

STANDARDS MAP for a Basic Grade-Level Program

Grade 5 – Mathematics

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	Y	N
	NUMBER SENSE					
1.0	Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:	SE/TE: 34A–37B, 54A–55B, 56A–59B, 60A–63B, 92A–95B	SE/TE: 38, 39, 64A–65B, 220A–221B, 224A–225B, 390–391			
1.1	Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.	SE/TE: 28A–29B, 30A–33B, 54A–55B, 80A–81B, 160A–161B	SE/TE: 6A–9B, 12A–13B, 14A–17B, 64A–65B, 140A–141B			
1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	SE/TE: 388–389, 390–391, 392–393 394–395	TE: 388B, 390B, 392B			
1.3	Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.	SE/TE: 66–67, 75, 202–203 TE: 66B TRM: Topic 3, p. 61	SE/TE: 210 TE: 203B TRM: Topic 9, p.35			
1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).	SE/TE: 202–203, 210, TE: 202B	TRM: Topic 9, p. 35 SE/TE: 204–205 TE: 204B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	Y	N
1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.	SE/TE: 218A–219B, 236A–237B, 342A–343B, 346A–347B	SE/TE: 344A–345B, 348A–351B, 352A–353B SE: 11 Exercise 23			
2.0	Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	SE/TE: 136A–137B, 142A–143B, 254A–255B, 256A–257B, 272A–275B, 278A–281B	SE/TE: 68A–71B, 138A–139B, 140A–141B, 160A–161B			
2.1	Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.	SE/TE: 38A–39B, 40A–41B, 142A–143B, 162A–163B, 348A–351B	SE/TE: 30A–33B, 68A–71B, 140A–141B, 146A–147B, 392A–393B			
2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.	SE/TE: 92A–95B, 96A–99B, 154A–155B, 156A–159B, 162A–163B	SE/TE: 78A–79B, 80A–81B, 82A–85B, 86A–89B, 160A–161B			
2.3	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.	SE/TE: 248A–251B, 254A–255B, 256A–257B, 258A–259B, 260A–261B	SE/TE: 226A–229B, 262A–263B, 282A–283B			
2.4	Understand the concept of multiplication and division of fractions.	SE/TE: 270A–271B, 272A–275B, 276A–277B, 278A–281B	SE/TE: 222A–223B, 226A–229B, 284A–285B, 286A–287B, 288A–289B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	SE/TE: 270A–271B, 272A–275B, 276A–277B, 278A–281B	SE/TE: 282A–283B, 284A–285B, 286A–287B, 288A–289B			
ALGEBRA AND FUNCTIONS						
1.0	Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:	SE/TE: 112–113, 114–117, 118–121, 354–355, 410–411	TE: 112B, 114B, 118B, 354B, 410B			
1.1	Use information taken from a graph or equation to answer questions about a problem situation.	SE/TE: 42A–45B, 102A–105B, 288A–289B, 376A–379B, 420A–423B	SE/TE: 364A–365B, 366A–367B, 368A–369B			
1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.	SE/TE: 112–113, 114–117, 118–121, 354–355	TE: 112B, 114B, 118B, 354B			
1.3	Know and use the distributive property in equations and expressions with variables.	SE/TE: 122–123, 133 Set D, 197 TE: 122B	SE/TE: 124A–127B TE: 123B TRM: Topic 5, p. 43			
1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane.	SE/TE: 402–405, 410A–411B, 416 TE: 402B TRM: Topic 18, p. 22	SE/TE: 406A–409B TE: 405B TRM: Topic 18, p. 29			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.	SE/TE: 410–411, 417 TE: 410B	SE/TE: 370A–373B TE: 411B TRM: Topic 18, p. 35			
MEASUREMENT AND GEOMETRY						
1.0	Students understand and compute the volumes and areas of simple objects:					
1.1	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).	SE/TE: 306–307, 308–309 TE: 306B, 308B TRM: Topic 13, p. 52	SE/TE: 304–305 TE: 305B, 307B, 309B TRM: Topic 13, p. 46			
1.2	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.	SE/TE: 324–325 TE: 324B TRM: Topic 14, p. 42	TE: 325B SE/TE: 338 TRM: Topic 14, p. 43			
1.3	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm ³], cubic meter [m ³], cubic inch [in ³], cubic yard [yd ³]) to compute the volume of rectangular solids.	SE/TE: 328A–329B, 330–333 TE: 330B TRM: Topic 14, pp. 54, 60	SE/TE: 334–335 TE: 333B, 335B			
1.4	Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).	SE/TE: 300A–303B, 304A–305B, 306A–307B, 308A–309B, 330A–333B	SE/TE: 206A–207B, 310A–313B, 334A–335B			

Publisher: Pearson Scott Foresman

Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*

Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)

Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
2.0	Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:	SE/TE: 180A–181B, 182A–183B, 184A–185B, 318A–321B, 322A–323B	SE/TE: 186A–187B, 326A–327B, 462A–463B			
2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).	SE/TE: 178A–179B, 182A–183B, 452A–453B, 454A–457B, 458A–461B	SE/TE: 174A–177B, 180A–181B, 184A–185B			
2.2	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.	SE/TE: 182–183, 184–185, TE: 182B, 184B TRM: Topic 8, p. 54	SE/TE: 191 TE: 183B, 185B			
2.3	Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.	SE/TE: 322–323, 326–327, 338 TE: 322B, 326B	SE/TE: 324A–325B, 334A–335B TE: 323B, 327B			
	STATISTICS, DATA ANALYSIS, AND PROBABILITY					
1.0	Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:	SE/TE: 406–409, 426–429, 430–431	TE: 406B, 426B, 430B			
1.1	Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.	SE/TE: 432–433, 434–435 TE: 432B, 434B TRM: Topic 19, p. 65	TE: 433B, 435B TRM: Topic 19, p.59			
1.2	Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.	SE/TE: 406–409, 420–423, 426A–429B, 430–431	TE: 420B, 430B, TRM: Topic 19, pp. 40, 47			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	Y	N
1.3	Use fractions and percentages to compare data sets of different sizes.	SE/TE: 394A–395B, 426A–429B, 438A–441B	SE/TE: 388–389, 399 TE: 389B			
1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.	SE/TE: 402–405, 406–409, 416, 429 TE: 406B	SE/TE: 412A–413B, 430A–431B TE: 409B			
1.5	Know how to write ordered pairs correctly; for example, (<i>x</i> , <i>y</i>).	SE/TE: 402A–405B, 416 TRM: Topic 18, p. 22	SE/TE: 410–411, 412A–413B SE: 429 Exercise 4 TE: 411B TRM: Topic 18, p. 35			
MATHEMATICAL REASONING						
1.0	Students make decisions about how to approach problems:	(Grade 5, AF 1.1) SE/TE 42A–45B, (Grade 5, AF 1.1) SE/TE 102A–105B, (Grade 5, NS 2.0) SE/TE 128A–129B, (Grade 5, MG 1.4) SE/TE 206A–207B, (Grade 5, NS 2.3) SE/TE 262A–263B	(Grade 5, NS 2.1) SE/TE 68A–71B, (Grade 5, NS 2.1) SE/TE 146A–147B, (Grade 5, NS 2.1) SE/TE 164A–167B (Grade 5, NS 2.5) SE/TE 282A–283B, (Grade 5, MG 1.4) SE/TE 310A–313B			
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	(Grade 5, NS 1.1) SE/TE 14A–17B, (Grade 5, NS 1.0) SE/TE	(Grade 5, NS 2.1) SE/TE 68A–71B, (Grade 5, NS 2.1) SE/TE			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
	(continued)	238A–239B, (Grade 5, NS 2.3) SE/TE 262A–263B, (Grade 5, NS 2.5) SE/TE 282A–283B, (Grade 5, NS 1.2) SE/TE 394A–395B	78A–79B, (Grade 5, NS 2.1) SE/TE 164A–167B (Grade 5, MG 1.4) SE/TE 206A–207B, (Grade 5, NS 1.0) SE/TE 356A–357B			
1.2	Determine when and how to break a problem into simpler parts.	(Grade 5, NS 2.1) SE/TE 68A–71B, (Grade 5, NS 2.1) SE/TE 164A–167B (Grade 5, MG 2.3) SE/TE 334A–335B, (Grade 5, NS 2.5) SE/TE 368A–369B, (Grade 5, SDAP 1.0) SE/TE 442–443	(Grade 5, AF 1.3) SE/TE 122A–123B (Grade 5, NS 1.0) SE/TE 356A–357B (Grade 5, SDAP 1.0) TE 442B			
2.0	Students use strategies, skills, and concepts in finding solutions:	(Grade 5, NS 1.1) SE/TE 14A–17B, (Grade 5, AF 1.1) SE/TE 42A–45B, (Grade 5, NS 2.1) SE/TE 68A–71B, (Grade 5, AF 1.1) SE/TE 102A–105B,	(Grade 5, NS 2.1) SE/TE 146A–147B, (Grade 5, NS 1.0) SE/TE 238A–239B, (Grade 5, NS 2.5) SE/TE 282A–283B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
	(continued)	(Grade 5, NS 2.0) SE/TE 128A–129B				
2.1	Use estimation to verify the reasonableness of calculated results.	(Grade 5, NS 1.0) SE/TE 56A–59B, (Grade 5, NS 1.0) SE/TE 60A–63B, (Grade 5, NS 1.0) SE/TE 64A–65B, (Grade 5, NS 2.2) SE/TE 100A–101B, (Grade 5, NS 2.1) SE/TE 146A–147B	(Grade 5, NS 1.1) SE/TE 34A–37B, (Grade 5, NS 2.1) SE/TE 38A–39B, (Grade 5, NS 2.1) SE/TE 41A–42B,			
2.2	Apply strategies and results from simpler problems to more complex problems.	(Grade 5, NS 2.1) SE/TE 68A–71B, (Grade 5, NS 2.1) SE/TE 164A–167B (Grade 5, MG 2.3) SE/TE 334A–335B, (Grade 5, SDAP 1.0) SE/TE 442A–443B	(Grade 5, NS 2.2) SE 95, (Grade 5, NS 2.2) SE 105, (Grade 5, AF 1.2) SE 127, (Grade 5, NS 1.2) SE 233, (Grade 5, NS 2.4) SE 281			
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	(Grade 5, AF 1.1) SE/TE 102A–105B, (Grade 5, AF 1.2) SE/TE 118A–121B,	(Grade 5, NS 2.1) SE/TE 164A–167B (Grade 5, NS 1.0) SE/TE 220A–221B,			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	Y	N
	(continued)	(Grade 5, NS 1.0) SE/TE 238A–239B, (Grade 5, NS 2.5) SE/TE 288A–289B, (Grade 5, MG 1.4) SE/TE 310A–313B	(Grade 5, NS 1.0) SE/TE 356A–357B, (Grade 5, SDAP 1.4) SE/TE 406A–409B			
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	(Grade 5, AF 1.1) SE/TE 42A–45B, (Grade 5, NS 2.1) SE/TE 68A–71B, (Grade 5, NS 2.1) SE/TE 164A–167B (Grade 5, MG 2.0) SE/TE 186A–187B	(Grade 5, NS 1.1) SE/TE 4A–5B, (Grade 5, NS 1.1) SE/TE 10A–11B, (Grade 5, AF 1.1) SE/TE 102A–105B, (Grade 5, MG 1.4) SE/TE 310A–313B, (Grade 5, MG 1.2) SE/TE 330A–333B			
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	(Grade 5, NS 1.1) SE/TE 30 Explain It, Exercise 2, Guided Practice Exercise 7 (Grade 5, NS 2.1) SE/TE 146A–147B, (Grade 5, NS 1.1) SE/TE 160 Exercise 9	(Grade 5, MG 1.4) SE/TE 299 Exercise 15, (Grade 5, NS 1.1) SE/TE 54–55, TE: 54B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
2.6	Make precise calculations and check the validity of the results from the context of the problem.	(Grade 5, NS 2.0) SE/TE 128A–129B, (Grade 5, NS 2.1) SE/TE 146A–147B, (Grade 5, MG 1.4) SE/TE 206A–207B, (Grade 5, MG 2.0) SE/TE 462A–463B	(Grade 5, MG 1.4) SE/TE 296A–297B, (Grade 5, MG 1.4) SE/TE 298A–299B, (Grade 5, MG 1.2) SE/TE 330A–333B			
3.0	Students move beyond a particular problem by generalizing to other situations:	(Grade 5, MG 2.0) SE/TE 186A–187B, (Grade 5, MG 1.1) SE/TE 304A–305B, (Grade 5, MG 1.1) SE/TE 306A–307B, (Grade 5, MG 1.1) SE/TE 308A–309B, (Grade 5, SDAP 1.0) SE/TE 442A–443B	(Grade 5, MG 2.3) SE/TE 334A–335B, (Grade 5, NS 1.0) SE/TE 356A–357B, (Grade 5, SDAP 1.5) SE/TE 412A–413B, (Grade 5, SDAP 1.0) SE/TE 436A–437B			
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	(Grade 5, AF 1.1) SE/TE 42A–45B, (Grade 5, NS 1.0) SE/TE 238A–239B, (Grade 5, NS 2.5) SE/TE 368A–369B,	(Grade 5, NS 1.0) SE/TE 56A–59B, (Grade 5, NS 1.0) SE/TE 60A–63B, (Grade 5, NS 1.0) SE/TE 64A–65B,			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
	(continued)	(Grade 5, MG 2.0) SE/TE 462A–463B	(Grade 5, NS 2.2) SE/TE 100A–101B, (Grade 5, NS 2.1) SE/TE 146A–147B			
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	(Grade 5, MG 1.4) SE/TE 206A–207B, (Grade 5, MG 1.4) SE/TE 304A–305B, (Grade 5, MG 1.1) SE/TE 306A–307B, (Grade 5, MG 1.1) SE/TE 308A–309B, (Grade 5, SDAP 1.0) SE/TE 436A–437B	(Grade 5, NS 1.1) SE/TE 14A–17B, (Grade 5, MG 2.3) SE/TE 334A–335B, (Grade 5, SDAP 1.5) SE/TE 412A–413B			
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	(Grade 5, MG 2.0) SE/TE 186A–187B, (Grade 5, MG 1.1) SE/TE 304A–305B, (Grade 5, MG 1.1) SE/TE 306A–307B, (Grade 5, MG 1.1) SE/TE 308A–309B,	(Grade 5, MG 2.3) SE/TE 334A–335B, (Grade 5, NS 1.0) SE/TE 356A–357B, (Grade 5, SDAP 1.5) SE/TE 412A–413B, (Grade 5, SDAP 1.0) SE/TE 436A–			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH – California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Five

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
		Y	N			
	(continued)	(Grade 5, SDAP 1.0) SE/TE 442A–443B	437B			
Appendix						