enVisionMATH 2.0 and TEXAS

Grade 1 Contents **8–17**

Grade 1 Pacing Guide **17**

Rigor **18–19**

TEKS and the State Test **20–21**

ELPS **22**

GRADE 1 CONTENTS

THE COMPLETE enVisionMATH 2.0 PROGRAM IS AVAILABLE IN ENGLISH AND SPANISH.

Key

Number and Operations
Algebraic Reasoning
Geometry and Measurement
Data Analysis
Personal Financial Literacy

Mathematical Process Standards are found in all lessons.

Texas Focal Points

TFP 1 Developing an understanding of place value
TOPICS 1, 3, 7, 8, 9, 10, 11, 15

TFP 2 Solving problems involving addition and subtraction
TOPICS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

TFP 3 Analyzing attributes of two-dimensional shapes and three-dimensional solids
TOPICS 12, 13

TFP 4 Developing the understanding of length
TOPIC 14

GLC Grade Level Connections
TOPICS 13, 14

FL Financial Literacy
TOPIC 16

Search and Customize at PearsonTexas.com

Topics

VOLUME 1A

TOPIC 1 Understanding Addition
TOPIC 2 Understanding Subtraction
TOPIC 3 Five and Ten Relationships
TOPIC 4 Addition and Subtraction Facts to 12

VOLUME 1B

TOPIC 5 Addition and Subtraction Facts to 20
TOPIC 6 More Addition and Subtraction
TOPIC 7 Counting and Number Patterns to 100
TOPIC 8 Tens and Ones

VOLUME 2A

TOPIC 9 Numbers to 120
TOPIC 10 Comparing and Ordering Numbers to 120
TOPIC 11 Money
TOPIC 12 Geometry

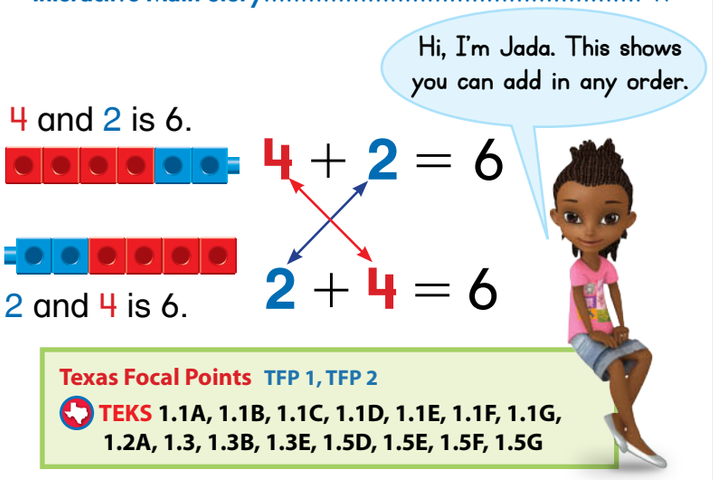
VOLUME 2B

TOPIC 13 Fractions of Shapes
TOPIC 14 Measurement
TOPIC 15 Data
TOPIC 16 Personal Financial Literacy

All content built to develop the TEKS!

TOPIC 1 Understanding Addition

Readiness R1–R2
Topic 1 Planner 1A
Math Background 1E
Differentiated Instruction 1G
The Language of Math 1H
Interactive Math Story 1I



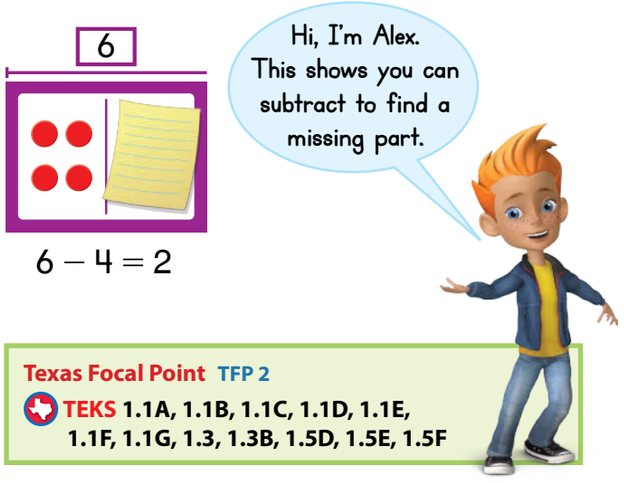
Texas Focal Points TFP 1, TFP 2
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2A, 1.3, 1.3B, 1.3E, 1.5D, 1.5E, 1.5F, 1.5G

STEM Math and Science Project 1
Review What You Know 2
Vocabulary Cards 3–4
1-1 Spatial Patterns for Numbers to 9 ..... 7A
1-2 Spatial Patterns for Numbers to 10 ..... 13A
1-3 Making 6 and 7 ..... 19A
1-4 Making 8 and 9 ..... 25A
1-5 Introducing Addition Expressions and Number Sentences 31A
1-6 Stories About Joining 37A
1-7 All Kinds of Addition Stories 43A
1-8 Adding in Any Order 49A
1-9 Problem Solving: Writing to Explain 55A
Mixed Problem Solving 61
Number Sense 62
Reteaching 63–64
Topic 1 Test 67–68

Placement Test 70C
Basic-Facts Timed Tests 70E

TOPIC 2 Understanding Subtraction

Topic 2 Planner 71A
Math Background 71E
Differentiated Instruction 71G
The Language of Math 71H
Interactive Math Story 71I

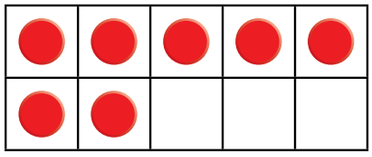


Texas Focal Point TFP 2
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.3, 1.3B, 1.5D, 1.5E, 1.5F

STEM Math and Science Project 71
Review What You Know 72–74
Vocabulary Cards 72–74
2-1 Finding Missing Parts of 6 and 7 ..... 75A
2-2 Finding Missing Parts of 8 and 9 ..... 81A
2-3 Introducing Subtraction Expressions and Number Sentences 87A
2-4 Stories About Separating 93A
2-5 Stories About Comparing 99A
2-6 Stories About Missing Parts 105A
2-7 All Kinds of Subtraction Stories 111A
2-8 Connecting Addition and Subtraction 117A
2-9 Problem Solving: Act It Out 123A
Mixed Problem Solving 129
Number Sense 130
Reteaching 131–132
Topic 2 Test 135–136

TOPIC 3 Five and Ten Relationships

Topic 3 Planner 139A
Math Background 139C
Differentiated Instruction 139E
The Language of Math 139F
Interactive Math Story 139G

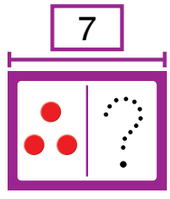


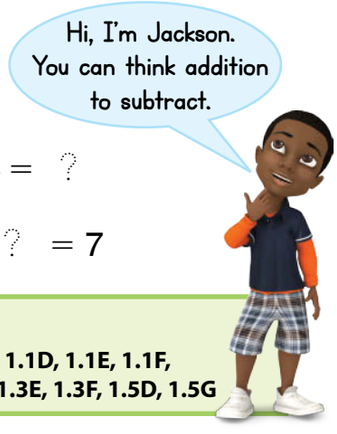
Texas Focal Points TFP 1, TFP 2
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2A, 1.3C

STEM Math and Science Project 139
Review What You Know 140
3-1 **Representing Numbers on a Ten-Frame** 141A
3-2 **Recognizing Numbers on a Ten-Frame** 147A
3-3 **Parts of 10** 153A
3-4 **Finding Missing Parts of 10** 159A
3-5 **Problem Solving: Look for a Pattern** 165A
Mixed Problem Solving 171
Number Sense 172
Reteaching 173
Topic 3 Test 175–176

TOPIC 4 Addition and Subtraction Facts to 12

Topic 4 Planner 177A
Math Background 177E
Differentiated Instruction 177G
The Language of Math 177H
Interactive Math Story 177I





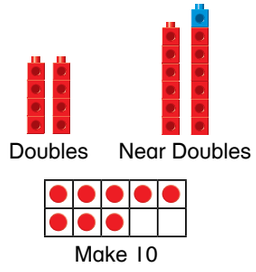
Texas Focal Point TFP 2
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.3, 1.3C, 1.3D, 1.3E, 1.3F, 1.5D, 1.5G

STEM Math and Science Project 177
Review What You Know 178–180
Vocabulary Cards 178–180
4-1 **Adding with 0, 1, 2** 181A
4-2 **Doubles** 187A
4-3 **Near Doubles** 193A
4-4 **Facts with 5 on a Ten-Frame** 199A
4-5 **Making 10 on a Ten-Frame** 205A
4-6 **Subtracting with 0, 1, 2** 211A
4-7 **Thinking Addition to Subtract** 217A
4-8 **Thinking Addition to 12 to Subtract** 223A
4-9 **Problem Solving: Draw a Picture and Write a Number Sentence** 229A
Mixed Problem Solving 235
Number Sense 236
Reteaching 237–238
Topic 4 Test 241–242

Benchmark Test, Topics 1–4 ..... 244C

TOPIC 5 Addition and Subtraction Facts to 20

Topic 5 Planner 245A
Math Background 245E
Differentiated Instruction 245G
The Language of Math 245H
Interactive Math Story 245I



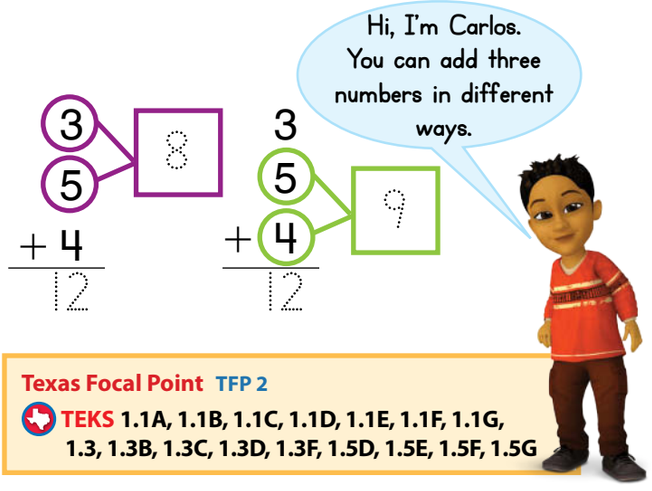
Texas Focal Point TFP 2

TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.3, 1.3C, 1.3D, 1.3E, 1.3F, 1.5D, 1.5E, 1.5F, 1.5G

STEM Math and Science Project 245
Review What You Know 246–248
Vocabulary Cards 246–248
5-1 **Doubles Plus 1** 249A
5-2 **Doubles Plus 2** 255A
5-3 Problem Solving: **Two-Step Problems** 261A
5-4 **Making 10 to Add** 267A
5-5 **Explaining Addition Strategies** 273A
5-6 **Making 10 to Subtract** 279A
5-7 **Fact Families** 285A
5-8 **Using Addition to Subtract** 291A
5-9 **Subtraction Facts** 297A
5-10 **Explaining Subtraction Strategies** 303A
5-11 Problem Solving: **Writing Math Stories** 309A
Mixed Problem Solving 315
Number Sense 316
Reteaching 317–318
Topic 5 Test 321–322

TOPIC 6 More Addition and Subtraction

Topic 6 Planner 325A
Math Background 325C
Differentiated Instruction 325E
The Language of Math 325F
Interactive Math Story 325G



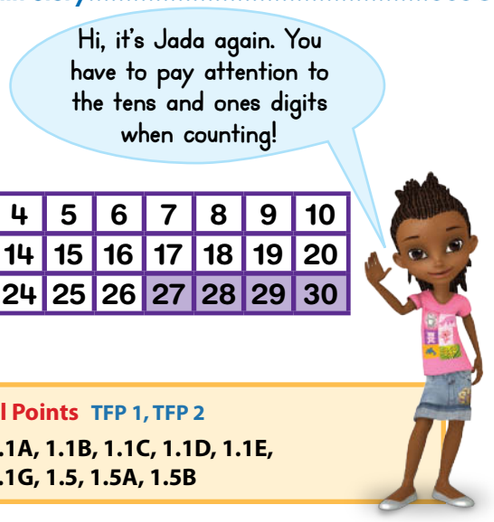
Texas Focal Point TFP 2

TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.3, 1.3B, 1.3C, 1.3D, 1.3F, 1.5D, 1.5E, 1.5F, 1.5G

STEM Math and Science Project 325
Review What You Know 326–328
Vocabulary Cards 326–328
6-1 **Adding Three Numbers** 329A
6-2 **Word Problems with Three Addends** 335A
6-3 **Make Your Own Fact Families** 341A
6-4 **Exploring Equality** 347A
6-5 Problem Solving: **Use Tools** 353A
Mixed Problem Solving 359
Number Sense 360
Reteaching 361
Topic 6 Test 363–364

TOPIC 7 Counting and Number Patterns to 100

Topic 7 Planner 365A
Math Background 365C
Differentiated Instruction 365E
The Language of Math 365F
Interactive Math Story 365G

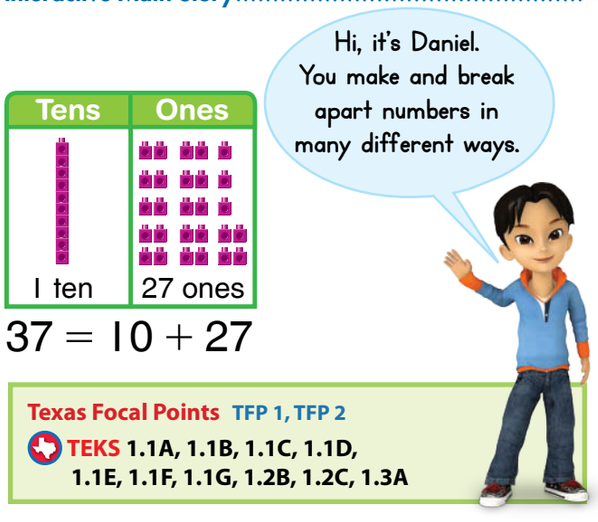


Texas Focal Points TFP 1, TFP 2
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.5, 1.5A, 1.5B

STEM Math and Science Project 365
Review What You Know 366–368
Vocabulary Cards 366–368
7-1 **Counting Forward on a Hundred Chart** 369A
7-2 **Counting Back on a Hundred Chart** 375A
7-3 **Counting Patterns on a Hundred Chart** 381A
7-4 **Using Skip Counting** 387A
7-5 **Problem Solving: Make a Table and Look for a Pattern** 393A
Mixed Problem Solving 399
Number Sense 400
Reteaching 401
Topic 7 Test 403–404

TOPIC 8 Tens and Ones

Topic 8 Planner 405A
Math Background 405E
Differentiated Instruction 405G
The Language of Math 405H
Interactive Math Story 405I



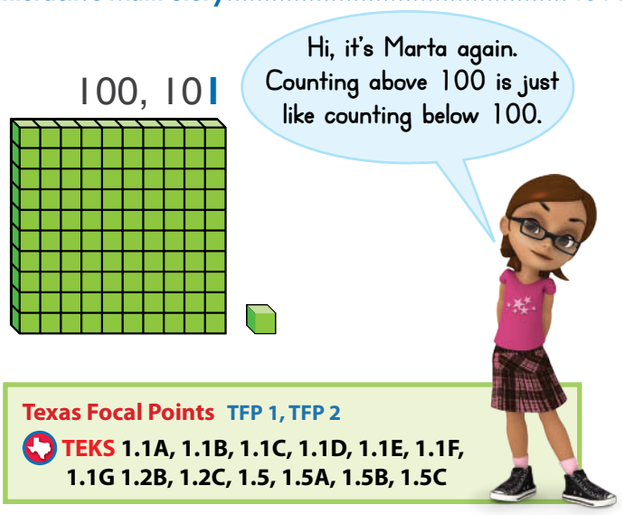
Texas Focal Points TFP 1, TFP 2
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2B, 1.2C, 1.3A

STEM Math and Science Project 405
Review What You Know 406–408
Vocabulary Cards 406–408
8-1 **Counting with Groups of 10 and Leftovers** 409A
8-2 **Tens and Ones** 415A
8-3 **Adding Tens and Ones on a Hundred Chart** 421A
8-4 **Adding Tens and Ones** 427A
8-5 **Expanded Form** 433A
8-6 **Ways to Make Numbers** 439A
8-7 **Problem Solving: Make an Organized List** 445A
Mixed Problem Solving 451
Number Sense 452
Reteaching 453–454
Topic 8 Test 457–458

Benchmark Test, Topics 5–8 ..... 460C

TOPIC 9 Numbers to 120

Topic 9 Planner 461A
Math Background 461C
Differentiated Instruction 461E
The Language of Math 461F
Interactive Math Story 461G



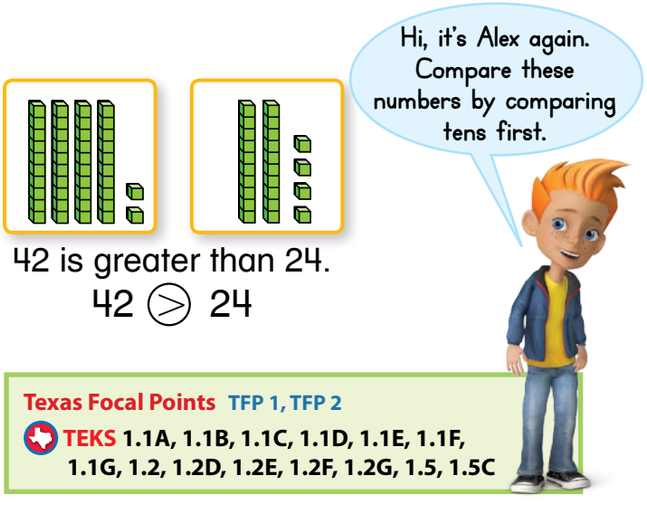
Texas Focal Points TFP 1, TFP 2

TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G 1.2B, 1.2C, 1.5, 1.5A, 1.5B, 1.5C

STEM Math and Science Project 461
Review What You Know 462
9-1 **Counting to 120** 463A
9-2 **Making 120 with Tens** 469A
9-3 **Skip Counting to 120** 475A
9-4 **Representing Numbers to 120** 481A
9-5 **Problem Solving: Make an Organized List** 487A
Mixed Problem Solving 493
Number Sense 494
Reteaching 495
Topic 9 Test 497–498

TOPIC 10 Comparing and Ordering Numbers to 120

Topic 10 Planner 499A
Math Background 499E
Differentiated Instruction 499G
The Language of Math 499H
Interactive Math Story 499I



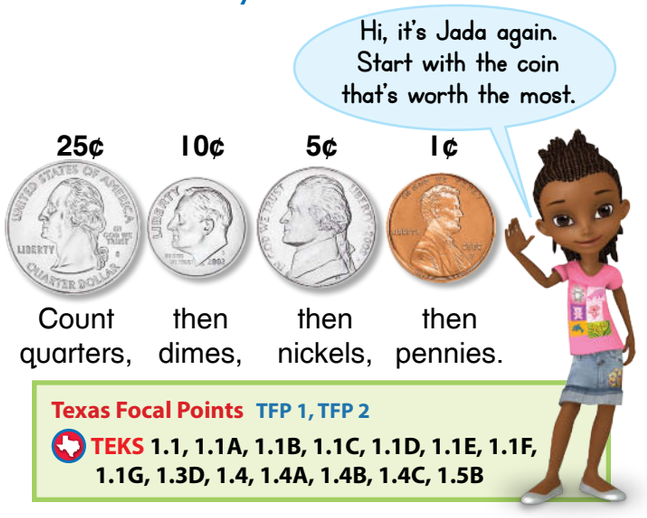
Texas Focal Points TFP 1, TFP 2

TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.2, 1.2D, 1.2E, 1.2F, 1.2G, 1.5, 1.5C

STEM Math and Science Project 499
Review What You Know 500
Vocabulary Cards 501–502
10-1 **1 More, 1 Less; 10 More, 10 Less** 505A
10-2 **Making Numbers on a Hundred Chart** 511A
10-3 **Making Numbers on the Number Line** 517A
10-4 **Ordering Numbers on the Number Line** 523A
10-5 **Comparing Numbers** 529A
10-6 **Comparing Numbers with >, <, =** 535A
10-7 **Ordering Three Numbers** 541A
10-8 **Greater than and Less than** 547A
10-9 **Problem Solving: Analyze Given Information** 553A
Mixed Problem Solving 559
Number Sense 560
Reteaching 561–562
Topic 10 Test 565–566

TOPIC 11 Money

Topic 11 Planner 569A
Math Background 569C
Differentiated Instruction 569E
The Language of Math 569F
Interactive Math Story 569G



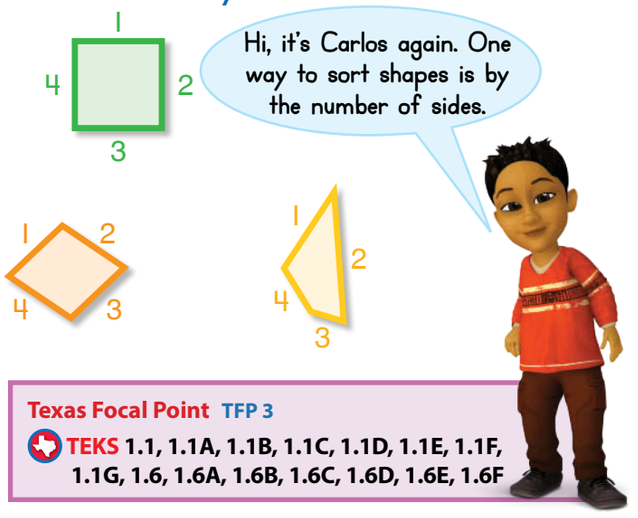
Texas Focal Points TFP 1, TFP 2

TEKS 1.1, 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.3D, 1.4, 1.4A, 1.4B, 1.4C, 1.5B

STEM Math and Science Project 569
Review What You Know 570–572
Vocabulary Cards 570–572
11-1 **Values of Penny and Nickel** 573A
11-2 **Values of Penny, Nickel, and Dime** 579A
11-3 **Value of Quarter** 585A
11-4 **Counting Sets of Coins** 591A
11-5 **Problem Solving: Use Reasoning** 597A
Mixed Problem Solving 603
Number Sense 604
Reteaching 605
Topic 11 Test 607–608

TOPIC 12 Geometry

Topic 12 Planner 609A
Math Background 609E
Differentiated Instruction 609G
The Language of Math 609H
Interactive Math Story 609I



Texas Focal Point TFP 3

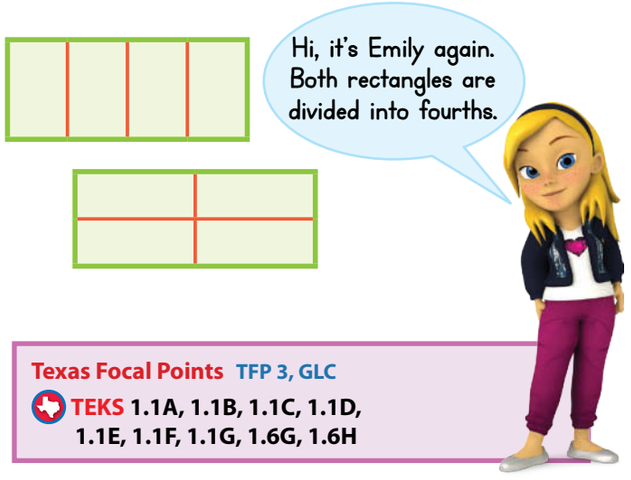
TEKS 1.1, 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.6, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F

STEM Math and Science Project 609
Review What You Know 610
Vocabulary Cards 611–612
12-1 **Sorting Shapes** 617A
12-2 **Identifying Plane Shapes** 623A
12-3 **Properties of Plane Shapes** 629A
12-4 **Creating Shapes** 635A
12-5 **Making New Shapes From Shapes** 641A
12-6 **Identifying Solid Figures** 647A
12-7 **Properties of Solid Figures** 653A
12-8 **Problem Solving: Use Reasoning** 659A
Mixed Problem Solving 665
Number Sense 666
Reteaching 667–668
Topic 12 Test 671–672

Benchmark Test, Topics 9–12 ..... 674C

TOPIC 13 Fractions of Shapes

Topic 13 Planner 675A
Math Background 675C
Differentiated Instruction 675E
The Language of Math 675F
Interactive Math Story 675G



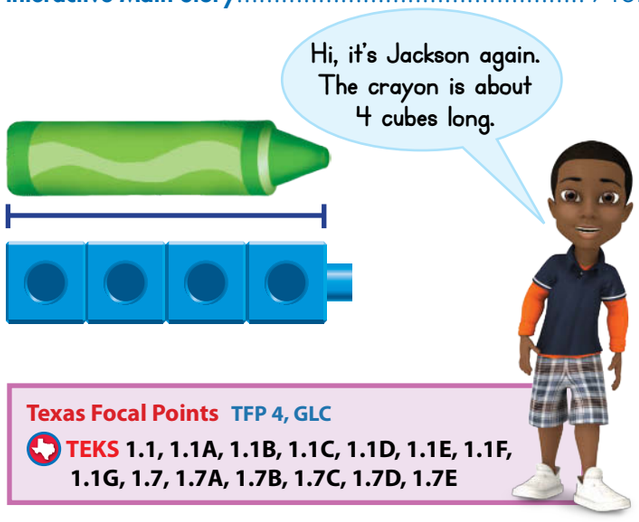
Texas Focal Points TFP 3, GLC

TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.6G, 1.6H

STEM Math and Science Project 675
Review What You Know 676–678
Vocabulary Cards 676–678
13-1 Making Equal Parts 679A
13-2 Describing Equal Parts of Whole Objects 685A
13-3 Making Halves and Fourths of Rectangles and Circles 691A
13-4 Identifying Halves and Fourths 697A
13-5 Problem Solving: Draw a Picture 703A
Mixed Problem Solving 709
Number Sense 710
Reteaching 711
Topic 13 Test 713–714

TOPIC 14 Measurement

Topic 14 Planner 715A
Math Background 715E
Differentiated Instruction 715G
The Language of Math 715H
Interactive Math Story 715I



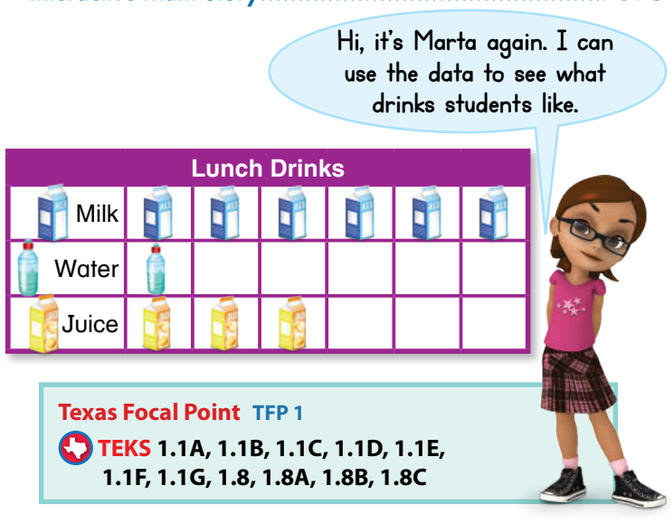
Texas Focal Points TFP 4, GLC

TEKS 1.1, 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.7, 1.7A, 1.7B, 1.7C, 1.7D, 1.7E

STEM Math and Science Project 715
Review What You Know 716
Vocabulary Cards 717–718
14-1 Understanding the Hour and Minute Hands 721A
14-2 Telling and Writing Time to the Hour 727A
14-3 Telling and Writing Time to the Half Hour 733A
14-4 Using Units to Estimate and Measure Length 739A
14-5 Problem Solving: Use Reasoning 745A
14-6 Measuring Using Different Units 751A
14-7 Problem Solving: Use Tools 757A
Mixed Problem Solving 763
Number Sense 764
Reteaching 765
Topic 14 Test 767–768

TOPIC 15 Data

Topic 15 Planner 769A
Math Background 769C
Differentiated Instruction 769E
The Language of Math 769F
Interactive Math Story 769G

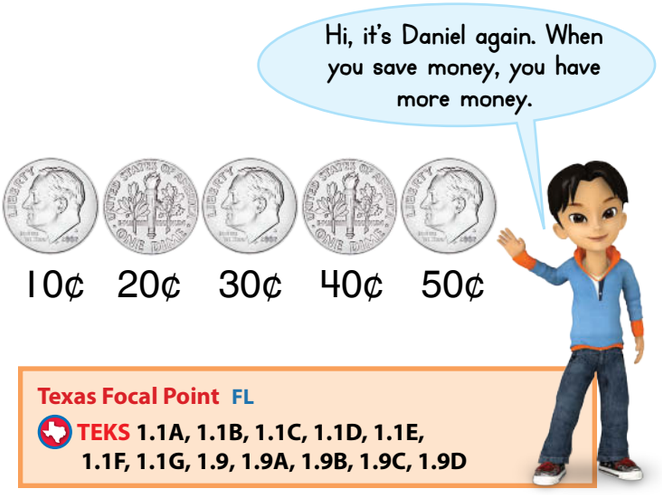


Texas Focal Point TFP 1
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.8, 1.8A, 1.8B, 1.8C

STEM Math and Science Project 769
Review What You Know 770–772
Vocabulary Cards 770–772
15-1 **Using Data from Picture Graphs** 773A
15-2 **Using Data from Bar Graphs** 779A
15-3 **Collecting Data Using Tally Marks** 785A
15-4 **Making Bar Graphs** 791A
15-5 **Making Picture Graphs** 797A
15-6 **Problem Solving: Use Representations** 803A
Mixed Problem Solving 809
Number Sense 810
Reteaching 811
Topic 15 Test 813–814

TOPIC 16 Personal Financial Literacy

Topic 16 Planner 815A
Math Background 815C
Differentiated Instruction 815E
The Language of Math 815F
Interactive Math Story 815G

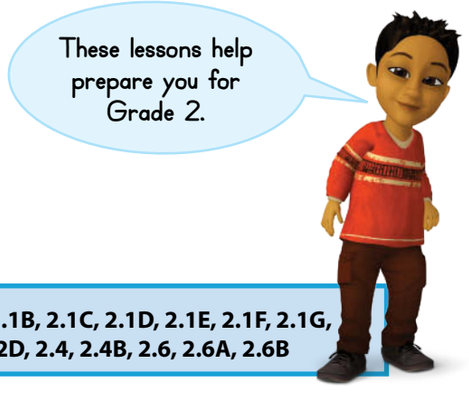


Texas Focal Point FL
TEKS 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F, 1.1G, 1.9, 1.9A, 1.9B, 1.9C, 1.9D

STEM Math and Science Project 815
Review What You Know 816–818
Vocabulary Cards 816–818
16-1 **Income** 819A
16-2 **Wants and Needs** 825A
16-3 **Spending and Saving** 831A
16-4 **Helping People in Need** 837A
16-5 **Problem Solving: Make a Table and Look for a Pattern** 843A
Mixed Problem Solving 849
Number Sense 850
Reteaching 851
Topic 16 Test 853–854

Benchmark Test, Topics 13–16 ..... 854B
End-of-Year Test 854D

Step Up to Grade 2



TEKS 2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.2, 2.2B, 2.2D, 2.4, 2.4B, 2.6, 2.6A, 2.6B

Table of Contents 855
Grade 2 TEKS for Step-Up Lessons 856

1 **Counting Hundreds, Tens, and Ones** 857A
2 **Counting Thousands, Hundreds, Tens, and Ones** 861A
3 **Comparing Numbers** 865A
4 **Ordering Numbers** 869A
5 **Adding Tens** 873A
6 **Adding on a Hundred Chart** 877A
7 **Subtracting Tens** 881A
8 **Subtracting on a Hundred Chart** 885A
9 **Repeated Addition and Multiplication** 889A
10 **Division as Repeated Subtraction** 893A

A Program Paced for Success

The pacing below assumes 1 lesson per day. Additional time may be spent on review, remediation, differention, and assessment as needed.

	VOLUME 1A	
9 DAYS	**TOPIC 1**	**Understanding Addition**
9 DAYS	**TOPIC 2**	**Understanding Subtraction**
5 DAYS	**TOPIC 3**	**Five and Ten Relationships**
9 DAYS	**TOPIC 4**	**Addition and Subtraction Facts to 12**
	VOLUME 2A	
11 DAYS	**TOPIC 5**	**Addition and Subtraction Facts to 20**
5 DAYS	**TOPIC 6**	**More Addition and Subtraction**
5 DAYS	**TOPIC 7**	**Counting and Patterns to 100**
7 DAYS	**TOPIC 8**	**Tens and Ones**
	VOLUME 2A	
5 DAYS	**TOPIC 9**	**Numbers to 120**
9 DAYS	**TOPIC 10**	**Comparing and Ordering Numbers to 120**
5 DAYS	**TOPIC 11**	**Money**
8 DAYS	**TOPIC 12**	**Geometry**
	VOLUME 2B	
5 DAYS	**TOPIC 13**	**Fractions of Shapes**
7 DAYS	**TOPIC 14**	**Measurement**
6 DAYS	**TOPIC 15**	**Data**
5 DAYS	**TOPIC 16**	**Personal Financial Literacy**
110 DAYS		
10 DAYS	**Step Up to Grade 2**	

Rigor means ... developing skills and concepts with depth of understanding.

Essential Understandings

For each lesson, the Teacher's Edition states a content-specific essential understanding to make explicit during instruction.

Do You Understand question in the lesson connects to the essential understanding.

Big Ideas in Mathematics

Big ideas link smaller ideas (essential understandings) into a coherent whole within and across grades and strands.

Math Background at the start of a topic connects essential understandings to big ideas. Look for ways to make big ideas explicit.

Texas Focal Points

Content to emphasize at each grade is identified in the Texas Response to Curriculum Focal Points Revised 2013. *enVisionMATH Texas 2.0* content reflects this emphasis.

Grade 1 Texas Focal Points

- Developing an understanding of place value
- Solving problems involving addition and subtraction
- Analyzing attributes of two-dimensional shapes and three-dimensional solids
- Developing the understanding of length

Rigor means ... cognitively demanding tasks; a rich problem-solving model.

Multi-Step Problems

Provided throughout the program. Some problem-solving lessons in Grades 1–5 focus on how to solve multi-step problems.

Problem-Solving Model

Used in examples in problem-solving lessons.

Used in exercises including some Grades 3–5 exercises labeled Analyze Information, Formulate a Plan, and Check for Reasonableness.

Strip Diagrams

Taught before Topic 1 in the Grades 3–5 Problem-Solving Handbook.

Taught and used in lessons, starting with part-part-whole mats in Grades K–2.

Used in a digital math tool for creating strip diagrams.

From Grade 2

Mixed Problem Solving

An end-of-topic page in Grades 1–5 provides the kind of rich, rigorous, mixed problem-solving experiences found on the state test.

Rigor means ... using algorithms flexibly, accurately, and efficiently.

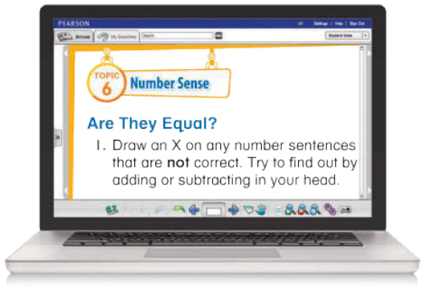
Standard Algorithms

Taught for understanding using visual models and step-by-step examples.

Practiced for fluency, often with leveled practice in Grades 3–5.

Number Sense

A number-sense focus is provided in whole topics, whole lessons, and, at Grades 1–5, a special feature at the end of each topic.



Number-sense questions are labeled in exercises at Grades 3–5 and in the Teacher's Edition.

Students successfully engage in high-level thinking!

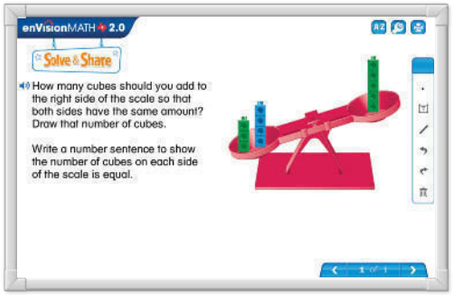
Rigor means ... a high cognitive level of core instruction.

Problem-Based Learning

Drives the core instructional model with problem-based learning at the start of each lesson.

Research shows that introducing new ideas by having students solve problems in which those ideas are embedded develops deeper understanding than other methods.

Look for opportunities to make important math explicit during problem-based learning.



Visual Learning

Increases the cognitive level of instruction by connecting concrete and pictorial representations to abstract symbols.

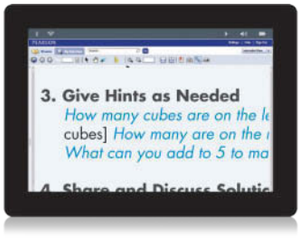
Use in the Visual Learning Bridge in the Student Edition and eText.

Use in the Visual Learning Animation Plus online.

Rigor means ... high-level, question-driven classroom conversations.

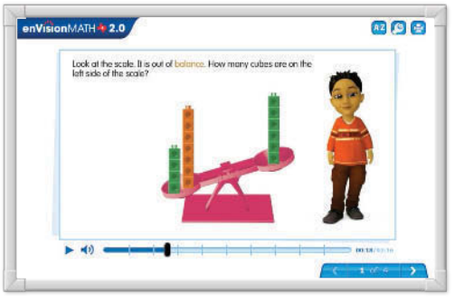
Questions for Problem-Based Learning

Facilitate learning by using questions in the Teacher's Edition that help students understand the problem and by giving hints as needed, without telling students directly how to solve the problem.



Questions for Visual Learning

Focus on understanding by using questions in the Teacher's Edition and in the Visual Learning Animation Plus that have students reflect on the work that is shown, make connections among ideas, and justify the steps.



Rigor means ... communicating often about one's thinking and work, using reasoning.

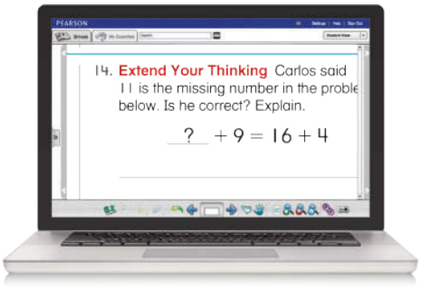
During Instruction

Share and Discuss Solutions in the Teacher's Edition fosters communication during problem-based learning.

Do You Understand fosters communication during visual learning.

During Exercises

Lesson exercises foster communication in ways consistent with the math process standards. Red words in Grades 3–5 are from the process standards.



During Projects and Activities

Rich communication opportunities are in Math and Science Projects, Center Games, Math and Science Activities, Problem-Solving Reading Activities, Digital Math Tools Activities, and online Math Games.

CONTENT TEKS CHANGES

New content at Grade 1

For complete statements of these TEKS, see the TEKS Correlation in the Correlations tab.

In Number and Operations

- 1.2A Recognize quantities instantly.
- 1.2C Use expanded form to represent numbers.
- 1.2F Order whole numbers using open number lines.
- 1.3A Determine the sum of a multiple of 10 and a one-digit number.
- 1.2B, 1.3B Solve problems with an emphasis on composing and decomposing numbers.
- 1.4C Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.
- 1.5A Recite numbers forward and backward from any given number between 1 and 120.

In Algebraic Reasoning

- 1.5C Use relationships to determine the number that is10 more and 10 less than a given number.
- 1.5E Understand the relationship represented by the equal sign.
- 1.5G Apply properties of operations when using fact families.

In Geometry and Measurement

- 1.6C, 1.6D Create and identify rhombuses and hexagons.
- 1.6F Compose 2-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.
- 1.6G Partition two-dimensional figures into two and four fair shares or equal parts.
- 1.6H Identify examples and non-examples of halves and fourths.
- 1.7 Select and use units to describe length and time.

In Data Analysis

- 1.8A Collect, sort, and organize data in up to three categories using tally marks or T-charts.

In Personal Financial Literacy

- 1.9A Define money earned as income.
- 1.9B Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs.
- 1.9C Distinguish between spending and saving.
- 1.9D Consider charitable giving.

Deleted content at Grade 1

In Number and Operations

- Describe part of a set.

In Patterns, Relationships, and Algebraic Thinking

- Identify, extend, and create patterns of sounds, physical movement, and concrete objects.
- Find patterns in numbers, including odd and even.

In Geometry

- Describe fractional parts of a set.

In Measurement

- Order objects according to length, temperature, capacity, area, and weight.
- Order events according to duration.

In Data Analysis

- Identify events as certain or impossible.
- Construct real-object graphs.

PROCESS TEKS CHANGES

Modified Process TEKS

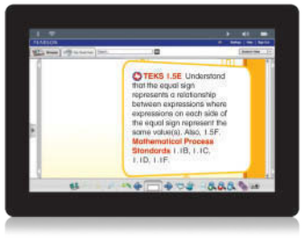
Change from "Underlying Processes and Mathematical Tools" at the end of the TEKS to "Mathematical Process Standards" at the start of the TEKS.

Similar, but not identical, to the previous process TEKS.

Integration of Process TEKS

Integrate process standards because mathematical tasks often call for the use, coordination, and management of multiple mathematical processes.

Process standards in a lesson are listed at the start of the lesson.



Problem-solving lessons focus on math process standards.

Problem-based learning supports math process standards.

Red labels in exercises in Grades 3–5 are from the math process standards.

THE STATE TEST

More Rigorous

Greater depth and cognitive complexity with more applications and multi-step problems than the previous tests. *enVisionMATH Texas 2.0* tests have rigorous problems including multi-step problems than previous tests.

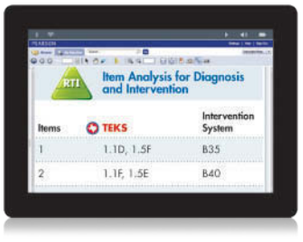
Special wording including questions with "NOT" and answers with "Not here," "None of these," or "All of the above." *enVisionMATH Texas 2.0* items use these words.

More Griddable Items

Different grids are used than on the previous tests. *enVisionMATH Texas 2.0* has griddable items in the assessments in print and online, at Grades 3–5.

Assessing Process Standards

Process and content standards are assessed together in the same test items. In *enVisionMATH Texas 2.0.*, the Item Analysis charts double code each item.



Readiness and Supporting Standards

75% of the test is on readiness standards with 25% of the test on supporting standards.

REPORTING CATEGORIES

New Reporting Categories

Categories that match the TEKS are used for the state test. In *enVisionMATH Texas 2.0*, topics are color coded and organized around the reporting categories:

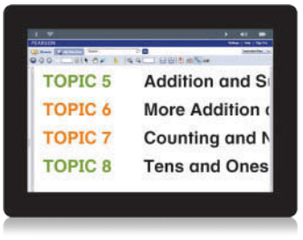
Number and Operations

Algebraic Reasoning

Geometry and Measurement

Data Analysis

Personal Financial Literacy



ELPS IN A MATH PROGRAM

All lessons need to be sheltered to ensure students are making both content and language progress.
—Jim Cummins

English Language Proficiency Standards (ELPS)

ELPS are to be implemented in mathematics and other subjects so that classroom instruction integrates second language acquisition with quality content area instruction.

Provide opportunities to listen, speak, read, and write at a student's current level of English as part of effective instruction in second language acquisition. Gradually increase the linguistic complexity.

English language proficiency levels of Beginning, Intermediate, Advanced, or Advanced/High may vary for listening, speaking, reading, or writing for a given student.

ELPS Specified in Math

The required ELPS for a Texas elementary math program are shown in the chart at the right.

For statements of those ELPS in a correlation from ELPS breakouts to lessons, see the Correlations tab.

ELPS IN *ENVISIONMATH TEXAS 2.0*

ELPS Support in 100% of the Lessons

The first page of each lesson in the Teacher's Edition provides support for one or more ELPS for students at Beginning, Intermediate, Advanced, and Advanced/High levels of English language proficiency.

This support ensures students are making annual progress in learning English as measured by TELPAS, the Texas English Language Proficiency Assessment System.

ELPS Toolkit is a booklet for teachers that provides additional suggestions for supporting English language learners.

Overview of ELPS by Topic

The ELPS given focused attention in each topic of *enVisionMATH Texas 2.0* are shown below.

ELPS		TOPICS																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	SU
Learning Strategies	1A	■	■				■	■			■	■	■		■		■	■
	1B	■							■									
	1D			■	■			■						■				
	1F		■			■			■	■		■				■		■
Listening	2C	■			■	■		■	■	■	■		■	■				■
	2D	■				■	■								■	■		■
	2E			■	■										■			
	2I		■			■		■	■			■			■	■		■
Speaking	3B	■					■				■							■
	3C			■				■			■							
	3D	■	■				■		■			■	■					
	3E		■			■									■			
	3F		■		■	■				■				■	■		■	■
	3G				■			■	■				■			■	■	■
	3H					■				■	■							
Reading	4C		■	■		■		■	■		■	■	■				■	
	4D	■					■				■							
	4E				■				■						■			
	4F	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		■
	4G					■							■	■		■	■	