

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

**North Carolina
Mathematics Standard
Course of Study and Grade
Level Competencies
Standards (2003)**

Grades K-5

PEARSON

T/M-169

Introduction

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2009, to the North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards (2003). Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

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

Personalized Curriculum

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

Instructional Design

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

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

Differentiated Instruction

en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a "Try Again" at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

Table of Contents

Kindergarten	1
Grade One	4
Grade Two	8
Grade Three	12
Grade Four	17
Grade Five	22

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Carolina Mathematics Standard Course of Study and
Grade Level Competencies Standards
Kindergarten**

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra	
COMPETENCY GOAL 1: The learner will recognize, model, and write whole numbers through 30.	
Objectives: 1.01 Develop number sense for whole numbers through 30. a) Connect model, number word (orally), and number, using a variety of representations.	<i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 51–52, 55–56, 59–60, 63–64, 67–68, 75–76, 79–80, 83–84, 87–88, 91–92, 103–104, 107–108, 143–144, 147–148, 179–180, 183–184, 187–188, 195–196, 197–198, 201–202, 205–206, 207–208, 213–214, 217–218, 219–220, 221–222, 225–226, 229–230, 299–300, 301–302
b) Count objects in a set.	SE/TE: 103–104, 105–106, 107–108 TE: 104C
c) Read and write numerals.	<i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 53–54, 59–60, 69–70, 79–80, 91–92, 93–94, 95–96, 120, 159–160, 169–170, 171–172, 179–180, 181–182, 185–186, 187–188, 195–196, 199–200, 203–204, 205–206, 207–208, 213–214, 217–218, 219–220, 225–226, 227–228, 237–238, 239–240, 259–260, 277–278, 279–280
d) Compare and order sets and numbers.	SE/TE: 63–64, 65–66, 67–68, 101–102, 103–104, 105–106, 107–108, 157, 199–200, 223–224, 245–246, 289–290, 291–292, 293–294, 295–296, 297–298, 299–300, 301–302 TE: 102A, 104C, 106C
e) Use ordinals (1st-10th).	SE/TE: 143–144, 145–146, 147–148 TE: 144A, 144C, 146A, 146C, 148A, 148C

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
f) Estimate quantities fewer than or equal to 10.	SE/TE: 63-64, 289-290 TE: 64C, 104A, 110A (See Extensions), 112B
g) Recognize equivalence in sets and numbers 1-10.	SE/TE: 53-54, 57-58, 61-62, 63-64, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92 TE: 54A, 54C, 58A, 58C, 62A, 62C, 64A, 64C, 76A, 76C, 78A, 78C, 80A, 80C, 82A, 82C, 84A, 84C, 86A, 86C, 88A, 88C, 90A, 90C, 92A, 92C
1.02 Share equally (divide) between two people; explain.	SE/TE: 137-138, 141 TE: 138C, 142C
1.03 Solve problems and share solutions to problems in small groups	SE/TE: 69-70, 109-110, 189-190, 207-208, 301-302 TE: 70A, 110A, 190A, 190C
COMPETENCY GOAL 2: The learner will explore concepts of measurement.	
Objectives:	
2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).	SE/TE: 153-154, 155-156, 156-158, 161-162, 167-168 TE: 154A, 154C, 156A, 156C, 158A, 158C, 162A, 162C, 168A, 168C
2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).	SE/TE: 271–272, 273–274, 275–276, 277–278, 279–280 TE: 274C, 276C, 278C, 280A, 280C, 286B
COMPETENCY GOAL 3: The learner will explore concepts of geometry.	
Objectives	
3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.	SE/TE: 115-116, 117-118, 125-126 TE: 116A, 116C, 118A, 118C, 126A, 126C
3.02 Compare geometric shapes (identify likenesses and differences).	SE/TE: 121-122, 123-124, 126, 128 TE: 122A, 122C, 124A, 124C, 126A, 128A, 128C, 134B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
3.03 Model and use directional and positional vocabulary.	SE/TE: 17–18, 19–20, 21–22, 23–24, 25–26, 27–28, 127–128 TE: 18A, 18C, 20A, 20C, 22A, 22C, 24A, 24C, 26A, 26C, 28A, 28C, 128A, 128C
3.04 Complete simple spatial visualization tasks and puzzles.	SE/TE: 117-118, 119-120, 125-126, 131-132 TE: 118A, 118C, 120A, 120C, 126A, 126C, 132A, 132C
COMPETENCY GOAL 4: The learner will collect, organize and display data.	
Objectives 4.01 Collect and organize data as a group activity.	SE/TE: 95-96, 291-292, 293-294 TE: 96A, 96C, 292A, 292C, 294A, 294C
4.02 Display and describe data with concrete and pictorial graphs as a group activity.	SE/TE: 95–96, 289–290, 291–292, 293–294, 295–296, 297–298, 301–302 TE: 96A, 96C, 290A, 290C, 292A, 292C, 294A, 294C, 296A, 296C, 298A, 298C, 302A, 302C
COMPETENCY GOAL 5: The learner will model simple patterns and sort objects.	
Objectives 5.01 Sort and classify objects by one attribute.	SE/TE: 3–4, 5–6, 7–8, 11–12, 153, 243–244 TE: 4A, 4C, 6A, 6C, 8A, 8C, 12A, 12C, 244A, 244C
5.02 Create and extend patterns with actions, words, and objects.	SE/TE: 33–34, 35–36, 37–38, 39–40, 41–42, 43–44, 45–46, 225–226, 227–228, 229–230, 231–232 TE: 34A, 34C, 36A, 36C, 38A, 38C, 40A, 40C, 42A, 42C, 44A, 44C, 46A, 46C, 48B

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Carolina Mathematics Standard Course of Study and
Grade Level Competencies Standards
Grade 1**

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra	
COMPETENCY GOAL 1: The learner will read, write, and model whole numbers through 99 and compute with whole numbers.	
Objectives 1.01 Develop number sense for whole numbers through 99. a) Connect the model, number word, and number using a variety of representations.	<i>This objective is taught throughout the program.</i> <i>For examples, see the following pages:</i> SE/TE: 7–10, 15–18, 23–26, 35–38, 51–54, 59–62, 67–70, 75–78, 87–90, 95–98, 103–106, 111–114, 123–126, 131–134, 155–158, 159–162, 267–270, 275–278, 287–290, 307–310, 315–318, 323–326, 335–338, 371–374, 379–382, 485–488, 497–500, 557–560, 565–568, 609–612 TE: 10B, 54B, 62B, 90B, 106B, 134B, 162B, 270B
b) Use efficient strategies to count the number of objects in a set.	SE/TE: 7–10, 11–14, 119–122, 123–126, 127–130, 263–266, 271–274, 275–278, 279–282, 291–294, 295–298, 303–306, 307–310, 367–370, 371–374, 375–378, 379–382, 383–386, 557–560, 561–564, 565–568, 577–580
c) Read and write numbers.	SE/TE: 3–6, 19–22, 31–34, 39–42, 51–54, 63–66, 83–86, 99–102, 111–114, 119–122, 135–138, 263–266, 279–282, 291–294, 303–306, 315–318, 331–334, 343–346, 355–358, 383–386, 469–472, 481–484, 497–500, 529–532, 549–552, 561–564, 569–572, 609–612, 621–624, 629–632
d) Compare and order sets and numbers.	SE/TE: 4, 31–34, 35–38, 43–46, 331–334, 335–338, 339–342, 343–346, 347–350, 351–354, 355–358, 359–362, 375–378, 379–382 TE: 1
e) Build understanding of place value (ones, tens).	SE/TE: 311-314 TE: 314B, 328B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
f) Estimate quantities fewer than or equal to 100.	SE/TE: 347-350, 387-390 TE: 350B, 390B
g) Recognize equivalence in sets and numbers 1-99.	SE/TE: 4, 31–34, 35–38, 43–46, 331–334, 335–338, 339–342, 343–346, 347–350, 351–354, 355–358, 359–362, 375–378, 379–382 TE: 34B, 38B, 46B, 334B, 338B, 342B, 346B, 350B, 354B, 358B, 362B, 378B, 382B
1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.	SE/TE: 7–10, 11–14, 119–122, 127–130, 263–266, 271–274, 275–278, 279–282, 291–294, 295–298, 303–306, 307–310, 367–370, 371–374, 375–378, 379–382, 383–386, 557–560, 561–564, 565–568, 577–580 TE: 10B, 14B, 122B, 130B, 266B, 274B, 278B, 282B, 294B, 298B, 306B, 310B, 370B, 374B, 378B, 382B, 386B, 560B, 564B, 568B, 580B
1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.	SE/TE: 143–146, 147–150, 151–154, 155–158, 159–162, 163–166, 175–178, 179–182, 183–186, 187–189, 387–389, 517–520, 521–524, 525–528, 529–532 TE: 146B, 150B, 154B, 158B, 162B, 166B, 178B, 182B, 186B, 189B, 389B, 520B, 524B, 528B, 532B
1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).	SE/TE: 75-78, 111-114, 163-166, 187-190 TE: 78B, 114B, 166B, 190B
COMPETENCY GOAL 2: The learner will use non-standard units of measure and tell time.	
Objectives 2.01 For given objects: a) Select an attribute (length, capacity, mass) to measure (use non-standard units).	SE/TE: 399-402, 403-406, 431 TE: 402B, 450A
b) Develop strategies to estimate size.	SE/TE: 399-402, 402-406, 431 TE: 402B, 406B, 450A
c) Compare, using appropriate language, with respect to the attribute selected.	SE/TE: 395-398, 419-422, 431-434, 443-446 TE: 398B, 422B, 434B, 446B, 450A, 450B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
2.02 Develop an understanding of the concept of time. a) Tell time at the hour and half-hour.	SE/TE: 457-460, 461-464, 478 TE: 460B, 464B
b) Solve problems involving applications of time (clock and calendar).	SE/TE: 469-472 TE: 472B, 478B
COMPETENCY GOAL 3: The learner will identify, describe, draw, and build basic geometric figures.	
Objectives 3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.	SE/TE: 195–198, 199–202, 203–206, 207–210, 215–218, 219–222, 223–226 TE: 198B, 202B, 206B, 210B, 218B, 222B, 226B, 240D
3.02 Identify, build, and name cylinders, cones, and rectangular prisms.	SE/TE: 227–230, 231–234, 235–238 TE: 230B, 234B, 238B, 240E
3.03 Compare and contrast geometric figures.	SE/TE: 228-230 TE: 240E
3.04 Solve problems involving spatial visualization.	SE/TE: 196-198, 203-206, 207-210, TE: 206B, 210B,
COMPETENCY GOAL 4: The learner will understand and use data and simple probability concepts.	
Objectives 4.01 Collect, organize, describe and display data using line plots and tallies.	SE/TE: 557-560, 561-564, 565-568, 569-572, 577-580 TE: 560B, 564B, 568B, 572B, 580B, 582C
4.02 Describe events as certain, impossible, more likely or less likely to occur.	SE/TE: 573-576, 577-580 TE: 576B, 580B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
COMPETENCY GOAL 5: The learner will demonstrate an understanding of classification and patterning.	
Objectives 5.01 Sort and classify objects by two attributes.	SE/TE: 199–202, 235–238 TE: 240E
5.02 Use Venn diagrams to illustrate similarities and differences in two sets.	TE: 240E
5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.	SE/TE: 205, 213, 229, 233, 243–246, 247–250, 251–254, 255–258, 275–278, 279–282, 291–294, 295–298, 343–346, 463 TE: 260B

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Carolina Mathematics Standard Course of Study and
Grade Level Competencies Standards
Grade 2**

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra	
COMPETENCY GOAL 1: The learner will read, write, model, and compute with whole numbers through 999.	
Objectives 1.01 Develop number sense for whole numbers through 999. a) Connect model, number word, and number using a variety of representations.	<i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 3–6, 7–10, 15–18, 19–22, 23–26, 27–30, 48, 50, 55–58, 59–62, 63–66, 75–78, 99–102, 103–106, 111–114, 131–134, 483–486, 511–514, 515–518, 519–522, 523–526, 531–534, 551–554, 591–594, 595–598, 599–602, 603–606, 607–610, 611–614, 619–622 TE: 6B, 10B, 22B, 26B, 58B, 102B, 114B, 598B
b) Read and write numbers.	SE/TE: 107–110, 119–122, 355–358, 359–362, 363–366, 519–522 TE: 110B, 122B, 358B, 362B, 366B, 522B
c) Compare and order.	SE/TE: 115–118, 119–122, 123–126, 135–138, 531–534, 535–538, 539–542 TE: 118B, 122B, 126B, 238B, 534B, 538B, 542B
d) Rename.	SE/TE: 107–110, 519–522 TE: 110B, 522B
e) Estimate.	SE/TE: 287–290, 299–302, 555–558, 571–574 TE: 140D, 312B, 548B, 558B, 574B
f) Use a variety of models to build understanding of place value (ones, tens, hundreds).	<i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 103–106, 115–118, 123–126, 135–138, 179–182, 219–222, 223–226, 231–234, 235–238, 239–242, 251–254, 255–258, 263–266, 267–270,

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
(continued)	271–274, 275–278, 283–286, 287–290, 291–294, 299–302, 303–306, 511–514, 519–522, 523–526, 527–530, 531–534, 559–562, 563–566, 575–578, 579–582 TE: 106B, 126B, 222B, 234B, 290B, 526B, 534B
1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts. a) Represent fractions (halves, thirds, fourths) concretely and symbolically.	SE/TE: 351-354, 355-358, 359-362, 363-366, 367-370, 371-374 TE: 354B, 358B, 358B, 362B, 366B, 370B, 374B
b) Compare fractions (halves, thirds, fourths) using models.	SE/TE: 355-358 TE: 358B
c) Make different representations of the same fraction.	SE/TE: 373-374 TE: 362B
d) Combine fractions to describe parts of a whole.	SE/TE: 359-362, 363-366 TE: 362B, 366B
1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).	SE/TE: 5-6, 9-10, 13-14, 17-18, 21-22, 25-26, 37-38, 41-42, 45-46, 53-54, 61-62, 65-66, 73-74, 77-78, 81-82, 85-86, 89-90, 93-94, 351–354, 355–358, 359–362, 363–366, 367–370, 371–374, 619–622
1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies. a) Strategies for adding and subtracting numbers.	SE/TE: 283–286, 287–290, 291–294, 295–298, 299–302, 551–554, 567–570, 631–634 TE: 286B, 20B, 294B, 298B, 302B, 554B, 570B, 634B
b) Estimation of sums and differences in appropriate situations.	SE/TE: 287–290, 299–302, 555–558, 571–574 TE: 312B, 558B, 574B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
c) Relationships between operations.	SE/TE: 23–26, 35–38, 47–50, 51–54, 55–58, 71–74, 79–82, 83–86, 87–90, 207–210, 271–274, 607–610, 631–634 TE: 26B, 38B, 50B, 54B, 58B, 68B, 74B, 82B, 86B, 90B, 210B, 274B, 610B, 634B
1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.	SE/TE: 35-38, 39-42, 43-46, 47-50, 51-54, 55-58, 63-66, 71-74, 75-78, 79-82, 83-86, 87-90, 91-94, 171-174, 175-178, 179-182, 183-186, 195-198, 199-202, 203-206, 207-210 TE: 38B, 42B, 46B, 50B, 54B, 58B, 66B, 74B, 78B, 82B, 86B, 90B, 94B, 174B, 178B, 182B, 186B, 198B, 202B, 206B, 210B
1.06 Define and recognize odd and even numbers.	SE/TE: 131-134 TE: 134B
COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.	
Objectives 2.01 Estimate and measure using appropriate units. a) Length (meters, centimeters, feet, inches, yards).	SE/TE: 383-386, 387-390, 391-394, 395-398 TE: 386B, 390B, 394B, 398B, 412B
b) Temperature (Fahrenheit).	SE/TE: 467-470 TE: 470B, 476C
2.02 Tell time at the five-minute intervals.	SE/TE: 451-454 TE: 454B
COMPETENCY GOAL 3: The learner will perform simple transformations.	
Objectives 3.01 Combine simple figures to create a given shape.	SE/TE: 323-326 TE: 326B
3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.	SE/TE: 323-326, 327-330 TE: 326B, 330B, 348B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
3.03 Identify and make: a) Symmetric figures.	SE/TE: 339-342 TE: 342B
b) Congruent figures.	SE/TE: 331–334, 335–338 TE: 334B, 338B
COMPETENCY GOAL 4: The learner will understand and use data and simple probability concepts.	
Objectives 4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).	SE/TE: 483-486, 503-506 TE: 348B, 486B
4.02 Conduct simple probability experiments; describe the results and make predictions.	SE/TE: 495-498, 499-502 TE: 498B, 502B, 508F
COMPETENCY GOAL 5: The learner will recognize and represent patterns and simple mathematical relationships.	
Objectives 5.01 Identify, describe, translate, and extend repeating and growing patterns.	SE/TE: 45, 127–130, 183–186, 187–190, 512–513, 527–530, 543–546, 635–638 TE: 348C
5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities	SE/TE: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-29, 73, 77, 93, 185, 205, 209, 591-594 TE: 6B, 14B, 18B, 22B, 26B, 29B, 594B

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Carolina Mathematics Standard Course of Study and
Grade Level Competencies Standards
Grade 3**

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra	
COMPETENCY GOAL 1: The learner will model, identify, and compute with whole numbers through 9,999.	
Objectives 1.01 Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representations.	SE/TE: <i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 4–5, 8–9, 10–11, 39, 50–53, 54–55, 86–87, 90–91, 108–109, 110–113, 125, 140–141, 142–143, 170, 174–177, 184–185, 218–221, 282–283, 288–289, 294–295, 306–307, 308–311, 395, 412–413, 416–417, 418–419, 420–421, 423, 440–442, 460–462 TE: 5B, 55B, 109B, 141B, 221B, 307B, 421B
b) Build understanding of place value (ones through thousands).	SE/TE: 4-5, 8–9, 10–11, 16–17, 40–43, 44–45, 50–53, 54–55, 56–57, 86–87, 90–91, 92–93, 308 TE: 4B, 5B, 7B, 9B, 11B
c) Compare and order.	SE/TE: 12–14, 16–17, 20, 35, 43, 114–115, 124, 177, 222–223, 283, 336–337 TE: 12B, 15B, 16B, 17B, 115B, 223B
1.02 Develop fluency with multi-digit addition and subtraction through 9,999 using: a) Strategies for adding and subtracting numbers.	SE/TE: 34–35, 36–39, 44–47, 48–49, 50–53, 54–55, 56–57, 58–59, 68–71, 72–73, 86–87, 88–89, 90–91, 92–94, 96–97, 98–101, 176–177, 212–215, 216–217, 222–223 TE: 34B, 35B, 36B, 39B, 44B, 47B, 50B, 53B, 54B, 55B, 56B, 57B, 58B, 59B, 68B, 71B, 72B, 73B, 86B, 87B, 88B, 89B, 90B, 91B, 92B, 95B, 96B, 97B, 98B, 101B
b) Estimation of sums and differences in appropriate situations.	SE/TE: 44–46, 54–55, 74–77, 78–79 TE: 44B, 47B, 54B, 55B, 63A, 74B, 77B, 78B, 79B, 83A

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
c) Relationships between operations.	SE/TE: 66–67 TE: 66B, 67B
1.03 Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers.	SE/TE: 122–123, 126–127, 128–129, 130–131, 140–141, 142–143, 144–147, 148–149, 150–151, 152–153, 154–157, 186–189, 190–191, 192–193, 194–195, 196–199, 412–413, 414–415, 416–417, 418–419, 420–421, 422–425, 436–437, 438–439, 440–443, 444–445, 446–447, 448–451 TE: 122B, 125B, 126B, 127B, 128B, 129B, 130B, 131B, 140B, 141B, 142B, 143B, 144B, 147B, 148B, 149B, 150B, 151B, 152B, 153B, 154B, 157B, 186B, 189B, 190B, 191B, 192B, 193B, 194B, 195B, 412B, 413B, 415B, 416B, 417B, 419B, 420B, 421B, 422B, 425B, 436B, 437B, 438B, 439B, 440B, 443B, 444B, 445B, 446B, 447B, 448B, 451B
b) Estimation of products and quotients in appropriate situations.	SE/TE: 414-415, 438-439, TE: 414B, 415B, 438B, 439B
c) Relationships between operations.	SE/TE: 164–165, 166–168, 170–171, 172–173, 184–185, 186–187, 190–191 TE: 184B, 185B, 186B, 189B, 190B, 191B
1.04 Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.	SE/TE: 32–33, 95, 110–112, 130–131, 153, 425 TE: 32B, 33B, 130B, 131B
1.05 Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).	SE/TE: 276-277, 278-279, 280-281, 282-283 TE: 276B, 277B, 278B, 279B, 280B, 281B, 282B, 283B
b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.	SE/TE: 276–277, 278–279, 280–281, 282–283, 288–289, 290–291 TE: 288B, 289B, 290B, 293B, 290B, 293B
c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.	SE/TE: 284–286, 290-293, 294–295, 296–297 TE: 284B, 287B, 290B, 293B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.	SE/TE: 96-97, 130-131, 194-195, 290-293 TE: 290B, 293B
e) Understand and use mixed numbers and their equivalent fraction forms.	SE/TE: 290-293 TE: 290B, 293B
1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	SE/TE: 5, 7, 17, 32–33, 35, 66–67, 70, 73, 91, 93–94, 118–119, 174–176, 218–221, 248–249, 250–251, 268–269, 276–277, 298–299, 308–311, 320–321, 353–354, 416–417, 421, 426–429, 440–443, 458–459, 466–467, 471, 477, 478–481
COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.	
Objectives 2.01 Solve problems using measurement concepts and procedures involving: a) Elapsed time.	SE/TE: 400-401, 404-405 TE: 400B, 401B
b) Equivalent measures within the same measurement system.	SE/TE: 354, 355, 398-399, 402-403 TE: 355B, 398B, 399B, 403B
2.02 Estimate and measure using appropriate units. a) Capacity (cups, pints, quarts, gallons, liters).	SE/TE: 338-339, 356-357 TE: 338B, 339B, 356B, 357B
b) Length (miles, kilometers)	SE/TE: 334-336, 352-354
c) Mass (ounces, pounds, grams, kilograms).	SE/TE: 340-341, 358-359 TE: 340B, 341B, 358B, 359B
d) Temperature (Fahrenheit, Celsius).	SE/TE: 402-403 TE: 402B, 403B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
COMPETENCY GOAL 3: The learner will recognize and use basic geometric properties of two- and three-dimensional figures.	
Objectives 3.01 Use appropriate vocabulary to compare, describe, and classify two- and three dimensional figures.	SE/TE: 234-237, 238, 239–241, 242–243, 244–245, 246–247, 248–249, 250–251, 252–253, 260–263, 264–265, 266–267, 268–269, 370–371, 372–373, 397, 470 TE: 234B, 237B, 241B, 246B, 248B, 249B, 250B, 251B, 260B, 263B, 264B, 265B, 266B, 267B, 268B, 269B, 370B, 371B, 372B, 373B
3.02 Use a rectangular coordinate system to solve problems. a) Graph and identify points with whole number and/or letter coordinates.	SE/TE: 468–471 TE: 468B, 471B
b) Describe the path between given points on the plane.	SE/TE: 468–471 TE: 487F
COMPETENCY GOAL 4: The learner will understand and use data and simple probability concepts.	
Objectives 4.01 Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.	SE/TE: 287, 458–459, 460–462, 464–465, 466–467, 478–481, 482–483 TE: 458B, 459B, 460B, 463B, 464B, 465B, 466B, 467B, 478B, 481B, 482B, 483B
4.02 Determine the number of permutations and combinations of up to three items.	Related Content: SE/TE: 478-479 Introduced at Grade 4.
4.03 Solve probability problems using permutations and combinations.	Related Content: SE/TE: 476-477, 478-479 Introduced at Grade 4.
COMPETENCY GOAL 5: The learner will recognize, determine, and represent patterns and simple mathematical relationships.	
Objectives 5.01 Describe and extend numeric and geometric patterns.	SE/TE: 68–69, 118–121, 150–151, 208–209, 210–211, 212–214, 218–221, 298–299, 360–361, 436–437, 476–477 TE: 150B, 151B, 208B, 209B, 210B, 211B, 218B, 221B, 298B, 299B, 360B, 361B, 437B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
5.02 Extend and find missing terms of repeating and growing patterns.	SE/TE: 206-207 TE: 206B, 207B
5.03 Use symbols to represent unknown quantities in number sentences.	SE/TE: 223 (See Extensions) TE: 231A
5.04 Find the value of the unknown in a number sentence.	SE/TE: 223 (See Extensions) TE: 231A

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Carolina Mathematics Standard Course of Study and
Grade Level Competencies Standards
Grade 4**

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra	
COMPETENCY GOAL 1: The learner will read, write, model, and compute with nonnegative rational numbers.	
Objectives 1.01 Develop number sense for rational numbers 0.01 through 99,999. a) Connect model, number word, and number using a variety of representations.	<i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 4–7, 14–15, 16–17, 19, 47, 54–56, 64–65, 76–78, 106–107, 146–149, 168–169, 170–172, 180–181, 185, 216–218, 220–221, 222–223, 224–226, 230–233, 236–237, 238–241, 250–253, 254–255, 256–257, 268–269, 274–275, 282–283, 296–299, 402–403, 420–422 TE: 4B, 7B, 168B, 169B, 250B, 253B, 403B
b) Build understanding of place value (hundredths through ten thousands).	SE/TE: 4–6, 8–9, 10–13, 14–15, 16–17, 96–97, 112, 142–143, 154–155, 268–269, 270–272, 290–292, 300–302, 304–305 TE: 4B, 7B, 14B, 268B, 269B
c) Compare and order rational numbers.	SE/TE: 10–13, 113, 219, 234–235, 236–237, 270–272, 276–278, 280–281, 282–283, 293, 380–383, 404–405, 438–439 TE: 10B, 13B, 234B, 235B, 236B, 237B, 270B, 273B
d) Make estimates of rational numbers in appropriate situations.	SE/TE: 21 (See Extensions), 32–33, 100–101, 144–145, 222–223, 294–295 TE: 25A, 32B, 33B, 100B, 101B, 144B, 145B
1.02 Develop fluency with multiplication and division: a) Two-digit by two-digit multiplication (larger numbers with calculator).	SE/TE: 142–143, 144–145, 146–149, 150–151, 152–153, 154–155, 173, 304

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
(continued)	TE: 142B, 143B, 144B, 145B, 146B, 149B, 150B, 151B, 152B, 153B, 154B, 155B
b) Up to three-digit by two-digit division (larger numbers with calculator).	SE/TE: 178–179, 180–181, 306–307, 323 TE: 178B, 179B, 180B, 181B, 193E, 306B, 307B
c) Strategies for multiplying and dividing numbers.	SE/TE: 58-59, 62-63, 64-65, 66-67, 82-83, 84-85, 96-97, 98-99, 106-107, 110-111, 114-115, 146-147, 150-151, 152-153, 154-155, 164-165, 170-171, 174-175, 178-179, 180-181, 304–305, 306-307 TE: 58B, 59B, 62B, 63B, 64B, 65B, 66B, 67B, 82B, 83B, 84B, 85B, 96B, 97B, 98B, 99B, 106B, 109B, 110B, 113B, 114B, 115B, 146B, 149B, 150B, 151B, 152B, 153B, 154B, 155B, 164B, 165B, 170B, 173B, 174B, 178B, 179B, 304B, 305B, 306B, 307B
d) Estimation of products and quotients in appropriate situations.	SE/TE: 100–101, 102–105, 110–112, 114–115, 142–143, 144–145, 148, 166–167, 174–175, 180, 279, 369, 373 TE: 100B, 101B, 144B, 145B, 166B, 167B, 173B, 174B
e) Relationships between operations.	SE/TE: 80-81, 82-83, 84-85, 87 TE: 80B, 81B, 82B, 83B, 84B, 85B
1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.	SE/TE: 220-221, 224-225, 230-231, 238-239, 250-251, 254-255, 256-257, 258-259 TE: 220B, 221B, 224B, 227B, 230B, 233B, 238B, 241B, 250B, 253B, 254B, 255B, 256B, 257B, 258B, 259B
1.04 Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers.	SE/TE: 18–19, 28–31, 36–39, 40–41, 42–43, 47, 250–253, 254–255, 256–257, 261, 296–299, 300–303 TE: 18B, 19B, 28B, 31B, 36B, 39B, 40B, 41B, 42B, 43B, 250B, 253B, 254B, 255B, 256B, 257B, 296B, 299B, 300B, 303B
b) Estimate sums and differences.	SE/TE: 32–33, 38–39, 219, 279, 294–295, 299, 300–303, 323, 328–330, 373, 386–389, 390–391, 392–393

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
(continued)	TE: 32B, 33B, 38B, 39B, 42B
c) Judge the reasonableness of solutions.	SE/TE: 32–33, 38–39, 219, 279, 294–295, 299, 300–303, 323, 328–330, 373, 386–389, 390–391, 392–393 TE: 32B, 33B, 38B, 39B, 42B
1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	<i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 34–35, 44–45, 54–57, 68–69, 76–79, 86–89, 116–118, 134–135, 152–153, 170–173, 182–183, 217–218, 224–227, 238–240, 254–255, 274–275, 282–283, 292–293, 318–319, 346–349, 350–351, 364–365, 370–373, 408–409, 416–417, 448–449, 454–455, 460–461, 468–469, 470–471 TE: 34B, 35B, 44B, 47B, 318B, 319B, 408B, 409B
COMPETENCY GOAL 2: The learner will understand and use perimeter and area.	
Objectives 2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.	SE/TE: 222–223, 316–317, 318–319, 320–322, 328–330, 332–333, 334–335 TE: 316B, 317B, 318B, 319B, 320B, 323B, 332B, 333B, 334B, 335B
2.02 Solve problems involving perimeter of plane figures and areas of rectangles	SE/TE: 222–223, 316–317, 318–319, 320–322, 328–330, 332–333, 334–335 TE: 316B, 317B, 318B, 319B, 320B, 323B, 332B, 333B, 334B, 335B
COMPETENCY GOAL 3: The learner will recognize and use geometric properties and relationships.	
Objectives 3.01 Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.	SE/TE: 408-409 TE: 408B, 409B
3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.	SE/TE: 196-197 TE: 196B, 197B
3.03 Identify, predict, and describe the results of transformations of plane figures. a) Reflections.	SE/TE: 450-451 TE: 450B, 451B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
b) Translations.	SE/TE: 448-449 TE: 448B, 449B
c) Rotations	SE/TE: 452-453, 458-459 TE: 452B, 453B, 458B, 459B
COMPETENCY GOAL 4: The learner will understand and use graphs, probability, and data analysis.	
Objectives 4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.	SE/TE: 87, 101, 104, 118, 181, 402–403, 404–405, 406–407, 410–411, 415, 416–417, 418–419, 420–422 TE: 402B, 403B, 404B, 405B, 406B, 407B, 416B, 417B, 418B, 419B, 420B, 423B, 429B
4.02 Describe the distribution of data using median, range and mode.	SE/TE: 414-415, 417 TE: 414B, 415B, 417B
4.03 Solve problems by comparing two sets of related data.	SE/TE: 420-422, 423 TE: 429C
4.04 Design experiments and list all possible outcomes and probabilities for an event.	SE/TE: 20–21, 283, 468–469, 470–471 TE: 468B, 469B, 470B, 471B
COMPETENCY GOAL 5: The learner will demonstrate an understanding of mathematical relationships.	
Objectives 5.01 Identify, describe, and generalize relationships in which: a) Quantities change proportionally.	SE/TE: 128-129, 130-131, 132-133, 273 TE: 128B, 129B, 130B, 131B
b) Change in one quantity relates to change in a second quantity.	SE/TE: 128-129, 130-131, 132-133, 273 TE: 128B, 129B, 130B, 131B
5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.	SE/TE: 128-129, 332-333, 334-335, 336-337 TE: 128B, 129B, 332B, 333B, 334-335, 336B, 339B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
5.03 Verify mathematical relationships using: a) Models, words, and numbers.	SE/TE: 128, 109, 303 TE: 109B
b) Order of operations and the identity, commutative, associative, and distributive properties.	SE/TE: 28-29, 60-61, 62, 79, 109, 303, 432-433 TE: 60B, 61B, 62B, 109B

**Scott Foresman – Addison Wesley enVisionMATH
to the
North Carolina Mathematics Standard Course of Study and
Grade Level Competencies Standards
Grade 5**

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
Strands: Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra	
COMPETENCY GOAL 1: The learner will understand and compute with nonnegative rational numbers.	
Objectives 1.01 Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations.	SE/TE: 4–5, 10–11, 72–73, 90–91, 146–147, 220–222, 224–225, 226–227, 228–229, 234–235, 238–241, 242–243, 246–247, 396–397, 398–399, 400–401, 449, 492–493 TE: 4B, 5B, 10B, 11B, 72B, 73B, 90B, 93B, 146B, 147B, 220B, 223B, 224B, 225B, 226B, 227B, 228B, 229B, 234B, 237B, 238B, 241B, 242B, 243B, 246B, 247B, 396B, 397B, 398B, 399B, 400B, 401B, 492B, 493B
b) Build understanding of place value (thousandths through hundred thousands).	SE/TE: 4–5, 10–11, 28–29 TE: 4B, 5B, 10B, 11B, 28B, 29B
c) Compare and order rational numbers.	SE/TE: 6–9, 12–13, 93, 230–231, 244–245 TE: 6B, 9B, 12B, 13B, 230B, 231B, 244B, 245B
d) Make estimates of rational numbers in appropriate situations.	SE/TE: 97, 155, 183, 191, 283, 335, 385 TE: 143A
1.02 Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers). a) Develop and analyze strategies for adding and subtracting numbers.	SE/TE: 42–43, 44–45, 49, 262–263, 264–265, 266–267, 268–269 TE: 42B, 43B, 44B, 45B, 262B, 262B, 264B, 265B, 266B, 267B, 268B, 269B
b) Estimate sums and differences.	SE/TE: 30–32, 37, 266–267, 268–269 TE: 30B, 33B, 266B, 267B, 268B, 269B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
c) Judge the reasonableness of solutions.	SE/TE: 30–32, 37, 266–267, 268–269 TE: 30B, 33B, 266B, 267B, 268B, 269B
1.03 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	<i>This objective is taught throughout the program. For examples, see the following pages:</i> SE/TE: 34–36, 46–47, 74–76, 84–85, 88–89, 110–113, 126–127, 138–139, 162–163, 188–190, 212–213, 256–259, 270–271, 288–289, 314–315, 340–341, 366–367, 386–388, 402–403, 404–405, 422–423, 478–479, 492–493, 494–495 TE: 34B, 37B, 88B, 89B, 288B, 289B, 404B, 405B
COMPETENCY GOAL 2: The learner will recognize and use standard units of metric and customary measurement.	
Objectives: 2.01 Estimate the measure of an object in one system given the measure of that object in another system.	SE/TE: 352 (Question 6), 353 (Questions 29), 357 (Question 29)
2.02 Identify, estimate, and measure the angles of plane figures using appropriate tools.	SE/TE: 204–205, 208–209, 210–211, 312–313 TE: 204B, 205B, 208B, 209B, 210B, 211B, 312B, 313B
COMPETENCY GOAL 3: The learner will understand and use properties and relationships of plane figures.	
Objectives 3.01 Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.	SE/TE: 208–209, 210–211, 212–213 TE: 208B, 209B, 210B, 211B, 212B, 213B, 217G
3.02 Make and test conjectures about polygons involving: a) Sum of the measures of interior angles.	SE/TE: 212 TE: 217G
b) Lengths of sides and diagonals.	SE/TE: 213 (See Extensions) TE: 217G
c) Parallelism and perpendicularity of sides and diagonals.	SE/TE: 200, 212 TE: 217G

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
3.03 Classify plane figures according to types of symmetry (line, rotational).	SE/TE: 474-475 TE: 474B, 475B
3.04 Solve problems involving the properties of triangles, quadrilaterals, and other polygons. a) Sum of the measures of interior angles.	SE/TE: 212 TE: 217G
b) Lengths of sides and diagonals.	SE/TE: 213 (See Extensions) TE: 217G
c) Parallelism and perpendicularity of sides and diagonals.	SE/TE: 200, 212 TE: 217G
COMPETENCY GOAL 4: The learner will understand and use graphs and data analysis.	
Objectives	
4.01 Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.	SE/TE: 430–431, 432–435, 436–439, 440–443, 444–445, 446–449, 454–455 TE: 430B, 431B, 432B, 435B, 435B, 439B, 440B, 443B, 444B, 445B, 446B, 449B, 454B, 455B, 461A, 461B
4.02 Compare and contrast different representations of the same data; discuss the effectiveness of each representation.	SE/TE: 443, 454–455, 486–487, 488–490 TE: 454B, 486B
4.03 Solve problems with data from a single set or multiple sets of data using median, range, and mode.	SE/TE: 433, 441, 452-453, 485 TE: 452B, 453B, 461B
COMPETENCY GOAL 5: The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.	
Objectives	
5.01 Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.	SE/TE: 14-15, 33, 77, 122-123, 148-149, 153, 203, 325, 382-383, 404-405 TE: 14B, 17B, 122B, 123B, 167A, 382B, 385B, 393B, 404B, 405B

North Carolina Mathematics Standard Course of Study and Grade Level Competencies Standards	Scott Foresman – Addison Wesley enVisionMATH
5.02 Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.	SE/TE: 146-147, 148-149, 151, 152-153, 199, 380-381, 382-383, 386-387, 389, 420-421 TE: 146B, 147B, 148B, 151B, 380B, 381B, 382B, 385B, 386B, 389B, 393B, 420B, 421B
5.03 Identify, describe, and analyze situations with constant or varying rates of change.	SE/TE: 105, 133, 364-365, 382-383 TE: 364B, 382B, 385B, 393B, 427A