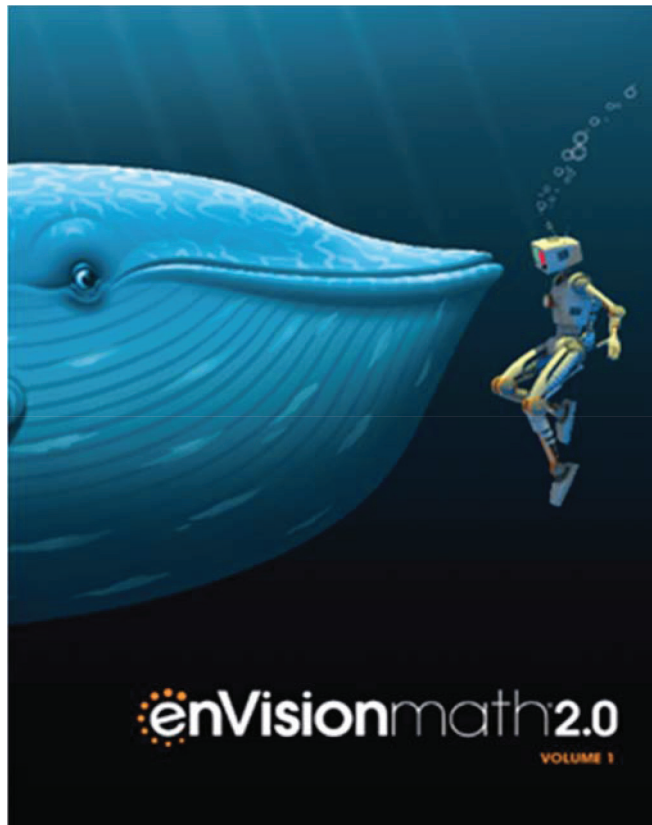


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To the

**North Carolina**

**Standard Course of Study - Mathematics**

**Grade 5**

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<b>North Carolina Standard Course of Study Mathematics – Grade 5</b>	<b>enVisionmath2.0, ©2017 Grade 5</b>
<b>Standards for Mathematical Practice</b>	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F21; <b>Topic 1:</b> 7-8, 46; <b>Topic 2:</b> 78; <b>Topic 3:</b> 120; <b>Topic 4:</b> 184; <b>Topic 5:</b> 246; <b>Topic 6:</b> 343-344; <b>Topic 7:</b> 395-396; <b>Topic 8:</b> 505-506, 509-510; <b>Topic 9:</b> 540; <b>Topic 10:</b> 588; <b>Topic 11:</b> 640; <b>Topic 12:</b> 720; <b>Topic 13:</b> 748; <b>Topic 14:</b> 790; <b>Topic 15:</b> 826, 831-834; <b>Topic 16:</b> 854</p> <p><b>TE:</b> F21-F21A; <b>Topic 1:</b> 7-8, 46; <b>Topic 2:</b> 78; <b>Topic 3:</b> 120; <b>Topic 4:</b> 184; <b>Topic 5:</b> 246; <b>Topic 6:</b> 343A-344; <b>Topic 7:</b> 395A-396; <b>Topic 8:</b> 505A-506, 509-510; <b>Topic 9:</b> 540; <b>Topic 10:</b> 588; <b>Topic 11:</b> 640; <b>Topic 12:</b> 720; <b>Topic 13:</b> 748; <b>Topic 14:</b> 790; <b>Topic 15:</b> 826, 831-834; <b>Topic 16:</b> 854</p>
2. Reason abstractly and quantitatively.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F22; <b>Topic 1:</b> 12; <b>Topic 2:</b> 60, 90; <b>Topic 3:</b> 125; <b>Topic 4:</b> 171; <b>Topic 5:</b> 263; <b>Topic 6:</b> 301; <b>Topic 7:</b> 407, 419-420; <b>Topic 8:</b> 463; <b>Topic 9:</b> 528; <b>Topic 10:</b> 588; <b>Topic 11:</b> 664; <b>Topic 12:</b> 699; <b>Topic 13:</b> 760; <b>Topic 14:</b> 795; <b>Topic 15:</b> 819; <b>Topic 16:</b> 851, 872</p> <p><b>TE:</b> F22-F22A; <b>Topic 1:</b> 12; <b>Topic 2:</b> 60, 90; <b>Topic 3:</b> 125; <b>Topic 4:</b> 171A-171; <b>Topic 5:</b> 263A-263; <b>Topic 6:</b> 301A-301; <b>Topic 7:</b> 407A-407, 419A-420; <b>Topic 8:</b> 463A-463; <b>Topic 9:</b> 528; <b>Topic 10:</b> 588; <b>Topic 11:</b> 664; <b>Topic 12:</b> 699A-699; <b>Topic 13:</b> 760; <b>Topic 14:</b> 795A-795; <b>Topic 15:</b> 819A-819; <b>Topic 16:</b> 851A-851, 872</p>

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<p style="text-align: center;"><b>North Carolina Standard Course of Study Mathematics – Grade 5</b></p>	<p style="text-align: center;"><b>enVisionmath2.0, ©2017 Grade 5</b></p>
<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F23; <b>Topic 1:</b> 17, 40; <b>Topic 2:</b> 59-60; <b>Topic 3:</b> 119; <b>Topic 4:</b> 177; <b>Topic 5:</b> 250; <b>Topic 6:</b> 338; <b>Topic 7:</b> 425; <b>Topic 8:</b> 459-460, 465-466; <b>Topic 9:</b> 527; <b>Topic 10:</b> 593; <b>Topic 11:</b> 646; <b>Topic 12:</b> 712; <b>Topic 13:</b> 741; <b>Topic 14:</b> 790; <b>Topic 15:</b> 827; <b>Topic 16:</b> 858, 862</p> <p><b>TE:</b> F23-F23A; <b>Topic 1:</b> 17, 40; <b>Topic 2:</b> 59A-60; <b>Topic 3:</b> 119A-119; <b>Topic 4:</b> 177A-177; <b>Topic 5:</b> 250; <b>Topic 6:</b> 338; <b>Topic 7:</b> 425A-425; <b>Topic 8:</b> 459-460, 465-466; <b>Topic 9:</b> 527A-527; <b>Topic 10:</b> 593A-593; <b>Topic 11:</b> 646; <b>Topic 12:</b> 712; <b>Topic 13:</b> 741A-741; <b>Topic 14:</b> 790; <b>Topic 15:</b> 827; <b>Topic 16:</b> 858, 862</p>
<p>4. Model with mathematics.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F24; <b>Topic 1:</b> 5, 8; <b>Topic 2:</b> 62; <b>Topic 3:</b> 139-140; <b>Topic 4:</b> 192; <b>Topic 5:</b> 254; <b>Topic 6:</b> 318; <b>Topic 7:</b> 378, 437; <b>Topic 8:</b> 464; <b>Topic 9:</b> 539-540; <b>Topic 10:</b> 611-612; <b>Topic 11:</b> 656; <b>Topic 12:</b> 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 798; <b>Topic 15:</b> 830; <b>Topic 16:</b> 856, 866</p> <p><b>TE:</b> F24-F24A; <b>Topic 1:</b> 5A-5, 8; <b>Topic 2:</b> 62; <b>Topic 3:</b> 139-140; <b>Topic 4:</b> 192; <b>Topic 5:</b> 254; <b>Topic 6:</b> 318; <b>Topic 7:</b> 378, 437; <b>Topic 8:</b> 464; <b>Topic 9:</b> 539A-540; <b>Topic 10:</b> 611A-612; <b>Topic 11:</b> 656; <b>Topic 12:</b> 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 798; <b>Topic 15:</b> 830; <b>Topic 16:</b> 856, 866</p>

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5. Use appropriate tools strategically.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F25; <b>Topic 1:</b> 5; <b>Topic 2:</b> 71; <b>Topic 3:</b> 113; <b>Topic 4:</b> 189, 195; <b>Topic 5:</b> 251; <b>Topic 6:</b> 313-314; <b>Topic 7:</b> 383, 407; <b>Topic 8:</b> 487; <b>Topic 9:</b> 545, 551; <b>Topic 10:</b> 617-620; <b>Topic 11:</b> 651; <b>Topic 12:</b> 702; <b>Topic 14:</b> 777, 783; <b>Topic 15:</b> 834; <b>Topic 16:</b> 866</p> <p><b>TE:</b> F25-525A; <b>Topic 1:</b> 5A-5; <b>Topic 2:</b> 71A-71; <b>Topic 3:</b> 113A-113; <b>Topic 4:</b> 189A-189, 195A-195; <b>Topic 5:</b> 251A-251; <b>Topic 6:</b> 313A-314; <b>Topic 7:</b> 383A-383, 407A-407; <b>Topic 8:</b> 487A-487; <b>Topic 9:</b> 545A-545, 551A-551; <b>Topic 10:</b> 617A-620; <b>Topic 11:</b> 651A-651; <b>Topic 12:</b> 702; <b>Topic 14:</b> 777A-777, 783A-783; <b>Topic 15:</b> 834; <b>Topic 16:</b> 866</p>
6. Attend to precision.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F26; <b>Topic 1:</b> 29, 36; <b>Topic 2:</b> 61; <b>Topic 3:</b> 118; <b>Topic 4:</b> 184; <b>Topic 5:</b> 242; <b>Topic 6:</b> 340; <b>Topic 7:</b> 428; <b>Topic 8:</b> 470, 480; <b>Topic 9:</b> 533; <b>Topic 10:</b> 598; <b>Topic 11:</b> 676; <b>Topic 12:</b> 720, 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 788; <b>Topic 15:</b> 836; <b>Topic 16:</b> 874</p> <p><b>TE:</b> F26-F26A; <b>Topic 1:</b> 29, 36; <b>Topic 2:</b> 61; <b>Topic 3:</b> 118; <b>Topic 4:</b> 184; <b>Topic 5:</b> 242; <b>Topic 6:</b> 340; <b>Topic 7:</b> 428; <b>Topic 8:</b> 470, 480; <b>Topic 9:</b> 533A-533; <b>Topic 10:</b> 598; <b>Topic 11:</b> 676; <b>Topic 12:</b> 720, 722; <b>Topic 13:</b> 762; <b>Topic 14:</b> 788; <b>Topic 15:</b> 836; <b>Topic 16:</b> 874</p>
7. Look for and make use of structure.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F27; <b>Topic 1:</b> 23, 41-44; <b>Topic 2:</b> 92; <b>Topic 3:</b> 113-114; <b>Topic 4:</b> 165-166; <b>Topic 5:</b> 240; <b>Topic 6:</b> 301-303; <b>Topic 7:</b> 382; <b>Topic 8:</b> 458, 500; <b>Topic 9:</b> 540; <b>Topic 10:</b> 605-606, 620; <b>Topic 11:</b> 657; <b>Topic 12:</b> 708; <b>Topic 13:</b> 753; <b>Topic 14:</b> 800; <b>Topic 15:</b> 825; <b>Topic 16:</b> 868</p> <p><b>TE:</b> F27-F27A; <b>Topic 1:</b> 23A-23, 41A-41-44 <b>Topic 2:</b> 92; <b>Topic 3:</b> 113A-114; <b>Topic 4:</b> 165A-166; <b>Topic 5:</b> 240; <b>Topic 6:</b> 301A-303; <b>Topic 7:</b> 382; <b>Topic 8:</b> 458, 500; <b>Topic 9:</b> 540; <b>Topic 10:</b> 605A-606, 620; <b>Topic 11:</b> 657A-657; <b>Topic 12:</b> 708; <b>Topic 13:</b> 753A-753; <b>Topic 14:</b> 800; <b>Topic 15:</b> 825A-825; <b>Topic 16:</b> 868</p>

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8. Look for and express regularity in repeated reasoning.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 5</b>, for examples please see:  <b>SE:</b> F28; <b>Topic 1:</b> 44, 46; <b>Topic 2:</b> 77; <b>Topic 3:</b> 138; <b>Topic 4:</b> 184; <b>Topic 5:</b> 239; <b>Topic 6:</b> 326; <b>Topic 7:</b> 389; <b>Topic 8:</b> 470; <b>Topic 9:</b> 570-572, 574; <b>Topic 10:</b> 600-601; <b>Topic 11:</b> 639-640; <b>Topic 12:</b> 705; <b>Topic 13:</b> 749; <b>Topic 14:</b> 785; <b>Topic 15:</b> 820; <b>Topic 16:</b> 858, 864</p> <p><b>TE:</b> F28-F28A; <b>Topic 1:</b> 44, 46; <b>Topic 2:</b> 77A-77; <b>Topic 3:</b> 138; <b>Topic 4:</b> 184; <b>Topic 5:</b> 239A-239; <b>Topic 6:</b> 326; <b>Topic 7:</b> 389A-389; <b>Topic 8:</b> 470; <b>Topic 9:</b> 570-572, 574; <b>Topic 10:</b> 600-601; <b>Topic 11:</b> 639A-640; <b>Topic 12:</b> 705A-705; <b>Topic 13:</b> 749; <b>Topic 14:</b> 785; <b>Topic 15:</b> 820; <b>Topic 16:</b> 858, 864</p>
<b>Operations and Algebraic Thinking</b>	
<b>Write and interpret numerical expressions.</b>	
NC.5.OA.2 Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving:	<p><b>SE: Topic 13:</b> 735-740, 741-746, 747-752, 753-758, 759-764; <b>Reteaching:</b> 767-768, Sets A-B, D</p> <p><b>TE: Topic 13:</b> 735A-740, 741A-746, 747A-752, 759A-764; <b>Reteaching:</b> 767-768, Sets A-B, D</p>
• Parentheses, using the order of operations.	<p><b>SE: Topic 13:</b> 735-740, 741-746; <b>Reteaching:</b> 767, Set A</p> <p><b>TE: Topic 13:</b> 735A-740, 741A-746; <b>Reteaching:</b> 767, Set A</p>
• Commutative, associative and distributive properties.	<p>For related content, please see:  <b>SE: Topic 13:</b> 735-740, 741-746, 747-752, 753-758, 759-764; <b>Reteaching:</b> 767-768, Sets A-B, D</p> <p><b>TE: Topic 13:</b> 735A-740, 741A-746, 747A-752, 759A-764; <b>Reteaching:</b> 767-768, Sets A-B, D</p>

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<b>Analyze patterns and relationships.</b>	
NC.5.OA.3 Generate two numerical patterns using two given rules.	<b>SE: Topic 15:</b> 813-818, 819-824, 825-830, 831-836; <b>Reteaching:</b> 839-840, Sets A-D  <b>TE: Topic 15:</b> 813A-818, 819A-824, 825A-830, 831A-836; <b>Reteaching:</b> 839-840, Sets A-D
• Identify apparent relationships between corresponding terms.	<b>SE: Topic 15:</b> 813-818, 819-824, 825-830, 831-836; <b>Reteaching:</b> 839-840, Sets A-D  <b>TE: Topic 15:</b> 813A-818, 819A-824, 825A-830, 831A-836; <b>Reteaching:</b> 839-840, Sets A-D
• Form ordered pairs consisting of corresponding terms from the two patterns.	<b>SE: Topic 15:</b> 825-830, 831-836; <b>Reteaching:</b> 840, Sets C, D  <b>TE: Topic 15:</b> 825A-830, 831A-836; <b>Reteaching:</b> 840, Sets C, D
• Graph the ordered pairs on a coordinate plane.	<b>SE: Topic 15:</b> 825-830, 831-836; <b>Reteaching:</b> 840, Sets C, D  <b>TE: Topic 15:</b> 825A-830, 831A-836; <b>Reteaching:</b> 840, Sets C, D
<b>Number and Operations in Base Ten</b>	
<b>Understand the place value system.</b>	
NC.5.NBT.1 Explain the patterns in the place value system from one million to the thousandths place.	<b>SE: Topic 1:</b> 5-10, 11-16, 23-28, 29-34, 35-40, 41-46; <b>Reteaching:</b> 49-50, Sets A-F  <b>TE: Topic 1:</b> 5A-10, 11A-16, 23A-28, 29A-34, 35A-40, 41A-46; <b>Reteaching:</b> 49-50, Sets A-F
• Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<b>SE: Topic 1:</b> 11-16, 17-22; <b>Reteaching:</b> 49, Sets A, B  <b>TE: Topic 1:</b> 11A-16, 17A-22; <b>Reteaching:</b> 49, Sets A, B

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<ul style="list-style-type: none"> <li>Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.</li> </ul>	<p><b>SE: Topic 1:</b> 5-10; <b>Reteaching:</b> 49, Set A; <b>Topic 3:</b> 113-118; <b>Reteaching:</b> 157, Set A; <b>Topic 4:</b> 165-170; <b>Reteaching:</b> 227, Set A; <b>Topic 6:</b> 301-306; <b>Reteaching:</b> 357, Set A</p> <p><b>TE: Topic 1:</b> 5A-10; <b>Reteaching:</b> 49, Set A;; <b>Topic 3:</b> 113A-118; <b>Reteaching:</b> 157, Set A; <b>Topic 4:</b> 165A-170; <b>Reteaching:</b> 227, Set A; <b>Topic 6:</b> 301A-306; <b>Reteaching:</b> 357, Set A</p>
NC.5.NBT.3 Read, write, and compare decimals to thousandths.	<p><b>SE: Topic 1:</b> 17-22, 23-28, 29-34, 41-46; <b>Reteaching:</b> 49-50, Sets C-D, F</p> <p><b>TE: Topic 1:</b> 17A-22, 23A-28, 29A-34, 41A-46; <b>Reteaching:</b> 49-50, Sets C-D, F</p>
<ul style="list-style-type: none"> <li>Write decimals using base-ten numerals, number names, and expanded form.</li> </ul>	<p><b>SE: Topic 1:</b> 23-28, 41-46; <b>Reteaching:</b> 49, Set C</p> <p><b>TE: Topic 1:</b> 23A-28, 41A-46; <b>Reteaching:</b> 49, Set C</p>
<ul style="list-style-type: none"> <li>Compare two decimals to thousandths based on the value of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul>	<p><b>SE: Topic 1:</b> 29-34, 41-46; <b>Reteaching:</b> 50, Sets D, F</p> <p><b>TE: Topic 1:</b> 29A-34, 41A-46; <b>Reteaching:</b> 50, Sets D, F</p>
<b>Perform operations with multi-digit whole numbers.</b>	
NC.5.NBT.5 Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.	<p><b>SE: Topic 3:</b> 119-124, 125-130, 131-136, 137-142, 143-148, 149-154; <b>Reteaching:</b> 157-158, Sets B-E; <b>Topic 11:</b> 639-644, 645-650, 651-656, 675-680, 681-686; <b>Reteaching:</b> 689-690, Sets A-C, G-H</p> <p><b>TE: Topic 3:</b> 119A-124, 125A-130, 131A-136, 137A-142, 143A-148, 149A-154; <b>Reteaching:</b> 157-158, Sets B-E; <b>Topic 11:</b> 639A-644, 645A-650, 651A-656, 675A-680, 681A-686; <b>Reteaching:</b> 689-690, Sets A-C, G-H</p>
NC.5.NBT.6 Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.	<p><b>SE: Topic 5:</b> 239-244, 245-250, 251-256, 257-262, 263-268, 269-274, 275-280, 281-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639-644, 645-650, 651-656; <b>Reteaching:</b> 689, Sets A-C</p> <p><b>TE: Topic 5:</b> 239A-244, 245A-250, 251A-256, 257A-262, 263A-268, 269A-274, 275A-280, 281A-286; <b>Reteaching:</b> 289-292, Sets A-H; <b>Topic 11:</b> 639A-644, 645A-650, 651A-656; <b>Reteaching:</b> 689, Sets A-C</p>

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<b>Perform operations with decimals.</b>	
NC.5.NBT.7 Compute and solve real-world problems with multi-digit whole numbers and decimal numbers.	<p><b>SE: Topic 2:</b> 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100; <b>Reteaching:</b> 103-104, Sets A-E; <b>Topic 4:</b> 171-176, 177-182, 183-188, 189-194, 195-200, 201-206, 207-212, 213-218, 219-224; <b>Reteaching:</b> 227-230, Sets A-G; <b>Topic 6:</b> 307-312, 313-318, 319-324, 325-330, 331-336, 337-342, 343-348, 349-354; <b>Reteaching:</b> 357-360, Sets B-G</p> <p><b>TE: Topic 2:</b> 59A-64, 65A-70, 71A-76, 77A-82, 83A-88, 89A-94, 95A-100; <b>Reteaching:</b> 103-104, Sets A-E; <b>Topic 4:</b> 171A-176, 177A-182, 183A-188, 189A-194, 195A-200, 201A-206, 207A-212, 213A-218, 219A-224; <b>Reteaching:</b> 227-230, Sets A-G; <b>Topic 6:</b> 307A-312, 313A-318, 319A-324, 325A-330, 331A-336, 337A-342, 343A-348, 349A-354; <b>Reteaching:</b> 357-360, Sets B-G</p>
• Add and subtract decimals to thousandths using models, drawings or strategies based on place value.	<p><b>SE: Topic 2:</b> 59-64, 65-70, 71-76, 77-82, 83-88, 89-94, 95-100; <b>Reteaching:</b> 103-104, Sets A-E</p> <p><b>TE: Topic 2:</b> 59A-64, 65A-70, 71A-76, 77A-82, 83A-88, 89A-94, 95A-100; <b>Reteaching:</b> 103-104, Sets A-E</p>
• Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value.	<p><b>SE: Topic 4:</b> 171-176, 177-182, 183-188, 189-194, 195-200, 201-206, 207-212, 213-218, 219-224; <b>Reteaching:</b> 227-230, Sets A-G</p> <p><b>TE: Topic 4:</b> 171A-176, 177A-182, 183A-188, 189A-194, 195A-200, 201A-206, 207A-212, 213A-218, 219A-224; <b>Reteaching:</b> 227-230, Sets A-G</p>
• Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models.	<p><b>SE: Topic 6:</b> 307-312, 313-318, 319-324, 325-330, 331-336, 337-342, 343-348, 349-354; <b>Reteaching:</b> 357-360, Sets B-G</p> <p><b>TE: Topic 6:</b> 307A-312, 313A-318, 319A-324, 325A-330, 331A-336, 337A-342, 343A-348, 349A-354; <b>Reteaching:</b> 357-360, Sets B-G</p>



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<b>Decimals should be limited to hundredths.</b>	
<ul style="list-style-type: none"> <li>Use estimation strategies to assess reasonableness of answers.</li> </ul>	<p><b>SE: Topic 2:</b> 65-70; <b>Reteaching:</b> 103, Set B; <b>Topic 4:</b> 171-176, 207-212; <b>Reteaching:</b> 227, 229 Sets A, E; <b>Topic 6:</b> 307-312, 331-336; <b>Reteaching:</b> 357, 359, Sets B and E</p> <p><b>TE: Topic 2:</b> 65A-70; <b>Reteaching:</b> 103, Set B; <b>Topic 4:</b> 171A-176, 207A-212; <b>Reteaching:</b> 227, 229 Sets A, E; <b>Topic 6:</b> 307A-312, 331A-336; <b>Reteaching:</b> 357, 359, Sets B, E</p>
<b>Number and Operations – Fractions</b>	
<b>Use equivalent fractions as a strategy to add and subtract fractions.</b>	
<p>NC.5.NF.1 Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.</p>	<p><b>SE: Topic 7:</b> 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 414-418, 419-424, 425-430, 431-436; <b>Reteaching:</b> 445-448, Sets A-G</p> <p><b>TE: Topic 7:</b> 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406, 407A-412, 414A-418, 419A-424, 425A-430, 431A-436; <b>Reteaching:</b> 445-448, Sets A-G</p>
<ul style="list-style-type: none"> <li>Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</li> </ul>	<p><b>SE: Topic 7:</b> 371-376, 401-406; <b>Reteaching:</b> 445-446, Sets A, D</p> <p><b>TE: Topic 7:</b> 371A-376, 401A-406; <b>Reteaching:</b> 445-446, Sets A, D</p>
<ul style="list-style-type: none"> <li>Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.</li> </ul>	<p><b>SE: Topic 7:</b> 371-376, 377-382, 383-388, 389-394, 395-400, 401-406, 407-412, 414-418, 419-424, 425-430, 431-436, 437-442; <b>Reteaching:</b> 445-448, Sets A-H; <b>Topic 12:</b> 711-716, 717-722; <b>Reteaching:</b> 726, Sets C-D</p> <p><b>TE: Topic 7:</b> 371A-376, 377A-382, 383A-388, 389A-394, 395A-400, 401A-406, 407A-412, 414A-418, 419A-424, 425A-430, 431A-436, 437A-442; <b>Reteaching:</b> 445-448, Sets A-H; <b>Topic 12:</b> 711A-716, 717A-722; <b>Reteaching:</b> 726, Sets C-D</p>

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<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>	
NC.5.NF.3 Use fractions to model and solve division problems.	<b>SE: Topic 9:</b> 527-532, 533-538; <b>Reteaching:</b> 577, Set A  <b>TE: Topic 9:</b> 527A-532, 533A-538; <b>Reteaching:</b> 577, Set A
• Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts.	<b>SE: Topic 9:</b> 527-532; <b>Reteaching:</b> 577, Set A  <b>TE: Topic 9:</b> 527A-532; <b>Reteaching:</b> 577, Set A
• Model and interpret a fraction as the division of the numerator by the denominator.	<b>SE: Topic 9:</b> 527-532, 533-538; <b>Reteaching:</b> 577, Set A  <b>TE: Topic 9:</b> 527A-532, 533A-538; <b>Reteaching:</b> 577, Set A
• Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.	<b>SE: Topic 9:</b> 527-532, 533-538; <b>Reteaching:</b> 577, Set A  <b>TE: Topic 9:</b> 527A-532, 533A-538; <b>Reteaching:</b> 577, Set A
NC.5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers.	<b>SE: Topic 8:</b> 457-462, 463-468, 469-474, 475-480, 481-486, 487-492, 493-498, 499-504; <b>Reteaching:</b> 513-516, Sets A-G  <b>TE: Topic 8:</b> 457A-462, 463A-468, 469A-474, 475A-480, 481A-486, 487A-492, 493A-498, 499A-504; <b>Reteaching:</b> 513-516, Sets A-G
• Use area and length models to multiply two fractions, with the denominators 2, 3, 4.	<b>SE: Topic 8:</b> 475-480, 487-492, 493-498; <b>Reteaching:</b> 514-515, Sets C, E, F  <b>TE: Topic 8:</b> 475A-480, 487A-492, 493A-498; <b>Reteaching:</b> 514-515, Sets C, E, F
• Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	<b>SE: Topic 8:</b> 499-504, 505-510; <b>Reteaching:</b> 516, Set G  <b>TE: Topic 8:</b> 499A-504, 505A-510; <b>Reteaching:</b> 516, Set G

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<ul style="list-style-type: none"> <li>Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.</li> </ul>	<p><b>SE: Topic 8:</b> 457-462, 463-468, 469-474, 475-480, 481-486, 487-492, 493-498, 499-504, 505-510; <b>Reteaching:</b> 513-516, Sets A-H</p> <p><b>TE: Topic 8:</b> 457A-462, 463A-468, 469A-474, 475A-480, 481A-486, 487A-492, 493A-498, 499A-504, 505A-510; <b>Reteaching:</b> 513-516, Sets A-H</p>
NC.5.NF.7 Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.	<p><b>SE: Topic 9:</b> 539-544, 545-550, 551-556, 557-562, 563-568, 569-574; <b>Reteaching:</b> 577-578, Sets B-E</p> <p><b>TE: Topic 9:</b> 539A-544, 545A-550, 551A-556, 557A-562, 563A-568, 569A-574; <b>Reteaching:</b> 577-578, Sets B-E</p>
<b>Measurement and Data</b>	
<b>Convert like measurement units within a given measurement system.</b>	
NC.5.MD.1 Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.	<p><b>SE: Topic 11:</b> 639-644, 645-650, 651-656, 657-662, 663-668, 669-674, 675-680, 681-686; <b>Reteaching:</b> 689-690, Sets A-H</p> <p><b>TE: Topic 11:</b> 639A-644, 645A-650, 651A-656, 657A-662, 663A-668, 669A-674, 675A-680, 681A-686; <b>Reteaching:</b> 689-690, Sets A-H</p>
<b>Represent and interpret data.</b>	
NC.5.MD.2 Represent and interpret data.	<p><b>SE: Topic 12:</b> 699-704, 705-710, 711-716, 717-722; <b>Reteaching:</b> 725-726, Sets A-D</p> <p><b>TE: Topic 12:</b> 699A-704, 705A-710, 711A-716, 717A-722; <b>Reteaching:</b> 725-726, Sets A-D</p>
<ul style="list-style-type: none"> <li>Collect data by asking a question that yields data that changes over time.</li> </ul>	<p>For related content, please see: <b>SE: Topic 12:</b> 699-704, 705-710, 711-716, 717-722; <b>Reteaching:</b> 725-726, Sets A-D</p> <p><b>TE: Topic 12:</b> 699A-704, 705A-710, 711A-716, 717A-722; <b>Reteaching:</b> 725-726, Sets A-D</p>

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<ul style="list-style-type: none"> <li>• Make and interpret a representation of data using a line graph.</li> </ul>	For related content, please see: <b>SE: Topic 12:</b> 705-710; <b>Reteaching:</b> 725, Set B; <b>Topic 14:</b> 783-788, 789-794, 795-800; <b>Reteaching:</b> 804  <b>TE: Topic 12:</b> 705A-710; <b>Reteaching:</b> 725, 725, Set B; <b>Topic 14:</b> 783A-788, 789A-794, 795A-800; <b>Reteaching:</b> 804
<ul style="list-style-type: none"> <li>• Determine whether a survey question will yield categorical or numerical data, or data that changes over time.</li> </ul>	For related content, please see: <b>SE: Topic 12:</b> 699-704, 705-710, 711-716, 717-722; <b>Reteaching:</b> 725-726, Sets A-D  <b>TE: Topic 12:</b> 699A-704, 705A-710, 711A-716, 717A-722; <b>Reteaching:</b> 725-726, Sets A-D
<b>Understand concepts of volume.</b>	
NC.5.MD.4 Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.	<b>SE: Topic 10:</b> 587-592, 617-622; <b>Reteaching:</b> 625-626, Sets A, D  <b>TE: Topic 10:</b> 587A-592, 617A-622; <b>Reteaching:</b> 625-626, Sets A, D
NC.5.MD.5 Relate volume to the operations of multiplication and addition.	<b>SE: Topic 10:</b> 593-598, 599-604, 605-610, 611-616; <b>Reteaching:</b> 625-626, Sets B-C  <b>TE: Topic 10:</b> 593A-598, 599A-604, 605A-610, 611A-616; <b>Reteaching:</b> 625-626, Sets B-C
<ul style="list-style-type: none"> <li>• Find the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths.</li> </ul>	<b>SE: Topic 10:</b> 593-598, 599-604; <b>Reteaching:</b> 625, Set B  <b>TE: Topic 10:</b> 593A-598, 599A-604; <b>Reteaching:</b> 625, Set B
<ul style="list-style-type: none"> <li>• Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems.</li> </ul>	<b>SE: Topic 10:</b> 593-598, 599-604; <b>Reteaching:</b> 625, Set B  <b>TE: Topic 10:</b> 593A-598, 599A-604; <b>Reteaching:</b> 625, Set B

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<ul style="list-style-type: none"> <li>Find volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.</li> </ul>	<p><b>SE: Topic 10:</b> 605-610, 611-616; <b>Reteaching:</b> 626, Set C</p> <p><b>TE: Topic 10:</b> 605A-610, 611A-616; <b>Reteaching:</b> 626, Set C</p>
<b>Geometry</b>	
<b>Understand the coordinate plane.</b>	
NC.5.G.1 Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.	<p><b>SE: Topic 14:</b> 777-782, 783-788, 789-794, 795-800; <b>Reteaching:</b> 803-804, Sets A-C; <b>Topic 15:</b> 825-830; <b>Reteaching:</b> 840, Set C</p> <p><b>TE: Topic 14:</b> 777A-782, 783A-788, 789A-794, 795A-800; <b>Reteaching:</b> 803-804, Sets A-C; <b>Topic 15:</b> 825A-830; <b>Reteaching:</b> 840, Set C</p>
<b>Classify quadrilaterals.</b>	
NC.5.G.3 Classify quadrilaterals into categories based on their properties.	<p><b>SE: Topic 16:</b> 857-862, 862-868, 869-874; <b>Reteaching:</b> 877-878, Sets B-D</p> <p><b>TE: Topic 16:</b> 857A-862, 862A-868, 869A-874; <b>Reteaching:</b> 877-878, Sets B-D</p>
<ul style="list-style-type: none"> <li>Explain that attributes belonging to a category of quadrilaterals also belong to all subcategories of that category.</li> </ul>	<p><b>SE: Topic 16:</b> 857-862, 862-868, 869-874; <b>Reteaching:</b> 877-878, Sets B-D</p> <p><b>TE: Topic 16:</b> 857A-862, 862A-868, 869A-874; <b>Reteaching:</b> 877-878, Sets B-D</p>
<ul style="list-style-type: none"> <li>Classify quadrilaterals in a hierarchy based on properties.</li> </ul>	<p><b>SE: Topic 16:</b> 857-862, 862-868, 869-874; <b>Reteaching:</b> 877-878, Sets B-D</p> <p><b>TE: Topic 16:</b> 857A-862, 862A-868, 869A-874; <b>Reteaching:</b> 877-878, Sets B-D</p>

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