

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(a) Introduction.					
(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 1 are building number sense through number relationships, adding and subtracting whole numbers, organizing and analyzing data, and working with two- and three-dimensional geometric figures.					
(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.					
(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.					
(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.					
(b) Knowledge and Skills.					
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(1) compare whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects	9780328272747	31-34, 48, 279-282	Lesson 2-1, Reteaching Set A, Lesson 11-2
			9780328277865	31, 35	Topic 2 Interactive Learning, Topic 2 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(2) compare whole numbers up to 99 (less than, greater than, or equal to) using pictorial models;	9780328272747	31-34, 48, 279-282	Lesson 2-1, Reteaching Set A, Lesson 11-2
			9780328277865	31, 35	Topic 2 Interactive Learning, Topic 2 Interactive Learning
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(3) order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects	9780328272747	31-34, 35-38, 39-42, 43-46	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4
			9780328277865	31	Topic 2 Interactive Learning
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	(4) order whole numbers up to 99 (less than, greater than, or equal to) using pictorial models;	9780328272747	31-34, 35-38, 39-42, 43-46	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4
			9780328277865	35	Topic 2 Interactive Learning
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;	(1) create sets of tens and ones using concrete objects to describe whole numbers;	9780328272747	11-14, 215-218, 255-258, 263-266, 272	Lesson 1-3, Lesson 9-1, Lesson 10-1, Lesson 10-3, Reteaching Sets A - B
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;	(2) create sets of tens and ones using concrete objects to compare whole numbers;	9780328272747	279-282, 308	Lesson 11-2, Reteaching Set A
			9780328277957	279, 282B	Topic 11 Interactive Learning, Topic 11 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;	(3) create sets of tens and ones using concrete objects to order whole numbers;	9780328272747	275-278	Lesson 11-1
			9780328277957	275, 278B	Topic 11 Interactive Learning, Topic 11 Intervention
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(C) identify individual coins by name and value and describe relationships among them; and	(1) identify individual coins by name	9780328272747	311-314, 315-318, 319-322, 323-326,	Lesson 12-1 Exercise across top of pages, Lesson 12-2 Exercise across top of pages, Lesson 12-3, Lesson 12-4
			9780328277964	315	Topic 12 Interactive Learning
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(C) identify individual coins by name and value and describe relationships among them; and	(2) identify individual coins by value	9780328272747	311-314, 315-318, 319-322, 323-326,	Lesson 12-1 Exercise across top of pages, Lesson 12-2 Exercise across top of pages, Lesson 12-3, Lesson 12-4
			9780328277964	319	Topic 12 Interactive Learning
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(C) identify individual coins by name and value and describe relationships among them; and	(3) describe relationships among them; and	9780328272747	311-314, 315-318, 319-322, 323-326	Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4
			9780328277964	319	Topic 12 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(D) read and write numbers to 99 to describe sets of concrete objects.	(1) read numbers to 99 to describe sets of concrete objects.	9780328272747	3-6, 7-10, 11-14, 119-122, 255-258	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 5-1, Lesson 10-1
(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:	(D) read and write numbers to 99 to describe sets of concrete objects.	(2) write numbers to 99 to describe sets of concrete objects.	9780328272747	3-6, 7-10, 11-14, 119-122, 255-258	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 5-1, Lesson 10-1
(1.2) Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:	(A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and	(1) separate a whole into two, three, or four equal parts	9780328272747	339-342	Lesson 13-1
			9780328277971	339, 342B	Topic 13 Interactive Learning, Topic 13 Intervention
(1.2) Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:	(A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and	(2) use appropriate language to describe the parts such as three out of four equal parts; and	9780328272747	343-346	Lesson 13-2
			9780328277971	343, 346B	Topic 13 Interactive Learning, Topic 13 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.2) Number, operation, and quantitative reasoning. The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:	(B) use appropriate language to describe part of a set such as three out of the eight crayons are red.	>>>>	9780328272747	347-350, 351-354, 355-358	Lesson 13-3, Lesson 13-4, Lesson 13-5
			9780328277971	347, 351	Topic 13 Interactive Learning, Topic 13 Interactive Learning
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and	(1) model addition problem situations with concrete objects and write corresponding number sentences; and	9780328272747	63-66, 67-70, 71-74, 427-430, 431-434	Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 16-1, Lesson 16-2
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and	(2) model subtraction problem situations with concrete objects and write corresponding number sentences; and	9780328272747	95-98, 99-102, 103-106, 107-110, 111-114	Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and	(3) create addition problem situations with concrete objects and write corresponding number sentences; and	9780328272747	63-66, 67-70, 71-74, 427-430, 431-434	Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 16-1, Lesson 16-2

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and	(4) create subtraction problem situations with concrete objects and write corresponding number sentences; and	9780328272747	95-98, 99-102, 103-106, 107-110, 111-114	Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).	(1) use concrete models to apply basic addition facts (up to $9 + 9 = 18$).	9780328272747	143-146, 147-150, 151-154, 155-158, 159-162	Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).	(2) use concrete models to apply basic subtraction facts (up to $18 - 9 = 9$).	9780328272747	95-98, 99-102, 103-106, 107-110, 111-113	Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).	(3) use pictorial models to apply basic addition facts (up to $9 + 9 = 18$).	9780328272747	143-146, 147-150, 151-154, 155-158, 159-162	Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.3) Number, operation, and quantitative reasoning. The student recognizes and solves problems in addition and subtraction situations. The student is expected to:	(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).	(4) use pictorial models to apply basic subtraction facts (up to $18 - 9 = 9$).	9780328272747	95-98, 99-102, 103-106, 107-110, 111-113	Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(1) identify concrete patterns in order to make predictions	9780328272747	195-198, 199-202, 203-206, 207-210	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4
			9780328277926	195	Topic 8 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(2) identify concrete patterns in order to solve problems	9780328272747	195-198, 199-202, 203-206, 207-210	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4
			9780328277926	203	Topic 8 Interactive Learning
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(3) describe concrete patterns in order to make predictions	9780328272747	195-198, 199-202, 203-206, 207-210	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4
			9780328277926	199	Topic 8 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(4) describe concrete patterns in order to solve problems	9780328272747	195-198, 199-202, 207-210	Lesson 8-1, Lesson 8-2, Lesson 8-4
			9780328277926	195, 207	Topic 8 Interactive Learning, Topic 8 Interactive Learning
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(5) extend concrete patterns in order to make predictions	9780328272747	199-202, 203-206, 207-210	Lesson 8-2, Lesson 8-3, Lesson 8-4
			9780328277926	199, 207	Topic 8 Interactive Learning, Topic 8 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(6) extend concrete patterns in order to solve problems	9780328272747	195-198, 199-202, 203-206, 207-210,	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4
			9780328277926	203	Topic 8 Interactive Learning
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(7) identify pictorial patterns in order to make predictions	9780328272747	195-198, 199-202, 203-206, 207-210, 212	Lesson 8-1, Lesson 8-2, Lesson 8-3. Lesson 8-4, Reteaching Sets A - B

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(8) identify pictorial patterns in order to solve problems	9780328272747	195-198, 199-202, 203-206, 207-210	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4
			9780328277926	207	Topic 8 Interactive Learning
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(9) describe pictorial patterns in order to make predictions	9780328272747	195-198, 199-202, 203-206, 207-210, 212	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Reteaching Sets A - B

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(10) describe pictorial patterns in order to solve problems	9780328272747	195-198, 199-202, 203-206, 207-210, 212	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Reteaching Set B
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(11) extend pictorial patterns in order to make predictions	9780328272747 9780328277926	199-202, 203-206, 207-210 199, 203	Lesson 8-2, Lesson 8-3, Lesson 8-4 Topic 8 Interactive Learning, Topic 8 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.4) Patterns, relationships, and algebraic thinking. The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems. The student is expected to:	(A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	(12) extend pictorial patterns in order to solve problems	9780328272747	199-202, 203-206, 207-210	Lesson 8-2, Lesson 8-3, Lesson 8-4
			9780328277926	203, 207	Topic 8 Interactive Learning, Topic 8 Interactive Learning
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(A) use patterns to skip count by twos, fives, and tens;	(1) use patterns to skip count by twos	9780328272747	235-238, 239-242, 252	Lesson 9-6, Lesson 9-7, Reteaching Set B
			9780328277933	238B, 239	Topic 9 Intervention, Topic 9 Interactive Learning
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(A) use patterns to skip count by twos, fives, and tens;	(2) use patterns to skip count by fives	9780328272747	235-238, 239-242	Lesson 9-6, Lesson 9-7
			9780328277933	235, 239, 242B	Topic 9 Interactive Learning, Topic 9 Interactive Learning, Topic 9 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(A) use patterns to skip count by twos, fives, and tens;	(3) use patterns to skip count by tens;	9780328272747	223-226, 235-238, 239-242	Lesson 9-3, Lesson 9-6, Lesson 9-7
			9780328277933	235, 239	Topic 9 Interactive Learning, Topic 9 Interactive Learning
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(B) find patterns in numbers, including odd and even;	(1) find patterns in numbers, including odd	9780328272747	243-246, 252	Lesson 9-8, Reteaching Set A
			9780328277933	243, 246B	Topic 9 Interactive Learning, Topic 9 Intervention
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(B) find patterns in numbers, including odd and even;	(2) find patterns in numbers, including even;	9780328272747	243-246, 247-250, 252	Lesson 9-8, Lesson 9-9, Reteaching Set A
			9780328277933	243, 246B	Topic 9 Interactive Learning, Topic 9 Intervention
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(C) compare and order whole numbers using place value;	(1) compare whole numbers using place value;	9780328272747	279-282, 308	Lesson 11-2, Reteaching Set A
			9780328277957	279, 282B	Topic 11 Interactive Learning, Topic 11 Intervention
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(C) compare and order whole numbers using place value;	(2) order whole numbers using place value;	9780328272747	283-286, 287-290, 291-294, 295-298, 308	Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Reteaching Set B

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and	(1) use patterns to develop strategies to solve basic addition problems; and	9780328272747	143-146, 147-150, 151-154, 155-158	Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4
			9780328277902	143	Topic 6 Interactive Learning
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and	(2) use patterns to develop strategies to solve basic subtraction problems; and	9780328272747	171-174, 175-178, 179-182, 183-186	Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4
			9780328277919	171	Topic 7 Interactive Learning
(1.5) Patterns, relationships, and algebraic thinking. The student recognizes patterns in numbers and operations. The student is expected to:	(E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.	>>>>	9780328272747	107-110, 179-182, 403-406, 407-410, 411-414	Lesson 4-7, Lesson 7-3, Lesson 15-1, Lesson 15-2, Lesson 15-3
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(1) describe two-dimensional geometric figures, including circles	9780328272747	463-466, 467-470	Lesson 17-1, Lesson 17-2
			9780328278015	463, 467, 470B	Topic 17 Interactive Learning, Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(2) describe two-dimensional geometric figures, including triangles	9780328272747	463-466, 467-470, 492	Lesson 17-1, Lesson 17-2 Reteaching Set A
			9780328278015	463, 467	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(3) describe two-dimensional geometric figures, including rectangles	9780328272747	463-466, 467-470, 492	Lesson 17-1, Lesson 17-2, Reteaching Set A
			9780328278015	463, 467	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(4) describe two-dimensional geometric figures, including squares (a special type of rectangle);	9780328272747	463-466, 467-470, 492	Lesson 17-1, Lesson 17-2, Reteaching Set A
			9780328278015	463, 467	Topic 17 Interactive Learning, Topic 17 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(5) identify two-dimensional geometric figures, including circles	9780328272747	463-466, 467-470, 492	Lesson 17-1 Exercise across top of pages, Lesson 17-2, Reteaching Set A
			9780328278015	463, 467	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(6) identify two-dimensional geometric figures, including triangles	9780328272747	463-466, 467-470	Lesson 17-1 Exercise across top of pages, Lesson 17-2
			9780328278015	463, 466B, 467	Topic 17 Interactive Learning, Topic 17 Intervention, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(7) identify two-dimensional geometric figures, including rectangles	9780328272747	463-466, 467-470	Lesson 17-1 Exercise across top of pages, Lesson 17-2
			9780328278015	463, 466B, 467	Topic 17 Interactive Learning, Topic 17 Intervention, Topic 17 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	(8) identify two-dimensional geometric figures, including squares (a special type of rectangle);	9780328272747	463-466, 467-470	Lesson 17-1 Exercise across top of pages, Lesson 17-2
			9780328278015	463, 466B, 467	Topic 17 Interactive Learning, Topic 17 Intervention, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(1) describe three-dimensional geometric figures, including spheres;	9780328272747	475-478, 479-482, 483-486	Lesson 17-4, Lesson 17-5 Exercise across top of pages, Lesson 17-6 Exercise across top of pages
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(2) describe three-dimensional geometric figures, including rectangular prisms	9780328272747	475-478, 479-482, 483-486	Lesson 17-4, Lesson 17-5 Exercise across top of pages, Lesson 17-6 Exercise across top of pages
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(3) describe three-dimensional geometric figures, including cubes	9780328272747	475-478, 479-482, 483-486	Lesson 17-4, Lesson 17-5 Exercise across top of pages, Lesson 17-6 Exercise across top of pages
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(4) describe three-dimensional geometric figures, including cylinders	9780328272747	475-478, 479-482, 483-486	Lesson 17-4, Lesson 17-5 Exercise across top of pages, Lesson 17-6 Exercise across top of pages
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(5) describe three-dimensional geometric figures, including cones;	9780328272747	475-478, 479-482, 483-486	Lesson 17-4, Lesson 17-5 Exercise across top of pages, Lesson 17-6 Exercise across top of pages
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(6) identify three-dimensional geometric figures, including spheres	9780328272747	475-478, 479-482, 483-486	Lesson 17-4 Exercise across top of pages, Lesson 17-5, Lesson 17-6
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(7) identify three-dimensional geometric figures, including rectangular prisms	9780328272747	475-478, 479-482, 483-486	Lesson 17-4 Exercise across top of pages, Lesson 17-5, Lesson 17-6
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(8) identify three-dimensional geometric figures, including cubes	9780328272747	475-478, 479-482, 483-486	Lesson 17-4 Exercise across top of pages, Lesson 17-5, Lesson 17-6
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(9) identify three-dimensional geometric figures, including cylinders	9780328272747	475-478, 479-482, 483-486	Lesson 17-4 Exercise across top of pages, Lesson 17-5, Lesson 17-6
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	(10) identify three-dimensional geometric figures, including cones;	9780328272747	475-478, 479-482, 483-486	Lesson 17-4 Exercise across top of pages, Lesson 17-5, Lesson 17-6
			9780328278015	475, 479	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(1) describe two dimensional geometric figures in order to sort them according to a given attribute using informal language	9780328272747	467-470, 492, 569-572	Lesson 17-2 Exercise across top of pages, Reteaching Set A, Lesson 20-4 Exercise across top of pages
			9780328278015	467	Topic 17 Interactive Learning
			9780328278046	569	Topic 20 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(2) describe two dimensional geometric figures in order to sort them according to a given attribute using formal language; and	9780328272747	467-470, 569-572	Lesson 17-2, Lesson 20-4
			9780328278015	467, 470B	Topic 17 Interactive Learning Topic 17 Intervention
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(3) describe three-dimensional geometric figures in order to sort them according to a given attribute using informal language; and	9780328272747	483-486, 569-572	Lesson 17-6, Lesson 20-4
			9780328278015	483, 486B	Topic 17 Interactive Learning, Topic 17 Intervention
			9780328278046	569	Topic 20 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(4) describe three-dimensional geometric figures in order to sort them according to a given attribute using formal language; and	9780328272747	483-486, 569-572	Lesson 17-6, Lesson 20-4
			9780328278015	483, 486B	Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(5) identify two dimensional geometric figures in order to sort them according to a given attribute using informal language; and	9780328272747	467-470, 569-572	Lesson 17-2, Lesson 20-4
			9780328278015	467, 470B	Topic 17 Interactive Learning, Topic 17 Intervention
			9780328278046	569	Topic 20 Interactive Learning
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(6) identify two dimensional geometric figures in order to sort them according to a given attribute using formal language; and	9780328272747	467-470, 569-572	Lesson 17-2, Lesson 20-4
			9780328278015	467, 470B	Topic 17 Interactive Learning, Topic 17 Intervention
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(7) identify three-dimensional geometric figures in order to sort them according to a given attribute using informal language; and	9780328272747	483-486, 569-572	Lesson 17-2, Lesson 20-4
			9780328278015	483, 486B	Topic 17 Interactive Learning, Topic 17 Intervention
			9780328278046	569	Topic 20 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	(8) identify three-dimensional geometric figures in order to sort them according to a given attribute using formal language; and	9780328272747	483-486, 569-572	Lesson 17-6, Lesson 20-4
			9780328278015	483, 486B	Topic 17 Interactive Learning, Topic 17 Intervention
(1.6) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.	>>>>	9780328272747	471-474, 487-490	Lesson 17-3 Exercise across top of pages, Lesson 17-7 Exercise across top of pages
			9780328278015	471, 487, 490B	Topic 17 Interactive Learning, Topic 17 Interactive Learning, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles;	(1) estimate length using nonstandard units such as paper clips or sides of color tiles;	9780328272747	499-502, 503-506	Lesson 18-2, Lesson 18-3
			9780328278022	499, 503, 506B	Topic 18 Interactive Learning, Topic 18 Interactive Learning, Topic 18 Intervention
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles;	(2) measure length using nonstandard units such as paper clips or sides of color tiles;	9780328272747	499-502, 503-506, 528	Lesson 18-2, Lesson 18-3, Reteaching Set C
			9780328278022	499, 503	Topic 18 Interactive Learning, Topic 18 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(B) compare and order two or more concrete objects according to length (from longest to shortest);	(1) compare two or more concrete objects according to length;	9780328272747	495-498	Lesson 18-1
			9780328278022	495, 498B	Topic 18 Interactive Learning, Topic 18 Intervention
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(B) compare and order two or more concrete objects according to length (from longest to shortest);	(2) order two or more concrete objects according to length (from longest to shortest);	9780328272747	495-498	Lesson 18-1
			9780328278022	495, 498B	Topic 18 Interactive Learning, Topic 18 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;	>>>>	9780328272747 9780328278022	503-506, 528 503, 506B	Lesson 18-3, Reteaching Set C Topic 18 Interactive Learning, Topic 18 Intervention
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);	(1) compare the area of two or more two-dimensional surfaces;	9780328272747 9780328278022	507-510, 528 507, 510B	Lesson 18-4, Reteaching Set D Topic 18 Interactive Learning, Topic 18 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);	(2) order the area of two or more two-dimensional surfaces (from covers the most to covers the least);	9780328272747 9780328278022	507-510, 528 507, 510B	Lesson 18-3, Reteaching Set D Topic 18 Interactive Learning, Topic 18 Intervention
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(E) compare and order two or more containers according to capacity (from holds the most to holds the least);	(1) compare two or more containers according to capacity;	9780328272747 9780328278022	511-514, 528 511, 514B	Lesson 18-5, Reteaching Set B Topic 18 Interactive Learning, Topic 18 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(E) compare and order two or more containers according to capacity (from holds the most to holds the least);	(2) order two or more containers according to capacity (from holds the most to holds the least);	9780328272747	511-514, 528	Lesson 18-5, Reteaching Set B Topic 18 Interactive Learning, Topic 18 Intervention
			9780328278022	511, 514B	
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and	(1) compare two or more objects according to weight/mass; and	9780328272747	515-518, 529	Lesson 18-6, Reteaching Set E Topic 18 Interactive Learning, Topic 18 Intervention
			9780328278022	515, 518B	

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and	(2) order two or more objects according to weight/mass (from heaviest to lightest); and	9780328272747 9780328278022	515-518, 529 515, 518B	Lesson 18-6, Reteaching Set E Topic 18 Interactive Learning, Topic 18 Intervention
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(G) compare and order two or more objects according to relative temperature (from hottest to coldest).	(1) compare two or more objects according to relative temperature.	9780328272747 9780328278022	519-522, 529 519, 522B	Lesson 18-7, Reteaching Set F Topic 18 Interactive Learning, Topic 18 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.7) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:	(G) compare and order two or more objects according to relative temperature (from hottest to coldest).	(2) order two or more objects according to relative temperature (from hottest to coldest).	9780328272747 9780328278022	519-522, 529 519, 522B	Lesson 18-7, Reteaching Set F Topic 18 Interactive Learning, Topic 18 Intervention
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:	(A) order three or more events according to duration; and	>>>>	9780328272747 9780328278039	545-548, 554, 602 545, 548B	Lesson 19-4, Reteaching Set A, Reteaching Set C Topic 19 Interactive Learning, Topic 19 Intervention
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:	(B) read time to the hour and half-hour using analog and digital clocks.	(1) read time to the hour using analog clocks.	9780328272747 9780328278039	533-536, 537-540 533, 536B, 537	Lesson 19-1, Lesson 19-2 Topic 19 Interactive Learning, Topic 19 Intervention, Topic 19 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:	(B) read time to the hour and half-hour using analog and digital clocks.	(2) read time to the half-hour using analog clocks.	9780328272747	541-544, 554	Lesson 19-3, Reteaching Set B Topic 19 Interactive Learning, Topic 19 Intervention
			9780328278039	541, 544B	
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:	(B) read time to the hour and half-hour using analog and digital clocks.	(3) read time to the hour using digital clocks.	9780328272747	537-540	Lesson 19-2 Topic 19 Interactive Learning, Topic 19 Intervention
			9780328278039	537, 540B	
(1.8) Measurement. The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:	(B) read time to the hour and half-hour using analog and digital clocks.	(4) read time to the half-hour using digital clocks.	9780328272747	541-544, 554	Lesson 19-3, Reteaching Set B Topic 19 Interactive Learning, Topic 19 Intervention
			9780328278039	541, 544B	
(1.9) Probability and statistics. The student displays data in an organized form. The student is expected to:	(A) collect and sort data; and	(1) collect data; and	9780328272747	573-576, 581-584	Lesson 20-5, Lesson 20-7 Topic 20 Interactive Learning, Topic 20 Intervention, Topic 20 Interactive Learning
			9780328278046	573, 576B, 597	

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.9) Probability and statistics. The student displays data in an organized form. The student is expected to:	(A) collect and sort data; and	(2) sort data; and	9780328272747	569-572, 573-576, 581-584	Lesson 20-4, Lesson 20-5, Lesson 20-7
			9780328278046	569, 573	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(1.9) Probability and statistics. The student displays data in an organized form. The student is expected to:	(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.	(1) use organized data to construct real-object graphs,	9780328272747	557-560, 577-580, 602	Lesson 20-1, Lesson 20-6, Reteaching Set C
			9780328278046	557, 577	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(1.9) Probability and statistics. The student displays data in an organized form. The student is expected to:	(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.	(2) use organized data to construct picture graphs	9780328272747	581-584, 602	Lesson 20-7, Reteaching Set B
			9780328278046	581, 584B	Topic 20 Interactive Learning, Topic 20 Intervention
(1.9) Probability and statistics. The student displays data in an organized form. The student is expected to:	(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.	(3) use organized data to construct bar-type graphs.	9780328272747	585-588, 597-600	Lesson 20-8, Lesson 20-11
			9780328278046	585, 588B, 597	Topic 20 Interactive Learning, Topic 20 Intervention, Topic 20 Interactive Learning
(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	(1) draw conclusions using information organized in real-object graphs	9780328272747	557-560, 577-580, 597-600	Lesson 20-1, Lesson 20-6, Lesson 20-11
			9780328278046	557, 577	Topic 20 Interactive Learning, Topic 20 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	(2) draw conclusions using information organized in picture graphs	9780328272747	561-564, 581-584, 597-600	Lesson 20-2, Lesson 20-7, Lesson 20-11
			9780328278046	561, 581	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	(3) draw conclusions using information organized in bar-type graphs; and	9780328272747	565-568, 585-588, 597-600	Lesson 20-3, Lesson 20-8, Lesson 20-11
			9780328278046	565, 585	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	(4) answer questions using information organized in real-object graphs	9780328272747	557-560, 577-580, 597-600	Lesson 20-1, Lesson 20-6, Lesson 20-11
			9780328278046	557, 577	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	(5) answer questions using information organized in picture graphs,	9780328272747	561-564, 581-584, 597-600	Lesson 20-2, Lesson 20-7, Lesson 20-11
			9780328278046	561, 581	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	(6) answer questions using information organized in bar-type graphs; and	9780328272747	565-568, 585-588, 597-600	Lesson 20-3, Lesson 20-8, Lesson 20-11
			9780328278046	565, 585	Topic 20 Interactive Learning, Topic 20 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.10) Probability and statistics. The student uses information from organized data. The student is expected to:	(B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.	>>>>>	9780328272747 9780328278046	593-596, 597-600 593, 596B, 597	Lesson 20-10, Lesson 20-11 Topic 20 Interactive Learning, Topic 20 Intervention, Topic 20 Extend
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(A) identify mathematics in everyday situations;	>>>>>	9780328272747	67-70, 111-114, 163-166, 187-190, 247-250	Lesson 3-5, Lesson 4-8, Lesson 6-6, Lesson 7-5, Lesson 8-4
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(1) solve problems with guidance that incorporates the process of understanding the problem	9780328272747	163-166, 187-190, 207-210, 247-250, 267-270	Lesson 6-6 Exercise across top of pages, Lesson 7-5 Exercise across top of pages, Lesson 8-4 Exercise across top of pages, Lesson 9-9 Exercise across top of pages, Lesson 10-4 Exercise across top of pages

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(2) solve problems with guidance that incorporates the process of making a plan,	9780328272747	163-166, 187-190, 207-210, 247-250, 267-270	Lesson 6-6 Exercise across top of pages, Lesson 7-5 Exercise across top of pages, Lesson 8-4 Exercise across top of pages, Lesson 9-9 Exercise across top of pages, Lesson 10-4 Exercise across top of pages
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(3) solve problems with guidance that incorporates the process of carrying out the plan	9780328272747	163-166, 187-190, 207-210, 247-250, 267-270	Lesson 6-6 Exercise across top of pages, Lesson 7-5 Exercise across top of pages, Lesson 8-4 Exercise across top of pages, Lesson 9-9 Exercise across top of pages, Lesson 10-4 Exercise across top of pages
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(4) solve problems with guidance that incorporates the process of evaluating the solution for reasonableness;	9780328272747	163-166, 187-190, 207-210, 247-250, 267-270	Lesson 6-6 Exercise across top of pages, Lesson 7-5 Exercise across top of pages, Lesson 8-4 Exercise across top of pages, Lesson 9-9 Exercise across top of pages, Lesson 10-4 Exercise across top of pages

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and	>>>>	9780328272747	43-46, 111-114, 207-210, 331-333, 355-358	Lesson 2-4 Exercise across top of pages, Lesson 4-8 , Lesson 8-4, Lesson 12-6 Exercise across top of page, Lesson 13-5 Exercise across top of page
(1.11) Underlying processes and mathematical tools. The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(D) use tools such as real objects, manipulatives, and technology to solve problems.	>>>>	9780328272747	23-26, 43-46, 75-78, 111-114, 135-138	Lesson 1-6, Lesson 2-4, Lesson 3-7, Lesson 4-8, Lesson 5-5
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(1) explain observations using objects	9780328272747	3-6, 7-10, 11-14, 15-18, 19-22	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(2) explain observations using words	9780328272747	11-14, 15-18, 19-22, 23-26, 263-266	Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 10-3
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(3) explain observations using pictures	9780328272747	3-6, 7-10, 11-14, 15-18, 19-22	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(4) explain observations using numbers	9780328272747	11-14, 15-18, 19-22, 23-26, 263-266	Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 10-3
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(5) explain observations using technology	9780328272747	26, 78, 138, 190, 210	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(6) record observations using objects	9780328272747	3-6, 7-10, 11-14, 15-18, 19-22	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(7) record observations using words	9780328272747	11-14, 15-18, 19-22, 23-26, 263-266	Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 10-3
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(8) record observations using pictures	9780328272747	3-6, 7-10, 11-14, 15-18, 19-22	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(9) record observations using numbers	9780328272747	11-14, 15-18, 19-22, 23-26, 263-266	Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 10-3

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(10) record observations using technology	9780328272747	26, 78, 138, 190, 210	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(B) relate informal language to mathematical language and symbols.	(1) relate informal language to mathematical language	9780328272747	67-70, 99-102, 279-282	Lesson 3-5, Lesson 4-5, Lesson 11-2
			9780328277872 9780328277889	67 99	Topic 3 Interactive Learning, Topic 4 Interactive Learning
(1.12) Underlying processes and mathematical tools. The student communicates about Grade 1 mathematics using informal language. The student is expected to:	(B) relate informal language to mathematical language and symbols.	(2) relate informal language to mathematical symbols.	9780328272747	67-70, 99-102, 279-282	Lesson 3-5, Lesson 4-5, Lesson 11-2
			9780328277872 9780328277889	67 99	Topic 3 Interactive Learning, Topic 4 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(1) The student is expected to justify his or her thinking using objects	9780328272747	31-34, 35-38, 43-46, 83-86, 279-282	Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 4-1, Lesson 11-2
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(2) The student is expected to justify his or her thinking using words	9780328272747	31-34, 35-38, 43-46, 83-86, 279-282	Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 4-1, Lesson 11-2
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(3) The student is expected to justify his or her thinking using pictures	9780328272747	31-34, 43-46, 75-78, 83-86, 87-90	Lesson 2-1, Lesson 2-4, Lesson 3-7, Lesson 4-1, Lesson 4-2

Correlations to Texas Knowledge and Skills (TEKS)					
Subject	Chapter 111. Mathematics				
Subchapter	Subchapter A. Elementary				
Course	§111.13. Mathematics, Grade 1.				
Publisher	Pearson Education, Inc., publishing as Pearson Scott Foresman				
Program Title	Scott Foresman-Addison Wesley enVisionMATH - Texas				
ISBN/ID	9780328272747				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(4) The student is expected to justify his or her thinking using numbers	9780328272747	31-34, 35-38, 43-46, 83-86, 91-94	Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 4-1, Lesson 4-3
(1.13) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(5) The student is expected to justify his or her thinking using technology.	9780328272747	78, 138, 190, 210, 398	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital