

**2010 Mathematics Textbooks and Instructional Materials Committee Member  
Correlation to the 2009 Mathematics Standards of Learning and Curriculum Framework – Grade 5**

**Text/Instructional Material Title: enVisionMATH**

**Publisher: Pearson Education, Inc., publishing as Scott Foresman**

Section I. Correlation with the Mathematics 2009 SOL and Curriculum Framework	Rating		
	Adequate	Limited	No Evidence
5.1	X		
5.2	X		
5.3	X		
5.4	X		
5.5	X		
5.6	X		
5.7	X		
5.8	X		
5.9	X		
5.10	X		
5.11	X		
5.12	X		
5.13	X		
5.14	X		
5.15	X		
5.16	X		
5.17	X		
5.18	X		
5.19	X		

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<b>Section II. Additional Criteria: Instructional Planning and Support</b>	<b>Rating</b>		
	<b>Adequate</b>	<b>Limited</b>	<b>No Evidence</b>
<b>1.</b> Materials emphasize the use of effective instructional practices and learning theory.			
a. Students are guided through critical thinking and problem-solving approaches.	<b>X</b>		
b. Concepts are introduced through concrete experiences that use manipulatives and other technologies.		<b>X</b>	
c. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	<b>X</b>		
d. Students use the language of mathematics including specialized vocabulary and symbols.	<b>X</b>		
e. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	<b>X</b>		
<b>2.</b> The mathematics content is significant and accurate.			
a. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	<b>X</b>		
b. Materials are organized appropriately within and among units of study.	<b>X</b>		
c. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<b>X</b>		
d. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	<b>X</b>		
e. Level of abstraction is appropriate, and practical/real-life examples, including careers, are provided.	<b>X</b>		
f. Sufficient applications are provided to promote depth of application.	<b>X</b>		
<b>3.</b> Materials present content in an accurate, unbiased manner.	<b>X</b>		

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	<b>Adequate</b>	<b>Limited</b>	<b>No Evidence</b>
5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.	X		
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5.2 The student will			
a) recognize and name fractions in their equivalent decimal form and vice versa; and	<b>X</b>		
b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.	<b>X</b>		
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5.3 The student will			
a) identify and describe the characteristics of prime and composite numbers; and	<b>X</b>		
b) identify and describe the characteristics of even and odd numbers.	<b>X</b>		
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5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.	X		
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5.5 The student will			
a) find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and	<b>X</b>		
b) create and solve single-step and multistep practical problems involving decimals.	<b>X</b>		
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5.6 The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.	X		
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5.7 The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.	X		
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5.8	The student will			
	a) find perimeter, area, and volume in standard units of measure;	<b>X</b>		
	b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;	<b>X</b>		
	c) identify equivalent measurements within the metric system;	<b>X</b>		
	d) estimate and then measure to solve problems, using U.S. Customary and metric units; and	<b>X</b>		
	e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.	<b>X</b>		
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	<b>Adequate</b>	<b>Limited</b>	<b>No Evidence</b>
5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.	X		
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5.10 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.	X		
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	<b>Adequate</b>	<b>Limited</b>	<b>No Evidence</b>
5.11 The student will measure right, acute, obtuse, and straight angles.	X		
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	Adequate	Limited	No Evidence
5.12 The student will			
a) angles as right, acute, obtuse, or straight; and	X		
b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.	X		
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5.13 The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will			
a) develop definitions of these plane figures; and	<b>X</b>		
b) investigate and describe the results of combining and subdividing plane figures.	<b>X</b>		
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5.14 The student will make predictions and determine the probability of an outcome by constructing a sample space.	X		
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5.15 The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.	X		
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5.16 The student will			
a) describe mean, median, and mode as measures of center;	<b>X</b>		
b) describe mean as fair share;	<b>X</b>		
c) find the mean, median, mode, and range of a set of data; and	<b>X</b>		
d) describe the range of a set of data as a measure of variation.	<b>X</b>		
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5.17 The student will describe the relationship found in a number pattern and express the relationship.	X		
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5.18 The student will			
a) investigate and describe the concept of variable;	<b>X</b>		
b) write an open sentence to represent a given mathematical relationship, using a variable;	<b>X</b>		
c) model one-step linear equations in one variable, using addition and subtraction; and	<b>X</b>		
d) create a problem situation based on a given open sentence, using a single variable.	<b>X</b>		
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5.19 The student will investigate and recognize the distributive property of multiplication over addition.	X		
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