 6: 141, 143, 146 Topic 7: 168-169, 172A-173B, 174A-176, 177A-177B Topic 18: 424, 426A-428, 429A-429B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | Third Trimester: | |
| | Multiply a two-or three-digit number by a multiple of 10 [1.20] | Topic 5: 106A-127B Topic 18: 412A-413B |
| 1.3.1 | Identify, use, and model place value positions of 1's, 10's, 100's, and 1,000's [1.1] | Topic 1: 4A-5B, 6A-7B, 12A-14, 15A-15B |
| 1.3.2 | Identify and model 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 [1.5] | Topic 12: 276A-277B, 278A-279B, 280A-281B, 282A-283B |
| 1.3.2 | Read and write unit fractions with numbers and words [1.6] | Topic 12: 282A-283B, 284A-287B, 288A-289B |
| 1.3.3 | Read, write, compare, and order numbers 0-9,999 [1.7] | Topic 1: 4A-5B, 6A-7B, 12A-14, 15A-15B, 16A-17B |
| 1.3.3 | Read and write number words 0 to 81 [1.8] | Topic 1: 4A-5B, 6A-7B, 8A-9B, 10A-11B |
| 1.3.8 | Use mathematical vocabulary and symbols to describe multiplication and division [1.26] | Topic 5: 108A-109B, 110A-112, 113A-113B, 114A-115B, 116A-117B, 118A-120, 121A-121B Topic 7: 164A-165B, 166A-168, 169A-169B, 170A-171B, 174A-176, 177A-177B Topic 18: 416A-417B, 418A-419B, 420A-421B Topic 19: 440A-443B |
| 1.3.8 | Model addition, subtraction, multiplication, and division in a variety of ways [1.24] | Topic 5: 108A-109B, 110A-112, 113A-113B, 114A-115B, 116A-117B, 122-123 Topic 6: 140A-141B, 142A-143B Topic 7: 164A-165B, 166A-168, 169A-169B, 170A-171B, 174A-176, 177A-177B Topic 8: 184A-185B, 196A-198, 199A-199B Topic 18: 416A-417B, 418A-419B, 420A-421B, 426A-428, 429A-429B Topic 19: 440A-443B |

PATTERNS, FUNCTIONS, AND ALGEBRA

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First Trimester: | |
| | Describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns [2.4] | Topic 9: 208A-209B, 210A-211B, 215, 218A-221B, 227, 298A-299B Topic 15: 360A-361B |
| | Recognize, describe, and create repeating and increasing patterns using numbers [2.1] | Topic 9: 206A-207B, 208A-209B, 210A-211B Topic 12: 298A-299B |
| 2.2.1 | Use patterns and their extensions to solve problems | Topic 12: 298A-299B Topic 15: 360A-361B |
| 2.3.1 | Recognize, describe, and create patterns using objects and numbers found in tables, number charts, and charts [2.2] | Topic 9: 206A-207B 208A-209B, 210A-211B, 212A-214, 215A-215B, 218A-221B Topic 12: 298A-299B |
| 2.3.1 | Record results of patterns created using manipulatives, pictures, and numeric representations and describe how they are extended [2.3] | Topic 9: 210A-211B, 212A-214, 215A-215B Topic 12: 298A-299B Topic 15: 360A-361B |
| 2.3.2 | Use variables and open sentences to express relationships [2.6] | Topic 9: 216A-217B, 222A-223B, 227 Topic 16: 316A-317B Topic 18: 426-428 |
| 2.3.2 | Model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts [2.5] | Topic 2: 32A-33B, 48-49 Topic 3: 66A-67B, 68-71, 71, 73 Topic 4: 94-95 Topic 6: 147 Topic 8: 181-189 Topic 19: 440-443 |
| 2.3.3 | Complete number sentences with the appropriate words and symbols (+, -, >, <, =) [2.7] | Topic 1: 12A-14, 15A-15B Topic 2: 43 Topic 4: 98A-100, 101A-101B Topic 5: 108A-109, 129, 131 Topic 6: 147 Topic 9: 222A-223B Topic 18: 426A-428, 429A-429B |

MEASUREMENT

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | First Trimester: | |
| 3.3.1 | Compare, order, and describe objects by various measurable attributes for area and volume/capacity [3.3] | Topic 14: 338A-339B Topic 15: 356A-357B Topic 16: 376A-377B, 378A-379B, 380A-382, 383A-383B, 384A-385B |
| 3.3.4 | Determine possible combinations of coins and bills to equal given monetary amounts [3.9] | Topic 1: 18A-21B, 22A-23B |
| 3.3.6 | Recognize that there are 60 minutes in 1 hour [3.14] | Topic 17: 398A-399B, 400-401, 404-405 |
| 3.3.6 | Tell time to the nearest minute, using analog and digital clocks [3.12] | Topic 17: 392A-394, 395A-395B, 396A-397B |
| | Second Trimester: | |
| | Estimate and use measuring devices with standard (customary and metric) and non-standard units to measure area, volume, capacity, and weight [3.1] | Topic 14: 328A-331B, 334A-337B, 338A-339B, 340A-341B |
| | Read thermometers and compare results [3.2] | Topic 17: 402A-403B, 404-405 Topic 20: 470-471 |
| | Communicate the relationships of more, less, and equivalent when solving measurement problems [3.4] | Topic 14: 334A-337B, 338A-339B, 340A-341B Topic 15: 350A-351B, 352A-354, 355A-355B, 356A-357B, 358A-359B |
| 3.3.2 | Select and use appropriate units of measure; measure and record to a required degree of accuracy to the nearest 1/2 unit [3.5, 3.6] | Topic 14: 332A-333B, 334A-337B, 338A-339B, 340A-341B Topic 15: 350A-351B, 352A-354, 355A-355B, 356A-357B, 358A-359B |
| 3.3.4 | Read, write, and use money notation [3.10] | Topic 1: 18A-21B, 22A-23B Topic 13: 308A-311B, 312A-314, 315A-315B |
| | Third Trimester: | |
| | Identify perimeter and area of regular and irregular figures by counting units [3.7] | Topic 16: 368A-369B, 372A-373B, 376A-377B, 378A-379B |
| | Identify dimensions and volume of rectangular prisms by counting cubes [3.8] | Topic 16: 380A-382, 383A-383B, 384A-385B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|---|
| 3.3.4 | Recognize equivalent relationships between and among bills and coins [3.11] | Topic 1: 18A-21B |
| 3.3.6 | Use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time [3.13] | Topic 17: 398-399, 400A-401B, 404A-405B |

SPATIAL RELATIONSHIPS AND GEOMETRY

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| | First Trimester: | |
| | Identify lines of symmetry [4.4] | Topic 11: 264A-265B, 266-267, 268-269 |
| 4.3.3 | Create two-dimensional designs that contain a line of symmetry [4.5] | Topic 11: 266A-267B, 268-269 |
| | Second Trimester: | |
| | Identify a figure after transformation (slides, flips, turns) [4.3] | Topic 11: 260A-262, 263A-263B |
| 4.3.1 | Describe, sketch, compare, and contrast plane geometric figures [4.1] | Topic 10: 242A-243B, 244A-245B, 246A-247B, 248A-249B, 250A-251B, 252A-253B Topic 11: 260A-262, 263A-263B, 266A-267B |
| 4.3.2 | Demonstrate and describe the transformational motions of geometric figures (translation/slide, reflection/flip, and rotation/turn) [4.2] | Topic 11: 260A-262, 263A-263B |
| 4.3.4 | Compare, contrast, sketch, model, and build two-and three-dimensional geometric figures and objects [4.6] | Topic 10: 234A-237B, 238A-240, 241A-241B, 246A-247B, 248A-249B, 250A-251B, 252A-253B Topic 11: 260A-262, 263A-263B, 266A-267B |
| 4.3.6 | Identify, draw, and describe horizontal, vertical, and oblique lines [4.7] | Topic 10: 242A-243B, 244-245 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| 4.3.9 | Use quantifiers all, some, and none to describe characteristics of a set [4.8] | Topic 7: 174-176 Topic 10: 252A-253B Topic 13: 306-307 Topic 16: 378-379 Topic 19: 447B |

DATA ANALYSIS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|---|
| | Second Trimester: | |
| | Draw conclusions from charts, tables, and graphs to solve problems [5.3] | Topic 7: 168-169 Topic 14: 334-337 Topic 20: 458-459, 472-475, 482A-483B |
| 5.3.1 | Pose questions that can be used to guide data collection, organization, and representation [5.1] | Topic 20: 458A-459B, 476-477 |
| | Third Trimester: | |
| | Conduct simple probability experiments using spinners, number cubes, and random drawings [5.5] | Topic 20: 472A-475B, 476A-477B, 478-481 |
| 5.3.1 | Use graphical representations, including number lines, frequency tables, and pictographs to represent data [5.2] | Topic 20: 458A-459B, 460A-462, 463A-463B, 464A-465B, 466A-467B, 478A-481B |
| 5.3.5 | Use informal concepts of probability such as impossible, unlikely, likely, and certain to make predictions about future events [5.4] | Topic 20: 472A-475B, 476A-477B, 478-481 |

PROBLEM SOLVING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | First through Third Trimester: | |
| A.3-5 | Select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [A.1] | Topic 1: 24A-25B Topic 2: 58A-59B Topic 4: 98A-100, 101A-101B Topic 7: 174A-176, 177A-177B Topic 8: 196A-198, 199A-199B Topic 9: 224A-226, 227A-227B Topic 11: 268A-269B Topic 12: 298A-299B Topic 13: 316A-318, 319A-319B Topic 14: 342A-343B Topic 15: 360A-361B Topic 16: 374A-375B, 384A-385B Topic 17: 404A-405B Topic 18: 426A-428, 429A-429B Topic 20: 482A-483B |
| A.3-5 | Apply previous experience and knowledge to new problem solving situations [A.2] | This objective is applied throughout the text; examples include: Topic 2: 47, 57 Topic 4: 97 Topic 5: 132-133 Topic 8: 195 Topic 16: 384-385 Topic 19: 448-450 Topic 20: 482-483 |
| A.3-5 | Determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem [A.3] | Topic 2: 58A-59B Topic 3: 78A-79B Topic 4: 98A-100, 101A-101B Topic 8: 196A-198, 199A-199B Topic 10: 252A-253B Topic 16: 374A-375B Topic 18: 426A-428, 429A-429B |
| A.3-5 | Try more than one strategy when the first strategy proves to be unproductive [A.4] | Topic 13: 320-321 Topic 14: 342-343 Topic 15: 360-361 Topic 16: 374A-375B Topic 17: 404-405 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| A.3-5 | Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists [A.5] | Topic 5: 132A-133B Topic 6: 154A-156, 157A-157B Topic 16: 384A-385B Topic 19: 448A-450, 451A-451B |
| A.3-5 | Generalize solutions and strategies to new problem situations [A.6] | This objective is applied throughout the text; examples include: Topic 2: 47, 57 Topic 4: 97 Topic 5: 132A-133B Topic 8: 195 Topic 16: 384A-385B Topic 19: 448A-450, 451A-451B Topic 20: 482A-483B |
| A.3-5 | Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [A.7] | This objective is applied throughout the text; examples include: Topic 1: 12-14, 16, 17 Topic 2: 44-46, 58-59 Topic 3: 78A-79B Topic 5: 109, 118A-120, 121A-121B, 132 Topic 6: 153 Topic 8: 183, 196-197 Topic 10: 248 Topic 11: 265, 279 Topic 12: 285 Topic 13: 320A-321B Topic 16: 369 Topic 17: 403 Topic 18: 415 Topic 20: 473, 477 |
| A.3-5 | Use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems [A.8] | Topic 2: 39, 53 Topic 4: 101, 125 Topic 6: 157 Topic 8: 199 Topic 9: 227 Topic 11: 263 Topic 15: 355 Topic 16: 383 Topic 18: 429 |

MATHEMATICAL COMMUNICATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First through Third Trimester: | |
| B.3-5 | Discuss and exchange ideas about mathematics as a part of learning [B.1] | This objective is applied throughout the text; examples include: Topic 1: 10-11 Topic 2: 40-41 Topic 3: 74-75 Topic 4: 88-89 Topic 5: 122-123 Topic 6: 150-151 Topic 9: 216-217 Topic 10: 248-249 Topic 11: 266-267 Topic 14: 334-335 Topic 15: 358-359 Topic 17: 402-403 Topic 18: 422-423 Topic 19: 438-439 Topic 20: 468-469 |
| B.3-5 | Use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems [B.2] | This objective is applied throughout the text; examples include: Topic 7: 174A-176, 177A-177B Topic 9: 206 Topic 12: 294 Topic 16: 384A-385B Topic 19: 448A-450, 451A-451B Topic 20: 472 |
| B.3-5 | Identify and translate key words and phrases that imply mathematical operations [B.3] | Topic 4: 98A-100, 101A-101B Topic 5: 132A-133B Topic 6: 154A-156, 157A-157B Topic 8: 196A-198, 199A-199B Topic 9: 212A-215B, 216A-217B Topic 13: 316A-318, 319A-319B Topic 18: 426A-428, 429A-429B Topic 19: 448A-450, 451A-451B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| B.3-5 | Use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats [B.4] | This objective is applied throughout the text; examples include: Topic 1: 16, 17 Topic 5: 109, 118A-120, 121A-121B, 132 Topic 8: 183 Topic 11: 265 Topic 16: 369 |
| B.3-5 | Use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems [B.5] | This objective is applied throughout the text; examples include: Topic 2: 58A-59B Topic 5: 118A-120, 121A-121B, 132 Topic 7: 165 Topic 9: 207 Topic 12: 279 Topic 13: 316 |
| B.3-5 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6] | Topic 4: 98A-100, 101A-101B, Topic 5: 132A-133B Topic 6: 154A-156, 157A-157B Topic 8: 196A-198, 199A-199B Topic 9: 212A-215B, 216A-217B Topic 13: 316A-318, 319A-319B Topic 18: 426A-428, 429A-429B Topic 19: 448A-450, 451A-451B |
| B.3-5 | Use mathematical words, phrases, and symbols to communicate and explain mathematical situations [B.7] | Topic 4: 98A-100, 101A-101B, Topic 5: 132A-133B Topic 6: 154A-156, 157A-157B Topic 8: 196A-198, 199A-199B Topic 9: 212A-215B, 216A-217B Topic 13: 316A-318, 319A-319B Topic 18: 426A-428, 429A-429B Topic 19: 448A-450, 451A-451B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| B.3-5 | Read a variety of fiction and nonfiction texts to learn about mathematics [B.8] | Topic 1: 2F Topic 2: 30F Topic 3: 64F Topic 4: 84F Topic 5: 106F Topic 6: 138F Topic 7: 162F Topic 8: 182F Topic 9: 204F Topic 10: 232F Topic 11: 258F Topic 12: 274F Topic 13: 304F Topic 14: 326F Topic 15: 348F Topic 15: 366F Topic 17: 390F Topic 18: 410F Topic 19: 434F Topic 20: 456F |

MATHEMATICAL REASONING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| C.3-5 | First through Third Trimester: Justify and explain the solutions to problems using manipulatives and physical models [C.1] | This objective is applied throughout the text; examples include: Topic 1: 4A-5B, 6A-7B Topic 2: 50A-52, 53A-53B Topic 4: 86A-87B, 90A-91B Topic 5: 108A-109B Topic 7: 164A-165B, 166A-168, 169A-169B, 174A-176, 177A-177B Topic 9: 224A-226, 227A-227B Topic 11: 268A-269B Topic 12: 288A-289B, 290A-293B, |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | (continued) | 294A-295B Topic 14: 342A-343B Topic 16: 368A-369B, 372A-372B, 382 Topic 19: 440A-443B |
| C.3-5 | Use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems [C.2] | Topic 10: 252A-253B Topic 12: 298A-299B Topic 15: 360A-361B Topic 20: 482A-483B |
| C.3-5 | Follow a logical argument and judge its validity [C.3] | Topic 9: 224A-226, 227A-227B Topic 14: 342A-343B Topic 16: 374A-375B |
| C.3-5 | Ask questions to reflect on, clarify, and extend thinking [C.4] | This objective is applied throughout the text; examples include: Topic 1: 10-11 Topic 2: 40-41 Topic 3: 74-75 Topic 4: 88-89 Topic 5: 122-123 Topic 6: 150-151 Topic 9: 216-217 Topic 10: 248-249 Topic 11: 266-267 Topic 14: 334-335 Topic 15: 358-359 Topic 17: 402-403 Topic 18: 422-423 Topic 19: 438-439 Topic 20: 468-469 |
| C.3-5 | Review and refine the assumptions and steps used to derive conclusions in mathematical arguments [C.5] | Topic 2: 58A-59B Topic 3: 78A-79B Topic 4: 98A-100, 101A-101B Topic 8: 196A-198, 199A-199B Topic 9: 224A-226, 227A-227B Topic 14: 342A-343B Topic 12: 274A-275B Topic 18: 426A-427B |
| C.3-5 | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.6] | Topic 10: 249, 250-251 Topic 13: 320A-321B |

MATHEMATICAL CONNECTIONS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| D.3-5 | Link new concepts to prior knowledge [D.1] | This objective is applied throughout the text; examples include: Topic 2: 47, 57 Topic 4: 97 Topic 5: 132-133 Topic 8: 195 Topic 16: 384-385 Topic 19: 448-450 Topic 20: 482-483 |
| D.3-5 | Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [D.2] | Topic 1: 15 Topic 2: 43 Topic 3: 71 Topic 4: 95 Topic 6: 147 Topic 8: 189 Topic 9: 206-207, 218-221 Topic 12: 298-299 Topic 14: 334-337 Topic 15: 352-354, 355, 360-361 Topic 18: 425 |
| D.3-5 | Use physical models to explain the relationship of concepts to procedures [D.3] | Topic 2: 50-51 Topic 4: 86-87, 90-91 Topic 5: 108-109 Topic 7: 164-168, 174-176 Topic 9: 224-226 Topic 11: 268-269 Topic 12: 294-295 Topic 14: 342-343 |
| D.3-5 | Apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science [D.4] | Topic 2: 47 Topic 3: 77 Topic 5: 113 Topic 7: 169 Topic 9: 215 Topic 15: 350-351 Topic 20: 463 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| D.3-5 | Approach problems with flexibility in a variety of ways within and beyond the field of mathematics [D.5] | <p>This objective is applied throughout the text; examples include:</p> <p>Topic 1: 16, 17 Topic 5: 109, 118A-120, 121A-121B, 132 Topic 8: 183 Topic 11: 265 Topic 16: 369</p> |
| D.3-5 | Identify, explain, and use mathematics in everyday life [D.6] | <p>This objective is applied throughout the text; examples include:</p> <p>Topic 2: 55 Topic 4: 94, 98A-100, 101A-101B Topic 6: 154A-156, 157A-157B Topic 8: 196A-198, 199A-199B Topic 13: 314 Topic 16: 369, 384A-385B Topic 19: 448A-450, 451A-451B</p> |

**Scott Foresman - Addison Wesley enVisionMATH
to the
Clark County School District Guide for Benchmarks**

Grade Four

NUMBERS, NUMBER SENSE, AND COMPUTATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First Trimester: | |
| | Compare and describe fractions and/or decimals, as nearer one whole number than another [1.4] | Topic 12: 276A-278, 279A-279B, 280A-281B Topic 13: 290A-292, 293A-293B |
| | Describe the need for fractions and their relationship to whole numbers and decimals [1.5] | Topic 10: 216A-218, 219A-219B, 220-221 Topic 12: 268-269, 274A-275B Topic 17: 418-419 Topic 20: 472-474 |
| | Use estimation and mental computation in appropriate situations to solve problems [1.17] | Topic 2: 28A-30, 31A-31B Topic 5: 100A-101B Topic 8: 164A-165B, 166A-167B |
| | Add and subtract decimals [1.20] | Topic 13: 296A-298, 299A-299B, 300A-302, 303A-303B |
| 1.4.6 | Estimate to determine reasonableness of an answer in mathematical and practical situations [1.16] | Topic 2: 36-37, 44-46 Topic 5: 102A-104, 105A-105B, 110A-112, 113A-113B Topic 13: 300-302 Topic 14: 316A-317B |
| 1.4.7 | Multiply and divide multi-digit numbers by a one-digit number with regrouping, including monetary amounts as decimals [1.19] | Topic 5: 110A-112, 113A-113B, 114A-115B Topic 8: 174A-176, 177A-177B, 178A-179B, 180A-181B Topic 13: 304A-305B, 306A-307B |
| 1.4.7 | Add and subtract multi-digit numbers [1.18] | Topic 2: 28A-30, 31A-31B, 32A-33B, 36A-38, 39A-39B, 40A-41B, 42A-43B, 44A-46, 47A-47B Topic 13: 296A-298, 299A-299B, 300A-302, 303A-303B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | Second Trimester: | |
| | Use subtraction to model and explain division [1.21] | Topic 4: 74B, 74C, 76A-78, 79A-79B |
| | Read and write proper and improper fractions and mixed numbers [1.3] | Topic 10: 216-218, 230A-232, 233A-233B, 238-241 Topic 11: 254-255 Topic 17: 418-419 Topic 20: 472-474 |
| | Identify fractions in their simplest form [1.7] | Topic 10: 224-226, 228A-229B |
| | Rename benchmark fractions as decimals and vice versa (e.g., $1/4 = .25$, $1/2 = .50$) [1.8] | Topic 12: 274A-275B, 276-278 |
| | Add and subtract fractions and mixed numbers with like denominators [1.9] | Topic 11: 250A-253B, 258A-260, 261A-261B |
| | Describe the relationships of the operations of addition, subtraction, multiplication, and division [1.22] | Topic 2: 40-41 Topic 3: 54-55 Topic 4: 76A-78, 79A-79B, 80A-81B, 82A-83B, 84A-85B |
| | Describe and use algorithms for addition, subtraction, multiplication, and division [1.23] | Topic 2: 36A-38, 39A-39B, 40A-41B Topic 5: 106A-108, 109A-109B Topic 7: 146A-149B |
| 1.4.1 | Identify and use place value positions of whole numbers up to one million [1.1] | Topic 1: 4A-6, 7A-7B, 8A-9B, 10-13, 16-17, 18-19, 20-21 Topic 2: 36-39, 40-41, 42-43 Topic 5: 110-111 |
| 1.4.2 | Identify and compare fractions with like denominators using models, numbers, and drawings [1.6] | Topic 10: 224-226, 228-229, 234A-235B, 236A-237B, 238-240 |
| 1.4.3 | Read and write number words [1.11] | Topic 1: 4A-6, 7A-7B, 8A-9B, 19 Topic 12: 268-269 |
| 1.4.5 | Immediately recall and use multiplication and corresponding division facts (products to 144) [1.15] | Topic 3: 62A-63B, 64A-65B, 66A-67B Topic 4: 80A-81B, 84A-85B |
| 1.4.8 | Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations [1.24] | Topic 2: 34A-35B, 39 Topic 3: 57, 68A-69B Topic 4: 86A-88, 89A-89B Topic 5: 102A-104, 105A-105B, 116A-118, 119A-119B Topic 7: 156A-157B Topic 8: 186A-187B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|---|
| | Third Trimester: | |
| | Explain relative size (magnitude) of numbers using powers of ten (hundreds and thousands) as benchmarks [1.12] | Topic 5: 96A-97B Topic 7: 142-143 |
| 97b | Read and write decimals, extending to the thousandths place [1.2] | Topic 1: 16A-17B Topic 12: 268A-269B, 270-273, 280-281 Topic 13: 304-305 |
| 1.4.3 | Read, write, compare, and order whole numbers [1.10] | Topic 1: 4A-6, 7A-7B, 8A-9B, 10A-13B |
| 1.4.4 | Count by multiples of a given number [1.13] | Topic 3: 58A-59B Topic 8: 177, 185 Topic 12: 273 Topic 15: 356A-357B |
| 1.4.4 | Explain relationships between skip counting, repeated addition, and multiples [1.14] | Topic 3: 54A-55B, 58A-59B, 66-67 Topic 10: 227 |

PATTERNS, FUNCTIONS, AND ALGEBRA

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|--|
| | First Trimester: | |
| | Analyze, describe, create, and extend patterns using numbers, appropriate tables, and calculators [2.1] | Topic 3: 58-59, 66-67 Topic 6: 128A-129B, 130A-131B, 132A-133B Topic 7: 142-143 Topic 15: 356-357 Topic 20: 470-471 |
| 2.4.1 | Identify, describe, represent, and explain patterns and relationships in the number system including arithmetic and geometric sequences [2.2] | Topic 3: 58A-59B Topic 6: 128A-129B, 130A-131B, 132A-133B Topic 14: 336A-338, 339A-339B Topic 15: 356A-357B |
| 2.4.2 | Select the solution to an equation from a given set of numbers [2.3] | Topic 13: 303 Topic 18: 434A-435B, 436A-437B, 438, 439 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| 2.4.2 | Model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division [2.4] | Topic 2: 44A-46, 47A-47B Topic 3: 68A-69B Topic 4: 86-88 Topic 5: 116A-118, 119A-119B Topic 18: 434A-435B, 436A-437B |
| 2.4.3 | Complete number sentences with the appropriate words and symbols (+, −, ×, ÷, >, <, =) [2.5] | Topic 1: 10A-13B Topic 5: 113 Topic 10: 234A-235B Topic 12: 270A-272, 273A-273B Topic 16: 383, 384A-385B |

MEASUREMENT

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| | First Trimester: | |
| | Measure, compare, and convert length in inches, feet, yards, and miles to the nearest fractional part ($\frac{1}{4}$, $\frac{1}{2}$) [3.3] | Topic 16: 364A-365B, 370A-372, 373A-373B, 374-375, 380-382 |
| 3.4.1 | Estimate temperature in practical situations [3.2] | Topic 13: 307 Topic 16: 362B, 390A-391B Topic 17: 411B Topic 18: 439 |
| 3.4.1 | Estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric) [3.1] | Topic 14: 316A-317B Topic 16: 364A-365B, 368A-369B, 370A-372, 373A-373B, 374A-375B, 378A-379B, 380A-382, 383A-383B |
| 3.4.3 | Define and determine the perimeter of polygons and area of rectangles, including squares [3.6] | Topic 14: 316A-317B, 318A-319B, 328A-330, 331A-331B, 332A-333B, 334A-335B |
| 3.4.4 | Use money notations to add and subtract given monetary amounts [3.8] | Topic 1: 16-17, 18A-19B Topic 13: 296A-298, 308-309 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| | Second Trimester: | |
| 3.4.6 | Use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time [3.9] | Topic 16: 386A-389B, 392-393 |
| 3.4.6 | Use A.M. and P.M. appropriately in describing time [3.11] | Topic 16: 386A-389B, 392 |

MEASUREMENT

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| | Third Trimester: | |
| | Measure, compare, and convert length in metric units (millimeter, centimeter, meter, kilometer) [3.4] | Topic 16: 374A-375B, 380A-382, 383A-383B |
| 3.4.2 | Measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems [3.5] | Topic 14: 316A-317B, 318A-319B, 320A-322, 323A-323B Topic 16: 364A-365B, 368A-369B, 374A-375B, 378A-379B, 390A-391B |
| 3.4.4 | Determine totals for monetary amounts in practical situations [3.7] | Topic 1: 16-17, 18A-19B Topic 16: 393 |
| 3.4.6 | Recognize the number of weeks in a year, days in a year, and days in a month [3.10] | Topic 6: 133 Topic 7: 145, 157B Topic 8: 165 Topic 10: 223B Topic 13: 302 Topic 16: 384A-385B |

SPATIAL RELATIONSHIPS AND GEOMETRY

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | Describe geometric patterns and relationships [4.2] | Topic 13: 58A-59B Topic 6: 128A-129B, 132A-133B Topic 15: 356A-357B Topic 19: 456-457, 458-459 |
| | Second Trimester: | |
| 4.4.3 | Identify coordinates for a given point in the first quadrant [4.5] | Topic 17: 408A-409B, 410-411 |
| 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 [4.7] | Topic 9: 202A-203B, 204A-205B, 206A-207B, 208A-209B Topic 15: 346A-349B, 350A-351B |
| | Third Trimester: | |
| | Identify, describe, compare, and draw intersecting and parallel lines [4.8] | Topic 9: 196A-197B, 198-199, 201 |
| | Determine lines of symmetry and recognize rotational symmetry [4.4] | Topic 19: 448-449, 454-455, 456A-457B, 458A-459B, 460-461 |
| 4.4.1 | Identify, draw, and classify angles, including straight, right, obtuse, and acute [4.1] | Topic 9: 198A-199B, 200A-201B |
| 4.4.2 | Identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions (flips, turns, slides) [4.3] | Topic 19: 448A-449B, 450A-451B, 452A-453B, 454A-455B, 456A-457B, 458A-459B, 460A-461B |
| 4.4.3 | Locate points of given coordinates on a grid in the first quadrant [4.6] | Topic 17: 408A-409B, 410-411 |
| 4.4.6 | Identify, draw, label, and describe points, line segments, rays, and angles [4.9] | Topic 9: 196A-197B, 198A-199B, 200A-201B, 204-205 Topic 15: 350-351 |
| 4.4.9 | Use the connectors and, or, and not to describe the members of a set [4.10] | Topic 9: 208A-209B Topic 20: 476A-477B |

DATA ANALYSIS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First Trimester: | |
| 5.4.1 | Organize and represent data using a variety of graphical representations including frequency tables and line plots [5.2] | Topic 17: 402A-403B, 404A-405B, 406A-407B, 410A-411B, 420A-422, 423A-423B |
| 5.4.1 | Pose questions that can be used to guide the collection of categorical and numerical data [5.1] | Topic 17: 402A-403B, 420 |
| | Second Trimester: | |
| | Read, interpret, and discuss charts, tables, and graphs from books, newspapers, and magazines [5.5] | Topic 17: 3 Topic 2: 27 Topic 5: 95 Topic 7: 141 Topic 12: 267 Topic 14: 315 Topic 17: 400F, 401, 402A Topic 18: 431 Topic 20: 467 |
| | Collect, organize, display, describe, and interpret simple data to solve problems [5.7] | Topic 17: 402A-403B, 404A-405B, 406A-407B, 410A-411B, 416A-417B, 420A-422, 423A-423B |
| 5.4.2 | Model the measures of central tendency for mode and median [5.3] | Topic 17: 412-413, 414A-415B, 416A-417B |
| 5.4.2 | Model and compute range [5.4] | Topic 17: 414A-415B, 416A-417B |

DATA ANALYSIS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | Third Trimester: | |
| 5.4.3 | Interpret data and make predictions using frequency tables and line plots [5.6] | Topic 17: 404A-405B, 406A-407B, 410A-411B, 416A-417B, 418A-419B |
| 5.4.5 | Conduct simple probability experiments using concrete materials [5.8] | Topic 20: 466C, 466D, 468B, 469B, 471B, 472A-474, 475A-475B |
| 5.4.5 | Represent the results of simple probability experiments as fractions to make predictions about future events [5.9] | Topic 20: 467, 472A-474, 475A-475B |

PROBLEM SOLVING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | First through Third Semester: | |
| A.3-5 | Select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [A.1] | Topic 1: 20A-21B Topic 2: 44A-46, 47A-47B Topic 3: 68A-69B Topic 4: 86A-88, 89A-89B Topic 5: 116A-118, 119A-119B Topic 6: 134A-135B Topic 11: 258A-260, 261A-261B Topic 12: 282A-283B Topic 15: 356A-357B Topic 16: 392A-393B Topic 17: 420A-422, 423A-423B Topic 18: 440A-441B Topic 19: 460A-461B |
| A.3-5 | Apply previous experience and knowledge to new problem solving situations [A.2] | Topic 2: 44A-46, 47A-47B Topic 5: 116A-118, 119A-119B Topic 12: 282A-283B Topic 16: 392A-393B Topic 18: 440A-441B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| A.3-5 | Determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem [A.3] | Topic 1: 20A-21B Topic 2: 44A-46, 47A-47B Topic 3: 68A-69B Topic 4: 86A-88, 89A-89B Topic 5: 102A-104, 105A-105B, 116A-118, 119A-119B Topic 6: 134A-135B Topic 7: 156A-157B Topic 8: 186A-187B Topic 9: 208A-209B Topic 10: 238A-240, 241A-241B Topic 11: 258A-260, 261A-261B Topic 12: 282A-283B Topic 13: 308A-309B Topic 14: 336A-338, 339A-339B Topic 15: 356A-357B Topic 16: 392A-393B Topic 17: 420A-422, 423A-423B Topic 18: 440A-441B Topic 19: 460A-461B Topic 20: 476A-477B |
| A.3-5 | Try more than one strategy when the first strategy proves to be unproductive [A.4] | Topic 13: 308A-309B Topic 14: 336-338 Topic 20: 476-477 |
| A.3-5 | Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists [A.5] | Topic 7: 156A-157B Topic 8: 186A-187B Topic 14: 336A-338, 339A-339B |
| A.3-5 | Generalize solutions and strategies to new problem situations [A.6] | Topic 2: 44A-46, 47A-47B Topic 5: 116A-118, 119A-119B Topic 12: 282A-283B Topic 16: 392A-393B Topic 18: 440A-441B |
| A.3-5 | Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [A.7] | Topic 2: 34A-35B Topic 4: 86A-88, 89A-89B Topic 5: 102A-104, 105A-105B Topic 6: 134A-135B Topic 9: 208A-209B Topic 10: 238A-240, 241A-241B Topic 13: 308A-309B Topic 20: 476A-477B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| A.3-5 | Use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems [A.8] | Topic 2: 47 Topic 4: 89 Topic 5: 105, 119 Topic 10: 219, 241 Topic 13: 299 Topic 14: 323, 339 Topic 16: 373, 389 Topic 17: 423 |

MATHEMATICAL COMMUNICATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First through Third Trimester: | |
| B.3-5 | Discuss and exchange ideas about mathematics as a part of learning [B.1] | This objective is applied throughout the text; examples include: Topic 1: 8-9 Topic 2: 32-33 Topic 4: 84-85 Topic 6: 130-131 Topic 8: 180-181 Topic 10: 228-229 Topic 12: 280-281 Topic 14: 328-329 Topic 16: 370-371 Topic 18: 436-437 Topic 20: 472-473 |
| B.3-5 | Use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems [B.2] | This objective is applied throughout the text; examples include: Topic 2: 40-41 Topic 5: 96-97 Topic 6: 134-135 Topic 12: 282-283 Topic 13: 308-309 Topic 20: 476-477 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| B.3-5 | Identify and translate key words and phrases that imply mathematical operations [B.3] | Topic 2: 44A-46, 47A-47B Topic 3: 54A-56, 57A-57B, 68A-69B Topic 5: 116A-118, 119A-119B Topic 6: 128A-129B Topic 7: 156A-157B Topic 8: 186A-187B Topic 11: 258A-260, 261A-261B |
| B.3-5 | Use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats [B.4] | Topic 1: 20A-21B Topic 2: 44A-46, 47A-47B Topic 4: 68A-69B, 86A-88, 89A-89B Topic 5: 116A-118, 119A-119B Topic 6: 134A-135B Topic 10: 238A-240, 241A-241B Topic 11: 258A-260, 261A-261B Topic 12: 282A-283B Topic 14: 336A-338, 339A-339B Topic 17: 420A-422, 423A-423B Topic 19: 460A-461B |
| B.3-5 | Use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems [B.5] | This objective is applied throughout the text; examples include: Topic 1: 11 Topic 2: 43 Topic 3: 63 Topic 7: 149 Topic 10: 238-240 Topic 16: 382 Topic 17: 404 Topic 20: 471 |
| B.3-5 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6] | This objective is applied throughout the text; examples include: Topic 1: 11 Topic 2: 43 Topic 3: 63 Topic 7: 149 Topic 10: 238-240 Topic 16: 382 Topic 17: 404 Topic 20: 471 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| B.3-5 | Use mathematical words, phrases, and symbols to communicate and explain mathematical situations [B.7] | Topic 2: 44A-46, 47A-47B Topic 3: 68A-69B Topic 4: 86A-88, 89A-89B Topic 5: 116A-118, 119A-119B Topic 10: 238A-240, 241A-241B Topic 11: 258A-260, 261A-261B |
| B.3-5 | Read a variety of fiction and nonfiction texts to learn about mathematics [B.8] | Topic 1: 2F Topic 2: 26F Topic 3: 52F Topic 4: 74F Topic 5: 94F Topic 6: 126F Topic 7: 140F Topic 8: 162F Topic 9: 194F Topic 10: 214F Topic 11: 248F Topic 12: 266F Topic 13: 288F Topic 14: 314F Topic 15: 344F Topic 16: 362F Topic 17: 400F Topic 18: 430F Topic 19: 446F Topic 20: 466F |

MATHEMATICAL REASONING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First through Third Trimester: | |
| C.3-5 | Justify and explain the solutions to problems using manipulatives and physical models [C.1] | Topic 6: 134A-135B Topic 8: 170A-172, 173A-173B Topic 13: 296A-298, 299A-299B Topic 16: 364A-365B, 374A-375B |
| C.3-5 | Use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems [C.2] | Topic 2: 34A-35B Topic 6: 134A-135B Topic 7: 156A-157B Topic 8: 186A-187B Topic 9: 208A-209B Topic 16: 385 Topic 17: 403 Topic 20: 469, 471, 476A-477B |
| C.3-5 | Follow a logical argument and judge its validity [C.3] | Topic 6: 134A-135B Topic 10: 229 Topic 12: 275 Topic 13: 308A-309B Topic 20: 476A-477B |
| C.3-5 | Ask questions to reflect on, clarify, and extend thinking [C.4] | This objective is applied throughout the text; examples include: Topic 1: 8-9 Topic 2: 32-33 Topic 4: 84-85 Topic 6: 130-131 Topic 8: 180-181 Topic 10: 228-229 Topic 12: 280-281 Topic 14: 328-329 Topic 16: 370-371 Topic 18: 436-437 Topic 20: 472-473 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|---|
| | Review and refine the assumptions and steps used to derive conclusions in mathematical arguments [C.5] | Topic 6: 134A-135B Topic 13: 308A-309B Topic 20: 476A-477B |
| | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.6] | Topic 2: 34A-35B Topic 20: 476-477 |

MATHEMATICAL CONNECTIONS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|---|---|
| | First through Third Trimester: | |
| D.3-5 | Link new concepts to prior knowledge [D.1] | Topic 2: 44A-46, 47A-47B Topic 5: 116A-118, 119A-119B Topic 12: 282A-283B Topic 16: 392A-393B Topic 18: 440A-441B |
| D.3-5 | Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [D.2] | Topic 2: 31 Topic 4: 79 Topic 5: 113 Topic 10: 227 Topic 12: 273 Topic 13: 303 Topic 15: 356A-357B Topic 16: 370A-373B, 380A-382, 383A-383B, 389 |
| D.3-5 | Use physical models to explain the relationship of concepts to procedures [D.3] | This objective is applied throughout the text; examples include: Topic 6: 134A-135B, Topic 8: 170A-172, 173A-173B, Topic 13: 296A-298, 299A-299B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| D.3-5 | Apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science [D.4] | Topic 2: 39 Topic 3: 57 Topic 5: 109, 115 Topic 8: 167 Topic 9: 204-205 Topic 10: 233 Topic 13: 306-307 Topic 15: 356-357 Topic 18: 437 |
| D.3-5 | Approach problems with flexibility in a variety of ways within and beyond the field of mathematics [D.5] | Topic 2: 39 Topic 3: 57 Topic 5: 109 Topic 6: 130-131, 134-135 Topic 8: 167, 186-187 Topic 9: 204-205 Topic 10: 233 Topic 15: 350-351, 356-357 |
| D.3-5 | Identify, explain, and use mathematics in everyday life [D.6] | This objective is applied throughout the text; examples include: Topic 1: 17 Topic 3: 69 Topic 7: 153, 156-157 Topic 11: 258-260 Topic 13: 305 Topic 16: 392-393 Topic 20: 471, 476-477 |

**Scott Foresman - Addison Wesley enVisionMATH
to the
Clark County School District Guide for Benchmarks**

Grade Five

NUMBERS, NUMBER SENSE, AND COMPUTATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First Trimester: | |
| | Round numbers to an appropriate place value [1.2] | Topic 2: 28A-29B Topic 3: 62-63 Topic 4: 86-87 Topic 5: 124-125, 136-137 Topic 7: 174-175, 184-185 |
| | Identify and/or generate equivalent fractions [1.4] | Topic 9: 228A-229B Topic 16: 396-397 |
| | Rename and identify fractions in simplest form [1.5] | Topic 9: 234A-236, 237A-237B Topic 20: 488-489 |
| | Use models and drawings to identify, compare, add, and subtract decimals and to solve problems [1.10] | Topic 2: 42-43, 44-45, 46A-48, 49A-49B Topic 9: 238-239, 242-243 |
| | Read and write numbers, number words, and ordinals [1.11] | Topic 1: 4A-5B, 10-11 Topic 3: 72-73 Topic 17: 412-413 |
| | Immediately recall, apply, and use basic facts of multiplication and corresponding division facts (products to 144) [1.14] | Topic 4: 94A-96, 97A-97B Topic 4: 102-103, 106-109 |
| | Use basic addition, subtraction, multiplication, and division with speed and accuracy in computation and problem solving [1.22] | Topic 2: 24A-26, 27A-27B, 38A-40, 41A-41B Topic 3: 64A-65B Topic 4: 94A-96, 97A-97B |
| | Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems [1.25] | Topic 2: 30A-32, 33A-33B, 34A-36, 37A-37B Topic 4: 88A-89B |
| 1.5.2 | Compare fractions with like and unlike denominators using models and drawings, and by finding common denominators [1.6] | Topic 9: 230A-231B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| 1.5.2 | Add and subtract fractions with like denominators using models, drawings, and numbers [1.7] | Topic 10: 256A-258, 259A-259B, 262-263, 264-265, 266-267, 268-269 |
| 1.5.2 | Identify, model, and compare improper fractions and mixed numbers [1.8] | Topic 9: 226A-227B, 230A-231B, 244A-245B |
| 1.5.5 | Use multiples of 10 to expand knowledge of basic multiplication and division facts [1.13] | Topic 3: 60A-61B, 62A-63B Topic 4: 84A-85B, 86A-87B Topic 5: 122A-123B, 128A-129B Topic 7: 170A-171B, 178A-179B |
| 1.5.6 | Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals [1.15] | Topic 2: 44-45 Topic 4: 86A-87B, 88A-89B Topic 7: 174A-175B, 176-177, 191 Topic 13: 335 |

NUMBERS, NUMBER SENSE, AND COMPUTATION (Continued)

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|--|
| 1.5.7 | Add and subtract decimals [1.16] | Topic 2: 42A-43B, 44A-45B, 46A-48, 49A-49B |
| 1.5.7 | Use the order of operations to evaluate expressions with whole numbers [1.17] | Topic 3: 67 Topic 6: 158A-160, 161A-161B |
| 1.5.7 | Multiply and divide decimals by whole numbers in problems representing practical situations [1.18] | Topic 7: 172A-173B, 178A-179B, 180A-182, 183A-183B |
| | Second Trimester: | |
| | Identify and use least common multiples and greatest common factors [1.21] | Topic 4: 102A-104, 105A-105B Topic 9: 232A-233B Topic 10: 260A-261B |
| | Describe and use algorithms for addition, subtraction, multiplication, and division [1.23] | Topic 2: 38A-40, 41A-41B, 68A-69B Topic 4: 90A-92, 93A-93B Topic 5: 130A-132, 133A-133B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | Use estimation and mental computation in appropriate situations to solve problems [1.24] | Topic 2: 24A-25B, 30A-32, 33A-33B Topic 3: 62A-63B Topic 4: 86A-87B Topic 7: 184A-185B |
| 1.5.3 | Read, write, compare, and order integers in mathematical and practical situations [1.12] | Topic 17: 412A-413B Topic 18: 432-433 |
| | Third Trimester: | |
| | Compare and order negative numbers, fractions, and decimals in mathematical and practical situations and plot those numbers on a number line [1.3] | Topic 9: 230A-231B, 244-245, Topic 17: 412A-413B, 414-415, 418A-419B |
| | Explain the relationship among fractions, decimals, percents, and ratios using objects and symbols [1.9] | Topic 9: 238A-240, 241A-241B, Topic 16: 396A-397B, 398A-399B, 400A-401B |
| | Describe and use properties and relationships of the operations addition, subtraction, multiplication, and division [1.20] | Topic 2: 24A-25B Topic 3: 58A-59B, 60-61, 72-73 Topic 6: 156A-157B Topic 15: 376-377, 378-379 |
| 1.5.1 | Identify and use place value positions of whole numbers and decimals to hundredths [1.1] | Topic 1: 4A-45B, 6A-8, 9A-9B, 10A-11B, 12A-13B |
| 1.5.8 | Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations [1.19] | Topic 2: 34A-36, 37A-37B, 46A-48, 49A-49B Topic 3: 74A-76, 77A-77B Topic 4: 110A-112, 113A-113B Topic 5: 126A-127B, 138A-139B Topic 7: 188A-189, 191A-191B |

PATTERNS, FUNCTIONS, AND ALGEBRA

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First Trimester: | |
| 2.5.1 | Identify, describe, and represent patterns and relationships in the number system, including triangular numbers and perfect squares [2.1] | Topic 1: 14A-15 Topic 2: 33 Topic 4: 105 Topic 5: 122A-123B, 133 Topic 6: 148A-149B Topic 15: 382A-384, 385A-385B Topic 16: 404A-405B |
| 2.5.2 | Find possible solutions to an inequality involving a variable using whole numbers as a replacement set [2.2] | Topic 15: 380A-381B |
| 2.5.3 | Complete number sentences with the appropriate words and symbols including \geq , \leq , \neq [2.5] | This objective is applied throughout the text; examples include: Topic 1: 13 Topic 4: 93 Topic 14: 357 Topic 15: 380A-381B |
| | Second Trimester: | |
| | Use variables to describe simple functions and relationships [2.3] | Topic 6: 146A-147B, 148A-150, 151A-151B, 152A-154, 155A-155B |
| | Third Trimester: | |
| 2.5.2 | Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check [2.4] | Topic 15: 376A-377B, 378A-379B, 382A-384, 385A-385B, 386A-388, 389A-389B |

MEASUREMENT

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| | First Trimester: | |
| 3.5.3 | Describe the difference between perimeter and area, including the difference in units of measure [3.6] | Topic 12: 300A-302, 303A-303B, 304A-305B, 306A-307B, 308A-309B, 314A-315B |
| 3.5.4 | Determine totals, differences, and change due for monetary amounts in practical situations [3.7] | This objective is applied throughout the text; examples include: Topic 1: 16 Topic 2: 42-46 Topic 7: 170-175 Topic 9: 243, 245 |
| 3.5.6 | Determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years [3.8] | Topic 12: 302 Topic 14: 358A-360, 361A-361B, 362A-362B |
| | Second Trimester: | |
| 3.5.1 | Estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric) [3.1] | Topic 13: 332A-334, 335A-335B, Topic 14: 348A-349B, 350A-351B, 352A-353B, 354A-355B, 356A-357B |
| | Third Trimester: | |
| | Measure, compare, and convert length to the closest fractional part ($\frac{1}{4}$ and $\frac{1}{2}$) of inches, feet, yards, and miles [3.2] | Topic 12: 296A-297B Topic 14: 354-355 |
| | Measure, compare, and convert length to the closest decimal unit of millimeter, centimeter, meter, and kilometer [3.3] | Topic 12: 298A-299B, 303 Topic 14: 356-357 |
| | Describe and determine the perimeter and area of polygons [3.5] | Topic 12: 300A-302, 303A-303B, 304A-305B, 306A-307B, 308A-309B, 314A-315B |
| | Measure volume and weight to a required degree of accuracy in the customary and metric systems [3.4] | Topic 13: 332A-334, 335A-335B Topic 14: 348A-349B, 350A-351B Topic 14: 352A-353B |

SPATIAL RELATIONS AND GEOMETRY

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | Second Trimester: | |
| | Identify, define, draw, and describe points, line segments, rays, and angles [4.6] | Topic 8: 200A-202, 203A-203B, 204A-205B |
| | Measure, compare, draw, and classify triangles according to their properties such as acute, right, obtuse, scalene, and equilateral angles [4.8] | Topic 8: 204A-205B, 208A-209B |
| 4.5.1 | Identify, classify, compare, and draw triangles and quadrilaterals based on their properties [4.1] | Topic 8: 206A-207B, 208A-209B, 210A-211B |
| 4.5.1 | Identify and draw circles and parts of circles describing the relationships between the various parts [4.2] | Topic 12: 310A-312, 313A-313B, Topic 18: 446-449, 454-455 |
| 4.5.2 | Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/reduction) and transformational motions [4.3] | Topic 19: 464A-467B, 468A-469B, 470A-471B, 472A-473B, 474A-476, 477A-477B |
| 4.5.3 | Graph coordinates representing geometric shapes in the first quadrant [4.4] | Topic 17: 414A-416, 417A-417B, Topic 19: 464A-467B, 468A-469B, 470A-471B, 472A-473B, 474A-476 |
| 4.5.4 | Predict and describe the results of combining, dividing, and changing shapes into other shapes [4.5] | Topic 8: 212A-213B Topic 12: 306-307 Topic 13: 336-339 Topic 19: 478A-479B |
| 4.5.6 | Identify, draw, label, and describe planes, parallel lines, intersecting lines, and perpendicular lines [4.7] | Topic 8: 200A-202, 203A-203B, 204-205 |
| 4.5.7 | Describe characteristics of right, acute, obtuse, scalene, equilaterals, and isosceles triangles [4.9] | Topic 8: 208A-209B |
| | Third Trimester: | |
| 4.5.9 | Represent relationships using Venn diagrams [4.10] | Topic 9: 233 |

DATA ANALYSIS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First Trimester: | |
| 5.5.1 | Pose questions that can be used to guide the collection of categorical and numerical data [5.2] | Topic 18: 430A-431B Topic 20: 486-487, 492-493 |
| | Second Trimester: | |
| 5.5.1 | Organize and represent data using a variety of graphical representations including stem and leaf plots and histograms [5.1] | Topic 18: 432A-435B, 436A-438, 439A-439B, 440A-442, 443A-443B, 444A-445B, 446A-448, 449A-449B, 454A-455B |
| 5.5.2 | Compute range [5.5] | Topic 14: 364-365 Topic 18: 433, 441, 452-453, 454A-453B |
| | Third Trimester: | |
| | Use data from graphs, tables, and charts to draw and explain conclusions and make predictions [5.6] | Topic 18: 432A-435B, 436A-438, 439A-439B, 440A-442, 443A-443B, 444A-445B, 446A-448, 449A-449B, 454A-455B |
| 5.5.2 | Model and compute measures of central tendency for mean, median, and mode [5.4] | Topic 18: 450A-451B, 452A-453B |
| 5.5.3 | Interpret data and make predictions using stem and leaf plots and histograms [5.3] | Topic 18: 440A-442, 443A-443B, 444A-445B |
| 5.5.4 | Represent and solve problems involving combinations using a variety of methods [5.7] | Topic 20: 486-487, 488-490, 494A-495B |
| 5.5.5 | Conduct simple probability experiments using concrete materials [5.8] | Topic 20: 486A-487B, 488A-490, 491A-491B, 492A-493B |
| 5.5.5 | Represent the results of simple probability experiments as decimals to make predictions about future events [5.9] | Topic 20: 486A-487B, 488A-490, 491A-491B, 492A-493B |
| 5.5.6 | Select an appropriate type of graph to accurately represent the data and justify the selection [5.10] | Topic 18: 443, 454A-455B |

PROBLEM SOLVING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First through Third Trimester: | |
| A.3-5 | Select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [A.1] | Topic 1: 14A-16, 17A-17B Topic 2: 34A-36, 37A-37B Topic 3: 74A-76, 77A-77B Topic 4: 110A-112, 113A-113B Topic 6: 162A-163B Topic 11: 288A-289B Topic 12: 314A-315B Topic 13: 340A-341B Topic 14: 366A-367B Topic 15: 386A-388, 389A-389B Topic 16: 404A-405B Topic 17: 422A-423B Topic 18: 454A-455B Topic 19: 478A-479B Topic 20: 494A-495B |
| A.3-5 | Apply previous experience and knowledge to new problem solving situations [A.2] | This objective is applied throughout the text; examples include: Topic 2: 46A-48, 49A-49B Topic 4: 97 Topic 5: 135 Topic 7: 191 Topic 8: 212A-213B Topic 10: 270A-271B Topic 13: 335 Topic 15: 385 Topic 17: 422A-423B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|------------------------|--|---|
| A.3-5 | Determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem [A.3] | Topic 1: 14A-16, 17A-17B Topic 2: 34A-36, 37A-37B, 46A-48, 49A-49B Topic 3: 74A-76, 77A-77B Topic 4: 88A-89B, 110A-112, 113A-113B Topic 6: 162A-163B Topic 7: 188A-190, 191A-191B Topic 8: 212A-213B Topic 10: 270A-271B Topic 11: 288A-289B Topic 12: 314A-315B Topic 13: 340A-341B Topic 14: 366A-367B Topic 15: 386A-388, 389A-389B Topic 16: 404A-405B Topic 17: 422A-423B Topic 18: 454A-455B Topic 19: 478A-479B Topic 20: 494A-495B |
| A.3-5 | Try more than one strategy when the first strategy proves to be unproductive [A.4] | Topic 5: 138-139 Topic 10: 270A-271B Topic 13: 340-341 Topic 20: 494-495 |
| A.3-5 | Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or until it is clear that no solution exists [A.5] | Topic 2: 46A-48, 49A-49B Topic 5: 126A-127B Topic 7: 188A-190, 191A-191B Topic 13: 340A-341B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| A.3-5 | Generalize solutions and strategies to new problem situations [A.6] | This objective is applied throughout the text; examples include: Topic 2: 46A-48, 49A-49B Topic 4: 97 Topic 5: 135 Topic 7: 191 Topic 8: 212A-213B Topic 10: 270A-271B Topic 13: 335 Topic 15: 385 Topic 17: 422A-423B |
| A.3-5 | Interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable [A.7] | This objective is applied throughout the text; examples include: Topic 2: 32 Topic 3: 73 Topic 4: 88A-89B Topic 5: 136, 138A-139B Topic 7: 187 Topic 9: 246A-247B Topic 10: 270A-271B Topic 14: 354 Topic 15: 386A-388, 389A-389B Topic 16: 398 Topic 17: 418 Topic 20: 478A-479B |
| A.3-5 | Use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems [A.8] | Topic 1: 17 Topic 2: 37, 49 Topic 3: 77 Topic 4: 101, 109, 113 Topic 6: 151 Topic 9: 241 Topic 13: 325 Topic 18: 441 Topic 19: 467 Topic 20: 491 |

MATHEMATICAL COMMUNICATION

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| | First Trimester: | |
| B.3-5 | Discuss and exchange ideas about mathematics as a part of learning [B.1] | This objective is applied throughout the text; examples include: Topic 1: 6-7 Topic 2: 38-39 Topic 4: 88-89 Topic 6: 152-153 Topic 8: 212-213 Topic 10: 262-263 Topic 12: 306-307 Topic 14: 352-353 Topic 16: 404-405 Topic 18: 430-431 Topic 20: 492-493 |
| B.3-5 | Use inquiry techniques (discussion, questioning, research, and data gathering) to solve mathematical problems [B.2] | This objective is applied throughout the text; examples include: Topic 3: 62-63 Topic 5: 122-123 Topic 6: 256-257 Topic 12: 310-311 Topic 14: 366-367 Topic 16: 404-405 |
| B.3-5 | Identify and translate key words and phrases that imply mathematical operations [B.3] | Topic 2: 38, 42, 44, 46-47 Topic 3: 67, 70, 77-78 Topic 4: 84, 86, 90, 98, 110-112 Topic 5: 122, 126-128, 130, 134 Topic 6: 146-147 Topic 7: 170, 172, 178, 180, 184, 186, 188-190 Topic 10: 256, 262, 264, 266, 268 Topic 11: 284, 288-289 Topic 15: 386-388 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|---|
| B.3-5 | Use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats [B.4] | This objective is applied throughout the text; examples include: Topic 2: 32 Topic 3: 73 Topic 5: 136 Topic 7: 187 Topic 9: 246-247 Topic 14: 354 Topic 16: 398 Topic 17: 418 |
| B.3-5 | Use everyday language to make conjectures, explain, and justify thinking about strategies and solutions to mathematical problems [B.5] | This objective is applied throughout the text; examples include: Topic 2: 32 Topic 3: 73 Topic 5: 136 Topic 7: 187 Topic 9: 246-247 Topic 14: 354 Topic 16: 398 Topic 17: 418 |
| B.3-5 | Express mathematical ideas and use them to define, compare, and solve problems orally and in writing [B.6] | Topic 2: 34A-36, 37A-37B, 46A-48, 49A-49B Topic 3: 74A-76, 77A-77B Topic 4: 110A-112, 113A-113B Topic 5: 126A-127B Topic 7: 188A-190, 191A-191B Topic 9: 246A-247B Topic 11: 288A-289B Topic 15: 386A-388, 389A-389B |
| B.3-5 | Use mathematical words, phrases, and symbols to communicate and explain mathematical situations [B.7] | Topic 2: 34A-36, 37A-37B, 46A-48, 49A-49B Topic 3: 74A-76, 77A-77B Topic 4: 110A-112, 113A-113B Topic 5: 126A-127B Topic 7: 188A-190, 191A-191B Topic 9: 246A-247B Topic 11: 288A-289B Topic 15: 386A-388, 389A-389B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|---|--|
| B.3-5 | Read a variety of fiction and nonfiction texts to learn about mathematics [B.8] | Topic 1: 2F Topic 2: 22F Topic 3: 56F Topic 4: 82F Topic 5: 120F Topic 6: 144F Topic 7: 168F Topic 8: 198F Topic 9: 218F Topic 10: 256F Topic 11: 276F Topic 12: 294F Topic 13: 320F Topic 14: 348F Topic 15: 374F Topic 16: 394F Topic 17: 410F Topic 18: 428F Topic 19: 462F Topic 20: 484F |

MATHEMATICAL REASONING

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| | First through Third Trimester: | |
| C.3-5 | Justify and explain the solutions to problems using manipulatives and physical models [C.1] | Topic 4: 90A-91B, 93A-93B Topic 6: 162A-163B Topic 8: 204A-205B Topic 12: 296A-297B Topic 13: 340A-341B Topic 19: 478A-479B |
| C.3-5 | Use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems [C.2] | Topic 1: 14A-16, 17A-17B Topic 2: 46A-48, 49A-49B Topic 5: 126A-127B, 138A-139B Topic 6: 162A-163B Topic 7: 188A-190, 191A-191B Topic 8: 212A-213B Topic 10: 270A-271B |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|---|
| C.3-5 | Follow a logical argument and judge its validity [C.3] | Topic 5: 130 Topic 6: 162A-163B Topic 8: 212A-213B Topic 10: 270A-271B |
| C.3-5 | Ask questions to reflect on, clarify, and extend thinking [C.4] | This objective is applied throughout the text; examples include: Topic 1: 6-7 Topic 2: 38-39 Topic 4: 88-89 Topic 6: 152-153 Topic 8: 212-213 Topic 10: 262-263 Topic 12: 306-307 Topic 14: 352-353 Topic 16: 404-405 Topic 18: 430-431 Topic 20: 492-493 |
| C.3-5 | Review and refine the assumptions and steps used to derive conclusions in mathematical arguments [C.5] | This objective is applied throughout the text; examples include: Topic 5: 130 Topic 6: 152, 158, 162A-163B Topic 7: 188 Topic 9: 220, 230, 232 Topic 10: 270A-271B Topic 12: 310 Topic 13: 332, 336 Topic 15: 378 Topic 18: 432 Topic 19: 474 |
| C.3-5 | Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [C.6] | Topic 5: 126-127, 138A-139B Topic 7: 188-190 |

MATHEMATICAL CONNECTIONS

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| | First through Third Trimester: | |
| D.3-5 | Link new concepts to prior knowledge [D.1] | This objective is applied throughout the text; examples include: Topic 2: 46A-48, 49A-49B Topic 4: 97 Topic 5: 135 Topic 7: 191 Topic 8: 212A-213B Topic 10: 270A-271B Topic 13: 335 Topic 15: 385 Topic 17: 422A-423B |
| D.3-5 | Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [D.2] | Topic 1: 14A-16 Topic 2: 33 Topic 3: 67 Topic 4: 93, 105 Topic 5: 133 Topic 8: 203 Topic 9: 223 Topic 10: 259 Topic 13: 325 Topic 14: 354-357 Topic 16: 404-405 |
| D.3-5 | Use physical models to explain the relationship of concepts to procedures [D.3] | Topic 4: 90A-91B Topic 5: 122A-123B Topic 10: 256A-257B, 262A-263B |
| D.3-5 | Apply mathematical thinking and modeling to solve problems that arise in other disciplines such as rhythm in music and motion in science [D.4] | Topic 1: 9 Topic 2: 27, 41 Topic 6: 161 Topic 9: 237 Topic 14: 361 Topic 18: 432-435, 436-439, 440-443, 444-445, 446-449, 454-455 |

| Nevada Standard | Clark County School District Guide for Benchmarks | Scott Foresman–Addison Wesley enVisionMATH |
|-----------------|--|--|
| D.3-5 | Approach problems with flexibility in a variety of ways within and beyond the field of mathematics [D.5] | Topic 1: 9 Topic 2: 27, 41 Topic 5: 126-127 Topic 6: 161, 162-163 Topic 9: 237 Topic 14: 361 Topic 19: 478-479 |
| D.3-5 | Identify, explain, and use mathematics in everyday life [D.6] | This objective is applied throughout the text; examples include: Topic 1: 9 Topic 2: 27, 41 Topic 2: 46-48 Topic 4: 97, 99 Topic 6: 161 Topic 9: 237 Topic 10: 270-271 Topic 12: 303 Topic 14: 361 Topic 18: 449 |