

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>§111.17. Mathematics, Grade 5.</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>9780328272785</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 5 are comparing and contrasting lengths, areas, and volumes of two- or three-dimensional geometric figures; representing and interpreting data in graphs, charts, and tables; and applying whole number operations in a variety of contexts.					
(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>					
(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and	(1) use place value to read whole numbers through 999,999,999,999; and	9780328272785  9780328278695	4-5, 6-8, 20  4B, 6B	Lesson 1-1, Lesson 1-2, Reteaching Set A  Topic 1 Interactive Learning, Topic 1 Interactive Learning

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(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and	(2) use place value to write whole numbers through 999,999,999,999; and	9780328272785	4-5, 6-8, 20	Lesson 1-1, Lesson 1-2, Reteaching Set A
			9780328278695	4B, 6B	Topic 1 Interactive Learning, Topic 1 Interactive Learning
(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and	(3) use place value to compare whole numbers through 999,999,999,999; and	9780328272785	6-8, 9, 20	Lesson 1-2, Mixed Problem Solving, Reteaching Set B
			9780328278695	6B, 9B	Topic 1 Interactive Learning, Topic 1 Intervention
(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(A) use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and	(4) use place value to order whole numbers through 999,999,999,999; and	9780328272785	6-8, 9, 20	Lesson 1-2, Mixed Problem Solving, Reteaching Set B
			9780328278695	6B, 9B	Topic 1 Interactive Learning, Topic 1 Intervention
(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals through the thousandths place.	(1) use place value to read decimals through the thousandths place	9780328272785	10-11, 12-13, 158-159	Lesson 1-3, Lesson 1-4, Lesson 7-5
			9780328278695	10B, 12B	Topic 1 Interactive Learning, Topic 1 Interactive Learning
(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals through the thousandths place.	(2) use place value to write decimals through the thousandths place	9780328272785	10-11, 12-13, 158-159	Lesson 1-3, Lesson 1-4, Lesson 7-5
			9780328278695	10B	Topic 1 Interactive Learning,
			9780328278756	158B	Topic 7 Interactive Learning

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(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals through the thousandths place.	(3) use place value to compare decimals through the thousandths place	9780328272785	12-13, 21, 26	Lesson 1-4, Reteaching Set D, Exercise 31
			9780328278695	12B, 13B	Topic 1 Interactive Learning, Topic 1 Intervention
(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:	(B) use place value to read, write, compare, and order decimals through the thousandths place.	(4) use place value to order decimals through the thousandths place	9780328272785	12-13, 21	Lesson 1-4, Reteaching Set D
			9780328278695	12B, 13B, 17B	Topic 1 Interactive Learning, Topic 1 Intervention, Topic 1 Intervention
(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:	(A) generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$ ;	>>>>	9780328272785	170-171, 172-173, 174-175, 188-190, 196	Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-8, Reteaching Set C
(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:	(B) generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number;	>>>>	9780328272785	152-153, 166	Lesson 7-3, Reteaching Set C
			9780328278756	152B, 153B	Topic 7 Interactive Learning, Topic 7 Intervention
(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:	(C) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and	>>>>	9780328272785	202-203, 204-205, 206-207, 208-209, 210-211	Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5

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(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:	(D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	(1) use models to relate decimals to fractions that name tenths.	9780328272785	154-156, 160-161	Lesson 7-4, Lesson 7-6
			9780328278756	154B, 160B	Topic 7 Interactive Learning, Topic 7 Interactive Learning
(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:	(D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	(2) use models to relate decimals to fractions that name hundredths.	9780328272785	154-156, 160-161, 167	Lesson 7-4, Lesson 7-6, Reteaching Set D
			9780328278756	154B, 161B	Topic 7 Interactive Learning, Topic 7 Intervention
(5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations. The student is expected to:	(D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	(3) use models to relate decimals to fractions that name thousandths.	9780328272785	158-159, 160-161, 167	Lesson 7-5, Lesson 7-6, Reteaching Set D
			9780328278756	158B, 161B	Topic 7 Interactive Learning, Topic 7 Intervention
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(A) use addition and subtraction to solve problems involving whole numbers and decimals;	(1) use addition to solve problems involving whole numbers;	9780328272785	24-26, 27, 46-48	Lesson 2-1, Mixed Problem Solving, Lesson 3-1
			9780328278701	24B	Topic 2 Interactive Learning,
			9780328278718	46B	Topic 3 Interactive Learning

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(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(A) use addition and subtraction to solve problems involving whole numbers and decimals;	(2) use addition to solve problems involving decimals;	9780328272785	50-51, 54-56, 60	Lesson 3-2, Lesson 3-4, Reteaching Set B
			9780328278718	50B, 51B	Topic 3 Interactive Learning, Topic 3 Intervention
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(A) use addition and subtraction to solve problems involving whole numbers and decimals;	(3) use subtraction to solve problems involving whole numbers;	9780328272785	24, 46, 49, 60	Another Example right column, Another Example, Mixed Problem Solving, Reteaching Set A
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(A) use addition and subtraction to solve problems involving whole numbers and decimals;	(4) use subtraction to solve problems involving decimals;	9780328272785	52-53, 54-56, 61	Lesson 3-3, Lesson 3-4, Reteaching Sets C-D
			9780328278718	52B, 53B	Topic 3 Interactive Learning, Topic 3 Intervention
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);	>>>>	9780328272785	64-65, 66-67, 70-72, 74-75, 76-77	Lesson 4-1, Lesson 4-2, Lesson 4-4, Lesson 4-5, Lesson 4-6

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(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;	>>>>	9780328272785	96-97, 102-104, 106-108, 128-130, 132-133	Lesson 5-3, Lesson 5-5, Lesson 5-6, Lesson 6-5, Lesson 6-6
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(D) identify common factors of a set of whole numbers; and	>>>>	9780328272785 9780328278763	186-187, 197 178B, 186B	Lesson 8-7, Reteaching Set E  Topic 8 Interactive Learning, Topic 8 Interactive Learning
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(1) model situations using addition involving fractions with like denominators using concrete objects.	9780328272785 9780328278787	220-221 220B, 221B	Lesson 10-1  Topic 10 Interactive Learning, Topic 10 Intervention
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(2) model situations using addition involving fractions with like denominators using pictures.	9780328272785 9780328278787	220-221, 228-230 220B, 222B, 228B	Lesson 10-1, Lesson 10-5  Topic 10 Interactive Learning, Topic 10 Interactive Learning, Topic 10 Interactive Learning

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(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(3) model situations using addition involving fractions with like denominators using words.	9780328272785	220-221, 222-223, 237	Lesson 10-1, Lesson 10-2, Reteaching Set D
			9780328278787	223B	Topic 10 Intervention
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(4) model situations using addition involving fractions with like denominators using numbers.	9780328272785	220-221, 222-223, 232-233	Lesson 10-1, Lesson 10-2, Example across top of pages
			9780328278787	220B, 222B	Topic 10 Interactive Learning, Topic 10 Interactive Learning
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(5) model situations using subtraction involving fractions with like denominators using concrete objects.	9780328272785	224-225	Lesson 10-3
			9780328278787	224B, 225B	Topic 10 Interactive Learning, Topic 10 Intervention
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(6) model situations using addition subtraction involving fractions with like denominators using pictures.	9780328272785	224-225, 228-230	Lesson 10-3, Lesson 10-5
			9780328278787	226B, 228B, 231B	Topic 10 Interactive Learning, Topic 10 Interactive Learning, Topic 10 Intervention

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(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(7) model situations using subtraction involving fractions with like denominators using words.	9780328272785	224-225, 226-227, 228-230	Lesson 10-3, Lesson 10-4, Lesson 10-5
			9780328278787	224B, 226B	Topic 10 Interactive Learning, Topic 10 Interactive Learning
(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to:	(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.	(8) model situations using subtraction involving fractions with like denominators using numbers.	9780328272785	224-225, 226-227, 232-233	Lesson 10-3, Lesson 10-4, Lesson 10-6
			9780328278787	224B, 226B	Topic 10 Interactive Learning, Topic 10 Interactive Learning
(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(1) use strategies, including rounding to estimate solutions to addition problems.	9780328272785	30-32, 41	Lesson 2-3, Reteaching Set C
			9780328278701	30B, 33B	Topic 2 Interactive Learning, Topic 2 Intervention
(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(2) use strategies, including rounding to estimate solutions to subtraction problems.	9780328272785	30-32, 41, 321	Lesson 2-3, Reteaching Set C, Exercise 16
			9780328278701	30B	Topic 2 Interactive Learning

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(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(3) use strategies, including rounding to estimate solutions to multiplication problems.	9780328272785	68-69, 72, 86, 93	Lesson 4-3, Exercise 32, Reteaching Set C, Exercise 32
			9780328278725	68B	Topic 4 Interactive Learning
(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(4) use strategies, including rounding to estimate solutions to division problems.	9780328272785	94-95, 122-123, 134-135	Lesson 5-2, Lesson 6-2, Lesson 6-7
			9780328278732	94B, 122B	Topic 5 Interactive Learning, Topic 5 Interactive Learning
(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(5) use strategies, including compatible numbers to estimate solutions to addition problems.	9780328272785	30-32, 40, 41	Lesson 2-3, Reteaching Set A, Reteaching Set C
			9780328278701	30B, 33B	Topic 2 Interactive Learning Topic 2 Intervention
(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(6) use strategies, including compatible numbers to estimate solutions to subtraction problems.	9780328272785	30-32, 40, 41, 321	Lesson 2-3, Reteaching Set A, Reteaching Set C, Exercise 16
			9780328278701	30B	Topic 2 Interactive Learning

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(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(7) use strategies, including compatible numbers to estimate solutions to multiplication problems.	9780328272785	68-69, 86	Lesson 4-3, Reteaching Set C
			9780328278725	68B	Topic 4 Interactive Learning
(5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to:	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	(8) use strategies, including compatible numbers to estimate solutions to division problems.	9780328272785	94-95, 106-108, 122-123, 134-135	Lesson 5-2, Lesson 5-6, Lesson 6-2, Lesson 6-7
			9780328278732	94B	Topic 5 Interactive Learning
(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:	(A) describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and	>>>>	9780328272785	14-16, 212-213, 244-246, 248-249, 250-251	Lesson 1-5, Lesson 9-6, Lesson 11-2, Lesson 11-3, Lesson 11-4
(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:	(B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	(1) identify prime numbers using concrete objects.	9780328278763	182B, 185B, 186B	Topic 8 Interactive Learning, Topic 8 Intervention, Topic 8 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>
(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:	(B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	(2) identify prime numbers using pictorial models.	9780328272785	182-184, 186-187	Lesson 8-6, Lesson 8-7
			9780328278763	182B, 186B	Topic 8 Interactive Learning, Topic 8 Interactive Learning
(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:	(B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	(3) identify prime numbers using patterns in factor pairs.	9780328272785	182-184, 186-187	Lesson 8-6, Lesson 8-7
			9780328278763	182B, 186B, 187B	Topic 8 Interactive Learning, Topic 8 Interactive Learning, Topic 8 Intervention
(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:	(B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	(4) identify composite numbers using concrete objects.	9780328278763	182B, 185B, 186B	Topic 8 Interactive Learning, Topic 8 Intervention, Topic 8 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>§111.17. Mathematics, Grade 5.</b>				
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(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:	(B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	(5) identify composite numbers using pictorial models.	9780328272785	182-184, 186-187	Lesson 8-6, Lesson 8-7
			9780328278763	182B, 185B, 186B	Topic 8 Interactive Learning, Topic 8 Intervention, Topic 8 Interactive Learning
(5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships. The student is expected to:	(B) identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.	(6) identify composite numbers using patterns in factor pairs.	9780328272785	182-184, 186-187, 197	Lesson 8-6, Lesson 8-7, Reteaching Set F
			9780328278763	182B, 186B	Topic 8 Interactive Learning, Topic 8 Interactive Learning
(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically. The student is expected to:	(A) select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	(1) select from diagrams to represent meaningful problem situations.	9780328272785	34-36, 41, 80-82, 110-112	Lesson 2-4, Reteaching Set D, Lesson 4-8, Lesson 5-7
(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically. The student is expected to:	(A) select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	(2) use diagrams to represent meaningful problem situations.	9780328272785	34-36, 80-82, 110-112, 136-137, 232-233	Lesson 2-4, Lesson 4-8, Lesson 5-7, Lesson 6-8, Lesson 10-6

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>
(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically. The student is expected to:	(A) select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	(3) select from equations such as $y = 5 + 3$ to represent meaningful problem situations.	9780328272785	34-36, 41, 80-82, 110-112	Lesson 2-4, Reteaching Set D, Lesson 4-8, Lesson 5-7
(5.6) Patterns, relationships, and algebraic thinking. The student describes relationships mathematically. The student is expected to:	(A) select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.	(4) use equations such as $y = 5 + 3$ to represent meaningful problem situations.	9780328272785	34-36, 80-82, 110-112, 136-137, 232-233	Lesson 2-4, Lesson 4-8, Lesson 5-7, Lesson 6-8, Lesson 10-6
(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to:	(A) identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.	(1) identify essential attributes including parallel parts of two-dimensional geometric figures.	9780328272785	262, 270-271, 285	Exercises 14 and 21, Example across top of pages, Reteaching Set E
			9780328278800	260B, 270B	Topic 12 Interactive Learning, Topic 12 Interactive Learning
(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to:	(A) identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.	(2) identify essential attributes including perpendicular parts of two-dimensional geometric figures.	9780328272785	262	Exercises 14 and 21
			9780328278800	260B, 263B	Topic 12 Interactive Learning, Topic 12 Intervention

<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>§111.17. Mathematics, Grade 5.</b>				
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(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to:	(A) identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.	(3) identify essential attributes including congruent parts of two-dimensional geometric figures.	9780328272785	318-319	Lesson 14-4
			9780328278800	271B	Topic 12 Intervention
			9780328278824	318B	Topic 14 Interactive Learning
(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to:	(A) identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.	(4) identify essential attributes including parallel parts of three-dimensional geometric figures.	9780328272785	272-274, 279, 286	Lesson 12-6, Exercise 15, Reteaching Set F
			9780328278800	272B	Topic 12 Interactive Learning
(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to:	(A) identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.	(5) identify essential attributes including perpendicular parts of three-dimensional geometric figures.	9780328272785	272-273	Lesson 12-6
(5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to:	(A) identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.	(6) identify essential attributes including congruent parts of three-dimensional geometric figures.	9780328272785	272-274, 280, 286	Lesson 12-6, Exercise 10, Reteaching Set F
			9780328278800	272B	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>				
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(5.8) Geometry and spatial reasoning. The student models transformations. The student is expected to:	(A) sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and	(1) sketch the results of translations on a Quadrant I coordinate grid; and	9780328272785	310-312, 313, 324	Lesson 14-1, Going Digital, Reteaching Set A
			9780328278824	310B	Topic 14 Interactive Learning
(5.8) Geometry and spatial reasoning. The student models transformations. The student is expected to:	(A) sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and	(2) sketch the results of rotations on a Quadrant I coordinate grid; and	9780328272785	316-317, 325	Lesson 14-3, Reteaching Set C
			9780328278824	316B, 317B	Topic 14 Interactive Learning, Topic 14 Intervention
(5.8) Geometry and spatial reasoning. The student models transformations. The student is expected to:	(A) sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid; and	(3) sketch the results of reflections on a Quadrant I coordinate grid; and	9780328272785	314-315, 324	Lesson 14-2, Reteaching Set B
			9780328278824	314B, 315B	Topic 14 Interactive Learning, Topic 14 Intervention
(5.8) Geometry and spatial reasoning. The student models transformations. The student is expected to:	(B) identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.	>>>>	9780328272785	314-315, 316-317, 318-319	Exercises 1-4 and 12, Exercises 5-12, Lesson 14-4
			9780328278824	318B, 319B	Topic 14 Interactive Learning, Topic 14 Intervention
(5.9) Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to:	(A) locate and name points on a coordinate grid using ordered pairs of whole numbers.	(1) locate points on a coordinate grid using ordered pairs of whole numbers.	9780328272785	292-294, 296-298, 300-301, 302-303	Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4
			9780328278817	292B	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>§111.17. Mathematics, Grade 5.</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>
(5.9) Geometry and spatial reasoning. The student recognizes the connection between ordered pairs of numbers and locations of points on a plane. The student is expected to:	(A) locate and name points on a coordinate grid using ordered pairs of whole numbers.	(2) name points on a coordinate grid using ordered pairs of whole numbers.	9780328272785	292-294, 296-298, 300-301, 302-303	Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4
			9780328278817	292B	Topic 13 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(A) perform simple conversions within the same measurement system (SI (metric) or customary);	>>>>	9780328272785	372-373, 374-375, 376-377, 378-379, 380-381	Lesson 17-1, Lesson 17-2, Lesson 17-3, Lesson 17-4, Lesson 17-5
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(B) connect models for perimeter, area, and volume with their respective formulas; and	(1) connect models for perimeter with their respective formulas; and	9780328272785	334-336, 348	Lesson 15-3, Reteaching Set C
			9780328278831	334B	Topic 15 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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<b>Course</b>	<b>§111.17. Mathematics, Grade 5.</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.)
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(B) connect models for perimeter, area, and volume with their respective formulas; and	(2) connect models for area with their respective formulas; and	9780328272785	338-339, 340-341, 342-343, 349	Lesson 15-4, Lesson 15-5, Lesson 15-6, Reteaching Set D
			9780328278831	338B	Topic 15 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(B) connect models for perimeter, area, and volume with their respective formulas; and	(3) connect models for volume with their respective formulas; and	9780328272785	352-354, 366	Lesson 16-1, Reteaching Set A
			9780328278848	352B, 355B	Topic 16 Interactive Learning, Topic 16 Intervention
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(1) select appropriate units to measure length.	9780328272785	332-333, 348	Lesson 15-2, Reteaching Set A
			9780328278831	330B, 331B, 332B	Topic 15 Interactive Learning, Topic 15 Intervention, Topic 15 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>§111.17. Mathematics, Grade 5.</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>
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(2) select appropriate units to measure perimeter.	9780328272785	334-336, 348, 349	Lesson 15-3, Reteaching Set C, Reteaching Set E
			9780328278831	334B, 344B	Topic 15 Interactive Learning, Topic 15 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(3) select appropriate units to measure area.	9780328272785	338-339, 340-341, 342-343	Lesson 15-4, Lesson 15-5, Lesson 15-6
			9780328278831	338B, 340B	Topic 15 Interactive Learning, Topic 15 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(4) select appropriate units to measure volume.	9780328272785	352-354, 366	Lesson 16-1, Reteaching Set A
			9780328278848	352B, 355B	Topic 16 Interactive Learning, Topic 16 Intervention

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(5) use appropriate units to measure length.	9780328272785	330-331, 332-333, 348	Lesson 15-1, Lesson 15-2, Reteaching Sets A-B
			9780328278831	334B, 337B	Topic 15 Interactive Learning, Topic 15 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(6) use appropriate units to measure perimeter.	9780328272785	334-336, 337, 344-345	Lesson 15-3, Exercise 7, Lesson 15-7
			9780328278831	334B, 337B	Topic 15 Interactive Learning, Topic 15 Intervention
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(7) use appropriate units to measure area.	9780328272785	338-339, 340-341, 342-343, 344-345, 349	Lesson 15-4, Lesson 15-5, Lesson 15-6, Lesson 15-7, Reteaching Set D

<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>§111.17. Mathematics, Grade 5.</b>				
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(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(8) use appropriate units to measure volume.	9780328272785	352-354, 366	Lesson 16-1, Reteaching Set A
			9780328278848	352B, 355B	Topic 16 Interactive Learning, Topic 16 Intervention
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(9) select formulas to measure length.	9780328272785	334-336, 337, 344-345	Lesson 15-3, Exercise 7, Lesson 15-7
			9780328278831	332B, 333B	Topic 15 Interactive Learning, Topic 15 Intervention
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(10) select formulas to measure perimeter.	9780328272785	334-336, 337, 344-345	Lesson 15-3, Exercise 7, Lesson 15-7
			9780328278831	334B, 344B	Topic 15 Interactive Learning, Topic 15 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>§111.17. Mathematics, Grade 5.</b>				
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(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(11) select formulas to measure area.	9780328272785	338-339, 340-341, 342-343, 344-345	Lesson 15-4, Lesson 15-5, Lesson 15-6, Lesson 15-7
			9780328278831	338B	Topic 15 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(12) select formulas to measure volume.	9780328272785	352-354, 359, 366	Lesson 16-1, Exercise 15, Reteaching Set A
			9780328278848	352B, 355B	Topic 16 Interactive Learning, Topic 16 Intervention
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(13) use formulas to measure length.	9780328272785	334-336, 337, 348	Lesson 15-3, Exercise 7, Reteaching Set C
			9780328278831	332B, 333B	Topic 15 Interactive Learning, Topic 15 Intervention

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(14) use formulas to measure perimeter.	9780328272785	334-336, 337, 344-345	Lesson 15-3, Exercise 7, Lesson 15-7
			9780328278831	334B, 344B	Topic 15 Interactive Learning, Topic 15 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(15) use formulas to measure area.	9780328272785	338-339, 340-341, 342-343, 344-345	Lesson 15-4, Lesson 15-5, Lesson 15-6, Lesson 15-7
			9780328278831	338B	Topic 15 Interactive Learning
(5.10) Measurement. The student applies measurement concepts involving length (including perimeter), area, capacity/volume, and weight/mass to solve problems. The student is expected to:	(C) select and use appropriate units and formulas to measure length, perimeter, area, and volume.	(16) use formulas to measure volume.	9780328272785	352-354, 359, 366	Lesson 16-1, Exercise 15, Reteaching Set A
			9780328278848	352B, 355B	Topic 16 Interactive Learning, Topic 16 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>§111.17. Mathematics, Grade 5.</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.)
(5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:	(A) solve problems involving changes in temperature; and	>>>>	9780328272785	398-399, 405	Lesson 18-3, Reteaching Set C
			9780328278862	398B, 399B	Topic 18 Interactive Learning, Topic 18 Intervention
(5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to:	(B) solve problems involving elapsed time.	>>>>	9780328272785	392-394, 396-397, 400-401	Lesson 18-1, Lesson 18-2, Lesson 18-4
			9780328278862	392B, 396B	Topic 18 Interactive Learning, Topic 18 Interactive Learning
(5.12) Probability and statistics. The student describes and predicts the results of a probability experiment. The student is expected to:	(A) use fractions to describe the results of an experiment;	>>>>	9780328272785	432-434, 435, 436-437, 442	Lesson 20-2, Going Digital, Lesson 20-3, Reteaching Set B
			9780328278886	432B	Topic 20 Interactive Learning
(5.12) Probability and statistics. The student describes and predicts the results of a probability experiment. The student is expected to:	(B) use experimental results to make predictions; and	>>>>	9780328272785	436-437	Lesson 20-3
			9780328278886	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>				
<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>
(5.12) Probability and statistics. The student describes and predicts the results of a probability experiment. The student is expected to:	(C) list all possible outcomes of a probability experiment such as tossing a coin.	>>>>>	9780328272785	430-431, 432-434, 442	Lesson 20-1, Lesson 20-2, Reteaching Set A
			9780328278886	430B, 438B	Topic 20 Interactive Learning, Topic 20 Interactive Learning
(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(A) use tables of related number pairs to make line graphs;	>>>>>	9780328272785	296-298, 299, 300-301	Lesson 13-2, Going Digital, Lesson 13-3
			9780328278817	296B, 300B	Topic 13 Interactive Learning, Topic 13 Interactive Learning
(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and	(1) describe characteristics of data presented in tables including median	9780328272785	420-421, 427	Lesson 19-5, Reteaching Set D
			9780328278879	420B, 421B	Topic 19 Interactive Learning, Topic 19 Intervention
(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and	(2) describe characteristics of data presented in tables including mode	9780328272785	420-421, 427	Lesson 19-5, Reteaching Set D
			9780328278879	420B, 421B	Topic 19 Interactive Learning, Topic 19 Intervention

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and	(3) describe characteristics of data presented in tables including range	9780328272785	420-421, 427	Lesson 19-5, Reteaching Set D
			9780328278879	420B, 421B	Topic 19 Interactive Learning, Topic 19 Intervention
(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and	(4) describe characteristics of data presented in graphs including median	9780328278879	420B, 421, 422B	Topic 19 Interactive Learning, Topic 19 Early Finishers, Topic 19 Interactive Learning
(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and	(5) describe characteristics of data presented graphs including mode	9780328278879	420B, 421, 422B	Topic 19 Interactive Learning, Topic 19 Early Finishers, Topic 19 Interactive Learning
(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(B) describe characteristics of data presented in tables and graphs including median, mode, and range; and	(6) describe characteristics of data presented in graphs including range	9780328272785	415	Exercise 9
			9780328278879	420B, 421, 422B	Topic 19 Interactive Learning, Topic 19 Early Finishers, Topic 19 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>§111.17. Mathematics, Grade 5.</b>				
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(5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:	(C) graph a given set of data using an appropriate graphical representation such as a picture or line graph.	>>>>>	9780328272785	412-414, 416-417, 422-423	Lesson 19-2, Lesson 19-3, Example across top of pages
			9780328278879	412B, 416B	Topic 19 Interactive Learning, Topic 19 Interactive Learning
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 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;	>>>>>	9780328272785	32, 51, 56, 82, 97	Exercises 40-45, Exercises 27-32, Exercises 7-13, Exercises 6-13, Exercises 5-11
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 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;	9780328272785	34-36, 54-55, 96-97, 110-111	Lesson 2-4, Lesson 3-4, Lesson 5-3, Lesson 5-7
			9780328278732	110B	Topic 5 Interactive Learning

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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(5.14) Underlying processes and mathematical tools. The student applies Grade 5 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;	9780328272785	34-36, 54-56, 110-112, 252-253	Lesson 2-4, Lesson 3-4, Lesson 5-7, Example across top of pages,
			9780328278732	110B	Topic 5 Interactive Learning
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 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;	9780328272785	34-36, 54-56, 110-112, 252-253	Lesson 2-4, Lesson 3-4, Lesson 5-7, Lesson 11-5
			9780328278732	110B	Topic 5 Interactive Learning
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 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;	9780328272785	37, 54-56, 96-97, 252-253	Going Digital, Lesson 3-4, Lesson 5-3, Example across top of pages
			9780328278732	97B	Topic 5 Intervention

Correlations to Texas Knowledge and Skills (TEKS)					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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(5.14) Underlying processes and mathematical tools. The student applies Grade 5 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	>>>>>	9780328272785	34-36, 192-193, 302-303, 400-401, 438-439	Lesson 2-4, Lesson 8-9, Lesson 13-4, Lesson 18-4, Lesson 20-4
(5.14) Underlying processes and mathematical tools. The student applies Grade 5 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.	>>>>>	9780328272785	17, 57, 98-100, 220-221	Going Digital, Going Digital, Lesson 5-4, Exercise across top of pages
			9780328278732	98B	Topic 5 Interactive Learning
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	98-100, 252-253, 320-321, 362-363	Lesson 5-4, Lesson 11-5, Lesson 14-5, Lesson 16-5
			9780328278732	98B	Topic 5 Interactive Learning

<b>Correlations to Texas Knowledge and Skills (TEKS)</b>					
<b>Subject</b>	<b>Chapter 111. Mathematics</b>				
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(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	76-77, 98-100, 124-125, 162-163, 176-177	Lesson 4-6, Lesson 5-4, Example across top of pages, Lesson 7-7, Lesson 8-4
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	136-137, 162-163, 176-177, 232-233, 344-345	Lesson 6-8, Lesson 7-7, Example across top of pages, Example across top of pages, Example across top of pages
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	34-36, 80-82, 136-137, 162-163, 176-177	Lesson 2-4, Lesson 4-8, Lesson 6-8, Example across top of pages, Example across top of pages
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	17, 37, 57, 83, 109	Going Digital, Going Digital, Going Digital, Going Digital. Going Digital

<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>§111.17. Mathematics, Grade 5.</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>
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	98-100, 252-253, 320-321, 362-363	Lesson 5-4, Lesson 11-5, Lesson 14-5, Lesson 16-5
			9780328278732	98B	Topic 5 Interactive Learning
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	98-100, 162-163, 176-177	Lesson 5-4, Lesson 7-7, Lesson 8-4
			9780328278756	162B	Topic 7 Interactive Learning
			9780328278763	174B	Topic 8 Interactive Learning
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	136-137, 162-163, 232-233	Lesson 6-8, Lesson 7-7, Example across top of pages
			9780328278701	34B	Topic 2 Interactive Learning
			9780328278725	76B	Topic 4 Interactive Learning
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	34-36, 80-82, 136-137, 176-177, 192-183	Lesson 2-4, Lesson 4-8, Lesson 6-8, Example across top of pages, Example across top of pages

<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>§111.17. Mathematics, Grade 5.</b>				
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(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	17, 37, 57, 83, 109	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	34-36, 80-82, 98-100, 110-112, 124-125	Lesson 2-4, Lesson 4-8, Lesson 5-4, Lesson 5-7, Lesson 6-3
(5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 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	9780328272785	34-36, 80-82, 98-100, 110-112, 124-125	Lesson 2-4, Lesson 4-8, Lesson 5-4, Lesson 5-7, Example across top of pages
(5.16) 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	(1) make generalizations from patterns or sets of examples and nonexamples; and	9780328272785	14-16, 212-213, 252-253, 280-281	Lesson 1-5, Lesson 9-6, Example across top of pages, Lesson 12-9
			9780328278800	280B	Topic 12 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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(5.16) 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	9780328272785	96-98, 192-193, 212-213, 252-253	Lesson 5-3, Lesson 8-9, Example across top of pages, Example across top of pages
			9780328278732	97B	Topic 5 Intervention
(5.16) 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	9780328272785	14-16, 96-97, 162-163, 192-193	Lesson 1-5, Lesson 5-3, Lesson 7-7, Lesson 8-9
			9780328278695	6B	Topic 1 Interactive Learning