

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272761</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
<b>(a) Introduction.</b>					
(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 3 are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement.					
(2) Throughout mathematics in Grades 3-5, 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 algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.					
(3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Grades 3-5 use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 5, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division 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 Grades 3-5, 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>(b) Knowledge and Skills.</b>					
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:	(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;	(1) use place value to read whole numbers through 999,999;	9780328272761	4-5, 6-7, 8-9, 24	Lesson 1-1, Lesson 1-2, Lesson 1-3, Reteaching Sets A-B
			9780328278275	4B	Topic 1 Interactive Learning

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(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:	(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;	(2) use place value to write (in symbols) whole numbers through 999,999;	9780328272761	4-5, 6-7, 8-9	Lesson 1-1, Lesson 1-2, Lesson 1-3
			9780328278275	4B, 8B	Topic 1 Interactive Learning, Topic 1 Interactive Learning
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:	(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;	(3) use place value to write (in words) whole numbers through 999,999;	9780328272761	4-5, 6-7, 8-9, 24	Lesson 1-1, Lesson 1-2, Lesson 1-3, Reteaching Set C
			9780328278275	9B	Topic 1 Intervention
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:	(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;	(4) use place value to describe the value of whole numbers through 999,999;	9780328272761	4-5, 6-7, 8-9	Lesson 1-1, Lesson 1-2, Lesson 1-3
			9780328278275	4B, 8B	Topic 1 Interactive Learning, Topic 1 Interactive Learning

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(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:	(B) use place value to compare and order whole numbers through 9,999; and	(1) use place value to compare whole numbers through 9,999	9780328272761	10-12, 14-15, 25	Lesson 1-4, Lesson 1-5, Reteaching Set D
			9780328278275	10B, 14B	Topic 1 Interactive Learning, Topic 1 Interactive Learning
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:	(B) use place value to compare and order whole numbers through 9,999; and	(2) use place value to order whole numbers through 9,999;	9780328272761	14-15, 25	Lesson 1-5, Reteaching Set D
			9780328278275	14B, 15B	Topic 1 Interactive Learning, Topic 1 Intervention
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:	(C) determine the value of a collection of coins and bills.	>>>>	9780328272761	16-19, 25	Lesson 1-6, Reteaching Set E
			9780328278275	16B, 19B	Topic 1 Interactive Learning, Topic 1 Intervention

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(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:	(A) construct concrete models of fractions;	>>>>>	9780328272761	238-239, 242-243, 244-245	Lesson 11-1, Lesson 11-3, Lesson 11-4
			9780328278374	238B, 242B	Topic 11 Interactive Learning, Topic 11 Interactive Learning
(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:	(B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;	>>>>>	9780328272761	246-247, 248-250, 259	Lesson 11-5, Lesson 11-6, Reteaching Set D
			9780328278374	246B, 248B	Topic 11 Interactive Learning, Topic 11 Interactive Learning
(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:	(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and	(1) use fraction names to describe fractional parts of whole objects or sets of objects; and	9780328272761	240-241, 242-243, 244-245	Lesson 11-2, Lesson 11-3, Lesson 11-4
			9780328278374	242B, 244B	Topic 11 Interactive Learning, Topic 11 Interactive Learning

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(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:	(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and	(2) use fraction symbols to describe fractional parts of whole objects or sets of objects; and	9780328272761	240-241, 242-243, 244-245	Lesson 11-2, Lesson 11-3, Lesson 11-4
			9780328278374	242B, 244B	Topic 11 Interactive Learning, Topic 11 Interactive Learning
(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to:	(D) construct concrete models of equivalent fractions for fractional parts of whole objects.	>>>>	9780328272761	252-253, 259	Lesson 11-7, Reteaching Set E
			9780328278374	252B, 253B	Topic 11 Interactive Learning, Topic 11 Intervention
(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:	(A) model addition and subtraction using pictures, words, and numbers; and	(1) model addition using pictures	9780328272761	28-29, 44-45, 54-55, 56-58	Lesson 2-1, Lesson 2-6, Lesson 3-1, Lesson 3-2
			9780328278299	56B	Topic 3 Interactive Learning

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(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:	(A) model addition and subtraction using pictures, words, and numbers; and	(2) model addition using words	9780328272761	28-29, 56-58, 60-61, 62-63	Lesson 2-1, Lesson 3-2, Lesson 3-3, Lesson 3-4
			9780328278299	56B	Topic 3 Interactive Learning
(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:	(A) model addition and subtraction using pictures, words, and numbers; and	(3) model addition using numbers	9780328272761	28-29, 30-31, 54-55, 60-61, 62-63	Lesson 2-1, Lesson 2-2, Lesson 3-1, Lesson 3-3, Lesson 3-4
(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:	(A) model addition and subtraction using pictures, words, and numbers; and	(4) model subtraction using pictures	9780328272761	72-73, 94-95, 96-97, 98-99, 104-105	Lesson 4-1, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-5
(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:	(A) model addition and subtraction using pictures, words, and numbers; and	(5) model subtraction using words	9780328272761	72-73, 94-95, 98-99, 100-102, 104-105	Lesson 4-1, Lesson 5-1, Lesson 5-3, Lesson 5-4, Lesson 5-5

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(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:	(A) model addition and subtraction using pictures, words, and numbers; and	(6) model subtraction using numbers	9780328272761	74-76, 94-95, 98-99, 101-102, 104-105	Lesson 4-2, Lesson 5-1, Lesson 5-3, Lesson 5-4, Lesson 5-5
(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:	(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	>>>>	9780328272761	76, 97, 99	Problems 25 27 30 31 32, Problems 22 25 26, Problems 19 20 22
(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:	(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects;	(1) learn multiplication facts through 12 by 12 using concrete models and objects;	9780328272761	116-117, 118-121, 124-125, 162-164, 166-167	Lesson 6-1, Lesson 6-2, Lesson 6-4, Lesson 8-3, Lesson 8-4
(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:	(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects;	(2) apply multiplication facts through 12 by 12 using concrete models and objects;	9780328272761	116-117, 118-121, 124-125, 162-164, 166-167	Lesson 6-1, Lesson 6-2, Lesson 6-4, Lesson 8-3, Lesson 8-4

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(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:	(B) solve and record multiplication problems (up to two digits times one digit); and	>>>>	9780328272761	146-148, 186-187, 188-189, 190-191, 192-194	Lesson 7-4, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6
(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to:	(C) use models to solve division problems and use number sentences to record the solutions.		9780328272761 9780328278367	206-207, 208-209, 210-211, 212-213 208B	Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4 Topic 10 Interactive Learning
(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and	>>>>	9780328272761 9780328278282 9780328278305	36-38, 49, 80-83, 36B 80B	Lesson 2-4, Reteaching Set D, Lesson 4-4 Topic 2 Interactive Learning Topic 4 Interactive Learning
(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	(1) use strategies including rounding to estimate solutions to addition problems.	9780328272761 9780328278282	40-43, 49 40B, 43B	Lesson 2-5, Reteaching Set E Topic 2 Interactive Learning, Topic 2 Intervention

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(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	(2) use strategies including rounding to estimate solutions to subtraction problems.	9780328272761	80-83, 89, 113	Lesson 4-4, Reteaching Set D, Reteaching Sets D-E
			9780328278305	80B, 83B	Topic 4 Interactive Learning, Topic 4 Intervention
(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	(3) use strategies including compatible numbers to estimate solutions to addition problems.	9780328272761	40-43, 49	Lesson 2-5, Reteaching Set E
			9780328278282	40B, 43B	Topic 2 Interactive Learning, Topic 2 Intervention
(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	(4) use strategies including compatible numbers to estimate solutions to subtraction problems.	9780328272761	78-79, 80-83, 89	Lesson 4-3, Lesson 4-4, Reteaching Set C
			9780328278305	78B, 79B	Topic 4 Interactive Learning, Topic 4 Intervention
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(1) identify whole-number patterns to make predictions	9780328272761	264-265, 282	Lesson 12-2, Reteaching Set B
			9780328278381	264B, 265B	Topic 12 Interactive Learning, Topic 12 Intervention
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(2) identify whole-number patterns to solve problems;	9780328272761	264-265, 282	Lesson 12-2, Reteaching Set B
			9780328278381	264B, 265B	Topic 12 Interactive Learning, Topic 12 Intervention

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(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(3)extend whole-number patterns to make predictions	9780328272761	264-265, 282	Lesson 12-2, Reteaching Set B
			9780328278381	264B, 265B	Topic 12 Interactive Learning, Topic 12 Intervention
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(4)extend whole-number patterns to solve problems;	9780328272761	264-265, 282	Lesson 12-2, Reteaching Set B
			9780328278381	264B, 265B	Topic 12 Interactive Learning Topic 12 Intervention
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(5) identify geometric patterns to make predictions	9780328272761	262-263, 272-275, 282	Lesson 12-1, Lesson 12-5, Reteaching Set A
			9780328278381	262B, 272B	Topic 12 Interactive Learning, Topic 12 Interactive Learning
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(6) identify geometric patterns to solve problems;	9780328272761	262-263, 272-275, 282	Lesson 12-1, Lesson 12-5, Reteaching Set A
			9780328278381	262B, 272B	Topic 12 Interactive Learning, Topic 12 Interactive Learning

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(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(7) extend geometric patterns to make predictions	9780328272761	262-263, 272-275, 282	Lesson 12-1, Lesson 12-5, Reteaching Set A
			9780328278381	262B, 272B	Topic 12 Interactive Learning, Topic 12 Interactive Learning
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;	(8) extend geometric patterns to solve problems;	9780328272761	262-263, 272-275, 282	Lesson 12-1, Lesson 12-5, Reteaching Set A
			9780328278381	262B, 272B	Topic 12 Interactive Learning, Topic 12 Interactive Learning
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and	>>>>	9780328272761	138-141, 144-145, 158-159, 160-161	Lesson 7-1, Lesson 7-3, Lesson 8-1 Exercise across top of pages, Lesson 8-2 Exercise across top of pages
			9780328278336	138B	Topic 7 Interactive Learning
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ .	(1) identify patterns in related multiplication sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ .	9780328272761	212-213, 214-216, 218-219, 220-221, 222-223	Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 10-8

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(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems. The student is expected to:	(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ .	(2) identify patterns in related division sentences (fact families) such as $6 \div 2 = 3$ , $6 \div 3 = 2$ .	9780328272761	212-213, 214-216, 218-219, 220-221, 222-223	Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 10-8
(3.7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:	(A) generate a table of paired numbers based on a real-life situation such as insects and legs; and	>>>>	9780328272761	266-267, 282	Lesson 12-3, Reteaching Set C
			9780328278381	266B, 267B	Topic 12 Interactive Learning, Topic 12 Intervention
(3.7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:	(B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	(1) identify patterns in a table of related number pairs based on a meaningful problem	9780328272761	266-267, 268-271, 272-275	Lesson 12-3, Lesson 12-4, Lesson 12-5
			9780328278381	266B, 268B	Topic 12 Interactive Learning, Topic 12 Interactive Learning
(3.7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:	(B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	(2) describe patterns in a table of related number pairs based on a meaningful problem	9780328272761	266-267, 268-271, 272-275	Lesson 12-3, Lesson 12-4, Lesson 12-5
			9780328278381	266B, 268B	Topic 12 Interactive Learning, Topic 12 Interactive Learning

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272761</b>				
<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships. The student is expected to:	(B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	(3) extend the table	9780328272761	266-267, 268-271, 272-275	Lesson 12-3, Lesson 12-4, Lesson 12-5
			9780328278381	266B, 268B	Topic 12 Interactive Learning, Topic 12 Interactive Learning
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. The student is expected to:	(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	(1) identify two-dimensional geometric figures by their attributes.	9780328272761	318-319, 320-321, 322-323	Lesson 14-5, Lesson 14-6, Lesson 14-7
			9780328278404	318B, 320B	Topic 14 Interactive Learning, Topic 14 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
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<b>ISBN/ID</b>	<b>9780328272761</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. The student is expected to:	(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	(2) classify two-dimensional geometric figures by their attributes.	9780328272761	318-319, 320-321, 322-323	Lesson 14-5, Lesson 14-6, Lesson 14-7
			9780328278404	318B, 320B	Topic 14 Interactive Learning, Topic 14 Interactive Learning
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. The student is expected to:	(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	(3) describe two-dimensional geometric figures by their attributes.	9780328272761	318-319, 320-321, 322-323	Lesson 14-5, Lesson 14-6, Lesson 14-7
			9780328278404	318B, 320B	Topic 14 Interactive Learning, Topic 14 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. The student is expected to:	(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	(4) identify three-dimensional geometric figures by their attributes.	9780328272761	306-309, 310-313, 328	Lesson 14-1, Lesson 14-2, Reteaching Set A
			9780328278404	306B, 310B	Topic 14 Interactive Learning, Topic 14 Interactive Learning
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. The student is expected to:	(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	(5) classify three-dimensional geometric figures by their attributes.	9780328272761	306-309, 310-313	Lesson 14-1, Lesson 14-2
			9780328278404	306B, 309B, 310B	Topic 14 Interactive Learning, Topic 14 Intervention, Topic 14 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. The student is expected to:	(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	(6) describe three-dimensional geometric figures by their attributes.	9780328272761 9780328278404	306-309, 310-313 306B, 309B, 310B	Lesson 14-1, Lesson 14-2  Topic 14 Interactive Learning, Topic 14 Intervention, Topic 14 Interactive Learning
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary. The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary. The student is expected to:	(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	(7) compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	9780328272761 9780328278404	306-309, 310-313, 328 306B, 310B	Lesson 14-1, Lesson 14-2, Reteaching Set B  Topic 14 Interactive Learning, Topic 14 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>				
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<b>ISBN/ID</b>	<b>9780328272761</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to:	(A) identify congruent two-dimensional figures;	>>>>	9780328272761	334-336, 346	Lesson 15-1, Reteaching Set A
			9780328278411	334B, 337B	Topic 15 Interactive Learning, Topic 15 Intervention
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to:	(B) create two-dimensional figures with lines of symmetry using concrete models and technology; and	(1) create two-dimensional figures with lines of symmetry using concrete models	9780328272761	340-341, 342-343, 347	Lesson 15-3, Lesson 15-4, Reteaching Sets C-D
			9780328278411	340B, 342B	Topic 15 Interactive Learning, Topic 15 Interactive Learning
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to:	(B) create two-dimensional figures with lines of symmetry using concrete models and technology; and	(2) create two-dimensional figures with lines of symmetry using technology	9780328272761	337	Going Digital
			9780328278411	334B, 338B, 340B, 342B	Topic 15 eTools, Topic 15 eTools, Topic 15 eTools, Topic 15 eTools
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry. The student is expected to:	(C) identify lines of symmetry in two-dimensional geometric figures.	>>>>	9780328272761	338-339, 346	Lesson 15-2, Reteaching Set B
			9780328278411	338B, 339B	Topic 15 Interactive Learning, Topic 15 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>				
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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(1) locate points on a number line using whole numbers	9780328272761	288-289, 290-291, 302	Lesson 13-1, Lesson 13-2, Reteaching Sets A-B
			9780328278398	288B, 290B	Topic 13 Interactive Learning, Topic 13 Interactive Learning
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(2) locate points on a number line using fractions	9780328272761	292-293, 294-296, 302	Lesson 13-3, Lesson 13-4, Reteaching Set C
			9780328278398	292B, 294B	Topic 13 Interactive Learning, Topic 13 Interactive Learning

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(3) locate points on a number line using halves	9780328272761	292-293, 294-296, 303	Lesson 13-3, Lesson 13-4, Reteaching Set D
			9780328278398	292B, 293B	Topic 13 Interactive Learning, Topic 13 Intervention
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(4) locate points on a number line using fourths	9780328272761	292-293, 294-296, 303	Lesson 13-3, Lesson 13-4, Reteaching Set D
			9780328278398	292B, 294B	Topic 13 Interactive Learning, Topic 13 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(5) name points on a number line using whole numbers	9780328272761	288-289, 290-291, 302	Lesson 13-1, Lesson 13-2, Reteaching Sets A-B
			9780328278398	288B, 290B	Topic 13 Interactive Learning, Topic 13 Interactive Learning
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(6) name points on a number line using fractions	9780328272761	292-293, 294-296, 302	Lesson 13-3, Lesson 13-4, Reteaching Set C
			9780328278398	292B, 294B	Topic 13 Interactive Learning, Topic 13 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(7) name points on a number line using halves	9780328272761	292-293, 294-296, 303	Lesson 13-3, Lesson 13-4, Reteaching Set D
			9780328278398	292B, 293B	Topic 13 Interactive Learning, Topic 13 Intervention
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths. The student is expected to:	(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths.	(8) name points on a number line using fourths	9780328272761	292-293, 294-296, 303	Lesson 13-3, Lesson 13-4, Reteaching Set D
			9780328278398	292B, 294B	Topic 13 Interactive Learning, Topic 13 Interactive Learning

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(A) use linear measurement tools to estimate and measure lengths using standard units;	(1) use linear measurement tools to estimate lengths using standard units;	9780328272761	350-353, 356-359, 360-361, 362-364	Lesson 16-1, Lesson 16-3, Lesson 16-4, Lesson 16-5
			9780328278428	360B	Topic 16 Interactive Learning
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(A) use linear measurement tools to estimate and measure lengths using standard units;	(2) use linear measurement tools to measure lengths using standard units;	9780328272761	350-353, 354-355, 360-361	Lesson 16-1, Lesson 16-2, Lesson 16-4
			9780328278428	350B, 360B	Topic 16 Interactive Learning, Topic 16 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(B) use standard units to find the perimeter of a shape;	>>>>	9780328272761	376-377, 378-379, 388	Lesson 17-1, Lesson 17-2, Reteaching Set A
			9780328278435	376B, 378B	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;	(1) use concrete models of square units to determine the area of two-dimensional surfaces;	9780328278435	380B, 381B, 383B	Topic 17 Interactive Learning, Topic 17 Intervention, Topic 17 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;	(2) use pictorial models of square units to determine the area of two-dimensional surfaces;	9780328272761	380-381, 382-383, 384-385	Lesson 17-3, Lesson 17-4, Lesson 17-5
			9780328278435	382B, 384B	Topic 17 Interactive Learning, Topic 17 Interactive Learning
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;	(1) identify concrete models that approximate standard units of weight/mass	9780328272761	398-399, 402-403	Lesson 18-3, Lesson 18-5
			9780328278442	398B, 402B, 403B	Topic 18 Interactive Learning, Topic 18 Interactive Learning, Topic 18 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;	(2) use them to measure weight/mass;	9780328278442	398B, 399B, 402B, 403B	Topic 18 Interactive Learning, Topic 18 Intervention, Topic 18 Interactive Learning, Topic 18 Intervention
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(E) identify concrete models that approximate standard units for capacity and use them to measure capacity; and	(1) identify concrete models that approximate standard units for capacity	9780328272761 9780328278442	396-397, 400-401 396B, 397B, 400B	Lesson 18-2, Lesson 18-4 Topic 18 Interactive Learning, Topic 18 Intervention, Topic 18 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				
<b>Course</b>	<b>§111.15. Mathematics, Grade 3.</b>				
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>				
<b>Program Title</b>	<b>Scott Foresman - Addison Wesley enVisionMATH - Texas</b>				
<b>ISBN/ID</b>	<b>9780328272761</b>				
TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(E) identify concrete models that approximate standard units for capacity and use them to measure capacity; and	(2) use them to measure capacity; and	9780328278442	396B, 400B, 401B	Topic 18 Interactive Learning, Topic 18 Interactive Learning, Topic 18 Intervention
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to:	(F) use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.	>>>>	9780328272761	392-394, 408	Lesson 18-1, Reteaching Set A
			9780328278442	392B, 393B	Topic 18 Interactive Learning, Topic 18 Intervention

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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:	(A) use a thermometer to measure temperature; and	>>>>>	9780328272761	420-421, 427	Lesson 19-3, Reteaching Set C
			9780328278459	420B, 421B	Topic 19 Interactive Learning, Topic 19 Intervention
(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:	(B) tell and write time shown on analog and digital clocks.	(1) tell time shown on analog clocks.	9780328272761	414-416, 418-419, 426	Lesson 19-1, Lesson 19-2, Reteaching Sets A-B
			9780328278459	414B, 418B	Topic 19 Interactive Learning, Topic 19 Interactive Learning
(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:	(B) tell and write time shown on analog and digital clocks.	(2) tell time shown on digital clocks.	9780328272761	414-416, 418-419, 426	Lesson 19-1, Lesson 19-2, Reteaching Set A
			9780328278459	414B, 418B	Topic 19 Interactive Learning, Topic 19 Interactive Learning
(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:	(B) tell and write time shown on analog and digital clocks.	(3) write time shown on analog clocks.	9780328272761	414-416, 418-419, 426	Lesson 19-1, Lesson 19-2, Reteaching Sets A-B
			9780328278459	414B, 418B	Topic 19 Interactive Learning, Topic 19 Interactive Learning

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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to:	(B) tell and write time shown on analog and digital clocks.	(4) write time shown on digital clocks.	9780328272761	414-416, 418-419, 426	Lesson 19-1, Lesson 19-2, Reteaching Set A
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(1) collect data in pictographs where each picture might represent more than one piece of data;	9780328272761 9780328278466	436-437 436B, 437B	Lesson 20-3 Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(2) collect data in bar graphs where each cell might represent more than one piece of data;	9780328272761 9780328278466	438-439 438B, 439B	Lesson 20-4 Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(3) organize data in pictographs where each picture might represent more than one piece of data;	9780328272761 9780328278466	436-437 436B, 437B	Lesson 20-3 Topic 20 Interactive Learning, Topic 20 Intervention

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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(4) organize data in bar graphs where each cell might represent more than one piece of data;	9780328272761	438-439	Lesson 20-4
			9780328278466	438B, 439B	Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(5) record data in pictographs where each picture might represent more than one piece of data;	9780328272761	436-437	Lesson 20-3
			9780328278466	436B, 437B	Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(6) record data in bar graphs where each cell might represent more than one piece of data;	9780328272761	438-439	Lesson 20-4
			9780328278466	438B, 439B	Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(7) display data in pictographs where each picture might represent more than one piece of data;	9780328272761	436-437, 448	Lesson 20-3, Reteaching Set B
			9780328278466	436B, 437B	Topic 20 Interactive Learning, Topic 20 Intervention

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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<b>TEKS (Knowledge and Skills)</b>	<b>Student Expectation</b>	<b>Breakout</b>	<b>Component ISBN/ID</b>	<b>Page(s)</b>	<b>Specific location on the page/display/screen (paragraph, column, animation, etc.)</b>
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	(8) display data in bar graphs where each cell might represent more than one piece of data;	9780328272761	438-439, 449	Lesson 20-4, Reteaching Set C
			9780328278466	438B, 439B	Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) interpret information from pictographs and bar graphs; and	(1) interpret information from pictographs	9780328272761	432-435, 444	Lesson 20-2, Lesson 20-6
			9780328278466	432B, 435B	Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) interpret information from pictographs and bar graphs; and	(2) interpret information from bar graphs	9780328272761	432-435, 445	Lesson 20-2, Lesson 20-6
			9780328278466	444B, 445B	Topic 20 Interactive Learning, Topic 20 Intervention
(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(C) use data to describe events as more likely than, less likely than, or equally likely as.	>>>>>	9780328272761	440-443, 449	Lesson 20-5, Reteaching Set D
			9780328278466	440B, 443B	Topic 20 Interactive Learning, Topic 20 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(A) identify the mathematics in everyday situations;	>>>>	9780328272761	106-108, 126-128, 196-198, 268-271, 298-299	Lesson 5-6, Lesson 6-5, Lesson 9-7, Lesson 12-4, Lesson 13-5
(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(1) solve problems that incorporate understanding the problem;	9780328272761	20-21, 150-151, 170-172, 276-279, 342-343	Lesson 1-7, Lesson 7-5, Lesson 8-6, Lesson 12-6, Lesson 15-4
(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(2) solve problems that incorporate making a plan;	9780328272761	64-65, 106-107, 196-198, 226-228, 298-299	Lesson 3-5, Lesson 5-6, Lesson 9-7, Lesson 10-10, Lesson 13-5

Correlations to Texas Knowledge and Skills (TEKS)					
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, column, animation, etc.)
(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(3) solve problems that incorporate carrying out the plan;	9780328272761	106-107, 150-151, 226-228, 298-299, 384-385	Lesson 5-6, Lesson 7-5, Lesson 10-10, Lesson 13-5, Lesson 17-5
(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(4) solve problems that incorporate evaluating the solution for reasonableness;	9780328272761	44-45, 84-85, 106-107, 196-198, 226-227	Lesson 2-6, Lesson 4-6, Lesson 5-6, Lesson 9-7, Lesson 10-10
(3.14) Underlying processes and mathematical tools. The student applies Grade 3 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, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	>>>>	9780328272761	106-108, 254-255, 276-278, 384-385, 422-423	Lesson 5-6, Lesson 11-8, Lesson 12-6, Lesson 17-5, Lesson 19-4

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(3.14) Underlying processes and mathematical tools. The student applies Grade 3 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.	>>>>	9780328272761	129, 229, 365, 395, 404-405	Going Digital, Going Digital, Going Digital, Going Digital, Lesson 18-6
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	56-58, 98-99, 158-159, 342-343, 404-405	Lesson 3-2, Lesson 5-3, Lesson 8-1, Lesson 15-4, Lesson 18-6
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	124-125, 126-127, 210-211, 214-215, 248-249	Lesson 6-4, Lesson 6-5, Lesson 10-3, Lesson 10-5, Lesson 11-6
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	106-107, 158-159, 196-197, 226-227, 334-336	Lesson 5-6, Lesson 8-1, Lesson 9-7, Lesson 10-10, Lesson 15-1

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(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	60-61, 126-127, 254-255, 266-267, 366-367	Lesson 3-3, Lesson 6-5, Lesson 11-8, Lesson 12-3, Lesson 16-6
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	59, 129, 229, 365, 395	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	56-58, 98-99, 158-159, 342-343, 404-405	Lesson 3-2, Lesson 5-3, Lesson 8-1, Lesson 15-4, Lesson 18-6
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	124-125, 126-127, 210-211, 214-215, 218-219	Lesson 6-4, Lesson 6-5, Lesson 10-3, Lesson 10-5, Lesson 10-6

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(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	106-107, 126-127, 158-159, 196-197, 226-227	Lesson 5-6, Lesson 6-5, Lesson 8-1, Lesson 9-7, Lesson 10-10
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	60-61, 126-127, 206-207, 254-255, 366-367	Lesson 3-3, Lesson 6-5, Lesson 10-1 Exercise across top of pages, Lesson 11-8, Lesson 16-6
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	59, 129, 229, 365, 395	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	122-123, 144-145, 208-209, 212-213, 240-241	Lesson 6-3, Lesson 7-3 Exercise across top of pages, Lesson 10-2 Exercise across top of pages, Lesson 10-4, Exercise across top of pages, Lesson 11-2

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(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 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	9780328272761	10-11, 16-17, 116-117, 206-207, 214-215	Lesson 1-4, Lesson 1-6, Lesson 6-1, Lesson 10-1, Lesson 10-5
(3.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(A) make generalizations from patterns or sets of examples and nonexamples; and	>>>>	9780328272761	324-325	Lesson 14-8
			9780328278404	324B, 325B	Topic 14 Interactive Learning, Topic 14 Intervention
(3.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(B) justify why an answer is reasonable and explain the solution process.	(1) justify why an answer is reasonable	9780328272761	84-85, 100-102, 106-107, 190-191, 196-197	Lesson 4-5, Lesson 5-4, Lesson 5-6, Lesson 9-5, Lesson 9-7
(3.16) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to:	(B) justify why an answer is reasonable and explain the solution process.	(2) explain the solution process.	9780328272761	84-85, 106-107, 196-197, 276-277	Lesson 4-5, Lesson 5-6, Lesson 9-7, Lesson 12-6
			9780328278305	84B	Topic 4 Interactive Learning