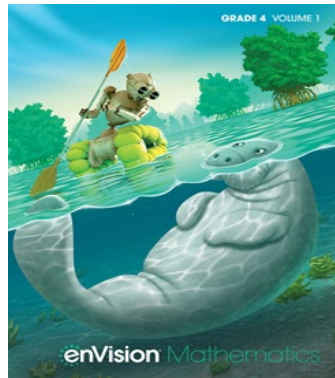


A Correlation of

enVision[®] Mathematics

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To the
Arkansas Mathematics Standards 2016
Kindergarten – Grade 5

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Introduction

The new enVision® Mathematics ©2020 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

FORMATIVE Assessment

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

SUMMATIVE Assessment

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at SavvasRealize.com.

Kids See the Math. Teachers See Results.

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Table of Contents

Kindergarten.....	1
Grade 1.....	7
Grade 2.....	13
Grade 3.....	20
Grade 4.....	29
Grade 5.....	37

**A Correlation of enVision Mathematics, ©2020
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Arkansas Mathematics Standards Kindergarten	enVision Mathematics, ©2020 Kindergarten
Counting and Cardinality	
Know number names and the count sequence	
AR.Math.Content.K.CC.A.1 Count to 100 by ones, fives, and tens	<p>SE: 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455-456 Sets A-C; 465–468, 469–472, 473–476, 477–480</p> <p>TE: 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455-456 Sets A-C; 465A–468B, 469A–472B, 473A–476B, 477A–480B</p>
AR.Math.Content.K.CC.A.2 Count forward, by ones, from any given number up to 100	<p>SE: 92, 117–120, Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 456 Set D</p> <p>TE: 92–92C, 117A–120B, Reteaching: 129–130 Set G; 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 456 Set D</p>
AR.Math.Content.K.CC.A.3 Read, write, and represent numerals from 0 to 20 Note: K.CC.A.3 addresses the writing of numbers and using the written numerals 0-20 to describe the amount of a set of objects. Due to varied progression of fine motor and visual development, a reversal of numerals is anticipated for the majority of students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting of the actual number itself.	<p>SE: 3, 4, 13–16, 25–28, 33–36, Reteaching: 47, 49 Sets B, E; 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 121–124, Reteaching: 127-129 Sets A, C, E; 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching: 379 Set A</p> <p>TE: 3–3A, 4–4C, 13A–16B, 25A–28B, 33A–36B, Reteaching: 47–50 Sets B, E; 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 121A–124B, Reteaching: 127–130 Sets A, C, E; 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 379 Set A</p>

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Count to tell the number of objects	
<p>AR.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality</p> <p>When counting objects:</p> <ul style="list-style-type: none"> • Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence) • Understand that the last number said tells the number of objects counted • Understand that each successive number refers to a quantity that is one larger <p>Note: Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>SE: 3, 4, 5–8, 9–12, 21–24, 17–20, 29–32, 37–40, 41–44, Reteaching: 47–50 Sets A, C, F; 91, 92, 93–96, 101–104, 109–112, 121–124, Reteaching: 127–128 Sets B, D; 369–372</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 17A–20B, 21A–24B, 29A–32B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, 121A–124B, Reteaching: 127–128 Sets B, D; 369A–372B</p>
<p>AR.Math.Content.K.CC.B.5 Count to answer “how many?”:</p> <ul style="list-style-type: none"> • Count up to 20 objects in any arrangement • Count up to 10 objects in a scattered configuration • Given a number from 1–20, count out that many objects <p>Note: As students progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching the items.</p>	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, Reteaching: 47–50 Sets A, C, F; 59–60, 61–64, 65–68, 69–72, 73–76, 91, 92, 93–96, 97–100, 101–104, 105–108, 113–116, 117–120, 139–140, 141–144, 157–160, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 365–368, 369–372, 373–376, Reteaching: 379–380 Sets A, C, D; 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, 513–516, 525–528, 529–532, 533–536</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 59–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 91–91A, 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 113A–116B, 117A–120B, 139–140A, 141A–144B, 157A–160B, 171–171A, 173A–176B, 177A–180B, 199–200A, 201A–204B, 247–247A, 249A–252B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 365A–368B, 369A–372B, 373A–376B, Reteaching: 379–380 Sets A, C, D; 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 513A–516B, 525A–528B, 529A–532B, 533A–536B</p>

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Compare numbers	
AR.Math.Content.K.CC.C.6 Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10. For example: Use matching and counting strategies to compare values.	SE: 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83-84 Sets A-D; 92, 117–120, 139–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets A-D; 171, 181–184, 185–188, 509–512 TE: 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A–D; 92–92C, 117A–120B, 139–140A, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets A-D; 171–171A, 181A–184B, 185A–188B, 509A–512B
AR.Math.Content.K.CC.C.7 Compare two numbers between 0 and 20 presented as written numerals Note: The use of the symbols for greater than/less than should not be introduced in this grade level. Appropriate terminology to use would be more than, less than, or the same as.	SE: 139–140, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets B, C; 171, 181–184, 185–188 TE: 139–140A, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets B, C; 171–171A, 181A–184B, 185A–188B
AR.Math.Content.K.CC.C.8 Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames)	SE: 21-24, 201-204, 509-512, 517-520 TE: 21A-24B, 201A-204B, 509A-512B, 517A-520B
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
AR.Math.Content.K.OA.A.1 Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., 2+3), or equations (e.g., 2+3 =) Note: Expressions and equations are not required but are recommended by the end of Kindergarten.	SE: 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 225–228, 229–232, Reteaching: 235-236 Sets A-D; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 269–272, 273–276, Reteaching: 279-280 Sets A-D; 291–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, 317–320, 321–324, Reteaching: 335-338 Sets A, C, E-G TE: 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 225A–228B, 229A–232B, Reteaching: 235–236 Sets A–D; 247-247A, 248-248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, 273A–276B, Reteaching: 279-280 Sets A-D; 291–292A, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313A–316B, 317A–320B, 321A–324B, Reteaching: 335–338 Sets A, C, E-G

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AR.Math.Content.K.OA.A.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)	SE: 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching: 237–238 Sets E-G; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching: 280–282 Sets C, E, G, H; 291–292, 293–296, 309–312, 313–316, 321–324, 348 TE: 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching: 237–238 Sets E, F, G; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching: 279–282 Sets C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C
AR.Math.Content.K.OA.A.3 Use objects or drawings to decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) Note: Students should see equations and be encouraged to recognize that the two parts make the whole. However, writing equations is not required.	SE: 293–296, 309–312, 313–316, 321–324, 325–328, 329–332 TE: 293A–296B, 309A–312B, 313A–316B, 321A–324B, 325A–328B, 329A–332B
AR.Math.Content.K.OA.A.4 Find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation Note: Use of different manipulatives such as ten-frames, cubes, or two-color counters, assists students in visualizing these number pairs.	SE: 291–292, 325–328, 329–332, Reteaching: 338 Set H; 517–520, 521–524 TE: 291–292A, 325A–328B, 329A–332B, Reteaching: 337–338 Set H; 517A–520B, 521A–524B
AR.Math.Content.K.OA.A.5 Fluently add and subtract within 10 by using various strategies and manipulatives. Note: Fluency in this standard means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using various strategies). Fluency is developed by working with many different kinds of objects over an extended period of time. This objective does not require the students to instantly know the answer.	SE: 199–200, 225–228, Reteaching: 238 Set H; 247, 269–272, Reteaching: 282 Set G; 291–292, 297–300, 301–304, 305–308, Reteaching: 335–336 Sets B, D TE: 199–200A, 225A–228B, Reteaching: 237–238 Set H; 247–247A, 269A–272B, Reteaching: 281–282 Set G; 291–292A, 297A–300B, 301A–304B, 305A–308B, Reteaching: 335–336 Sets B, D
Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value	
AR.Math.Content.K.NBT.A.1 Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings	SE: 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419–422 Sets A-G TE: 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G

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Measurement and Data	
Describe and compare measurable attributes	
AR.Math.Content.K.MD.A.1 Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature Note: Vocabulary may include short, long, heavy, light, tall, hot, cold, warm, or cool.	SE: 547–548, 549–552, 553–556, 557–560, 561–564, 565–568 TE: 547–548A, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B
AR.Math.Content.K.MD.A.2 Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute Note: Vocabulary may include shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	SE: 547–548, 549–552, 553–556, 557–560, 565–568, 569–572, Reteaching: 575-576 Sets A-D TE: 547–548A, 549A–552B, 553A–556B, 557A–560B, 565A–568B, 569A–572B, Reteaching: 575-576 Sets A, B, D
Classify objects and count the number of objects in each category	
AR.Math.Content.K.MD.B.3 Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape Note: Limit category count to be less than or equal to 10. Students should be able to give the reason for the way the objects were sorted.	SE: 171, 172, 173–176, 177–180, 181–184, 185–188, Reteaching: 191-192 Sets A-D; 465–468 TE: 171–171A, 172–172C, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 191–192 Sets A–D; 465A–468B
Work with time and money	
AR.Math.Content.K.MD.C.4 • Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year • Understand that clocks, both analog and digital, and calendars are tools that measure time	MDIS: D6
AR.Math.Content.K.MD.C.5 Read time to the hour on digital and analog clocks Note: This is an introductory skill and is addressed more formally in the upcoming grade levels.	MDIS: D1
AR.Math.Content.K.MD.C.6 Identify pennies, nickels, and dimes, and know the value of each Note: This is an introduction skill and is addressed more formally in the upcoming grade levels.	MDIS: A61, A62, A63, A64, A65, A67

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Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	
AR.Math.Content.K.G.A.1 Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects Note: Positions could be inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of, to the right of, or beside.	SE: 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 497–498 Sets F, G; 507, 508, 525–528 TE: 463–464A, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 497–498 Sets F, G; 507–507A, 508–508C, 525A–528B
AR.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size Note: Orientation refers to the way the shape is turned (upside down, sideways).	SE: 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 495–497 Sets B–E; 508 TE: 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 495–498 Sets B–E; 508–508C
AR.Math.Content.K.G.A.3 Identify shapes as two-dimensional (flat) or three-dimensional (solid)	SE: 465–468, 485–488, Reteaching: 495 Set A; 507, 521–524 TE: 465A–468B, 485A–488B, Reteaching: 495–496 Set A; 507–507A, 521A–524B
Analyze, compare, create, and compose shapes	
AR.Math.Content.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length) Note: 2-D shapes: squares, circles, triangles, rectangles, and hexagons 3-D shapes: cube, cone, cylinder, and sphere	SE: 463–464, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching: 539–540 Sets A–D TE: 463–464A, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching: 539–540 Sets A–D
AR.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and by drawing shapes	SE: 507, 513–516, 525–528, 529–532, 533–536, Reteaching: 540 Set D TE: 507–507A, 513A–516B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 540 Set D
AR.Math.Content.K.G.B.6 Compose two-dimensional shapes to form larger two-dimensional shapes. For example: Join two squares to make a rectangle or join six equilateral triangles to form a hexagon.	SE: 463–464, 507, 508, 525–528, 533–536 TE: 463–464A, 507–507A, 508–508C, 525A–528B, 533A–536B

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Arkansas Mathematics Standards Grade 1	enVision Mathematics, ©2020 Grade 1
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction	
AR.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, Reteaching: 43–46 Sets A–H; 55–56, 57–60, 61–64, 81–84, 85–88, Reteaching: 98 Set H; 107, 108, 113–116, 117–120, 121–124, 137–140, 141–144, Reteaching: 149–150 Sets F, G; 161–164, 189–192, 193–196, Reteaching: 202 Sets F, G; 211, 233–236, 261–264, 265–268, 269–272</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, Reteaching: 43–46 Sets A–H; 55–56A, 57A–60B, 61A–64B, 81A–84B, 85A–88B, Reteaching: 97–98 Set H; 107–107A, 108–108C, 113A–116B, 117A–120B, 121A–124B, 137A–140B, 141A–144B, Reteaching: 149–150 Sets F, G; 161A–164B, 189A–192B, 193A–196B, Reteaching: 201–202 Sets F, G; 211–211A, 233A–236B, 261A–264B, 265A–268B, 269A–272B</p>
AR.Math.Content.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)	<p>SE: 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572</p> <p>TE: 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251–252A, 261A–264B, 569A–572B</p>
Understand and apply properties of operations and the relationship between addition and subtraction	
AR.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract For example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition). Note: Students need not use formal terms for these properties.	<p>SE: 73–76, 89–92, Reteaching: 97 Set E; 108, 109–112, 141–144, 169–172, 211, 212, 225–228, 229–232, Reteaching: 244 Set C</p> <p>TE: 73A–76B, 89A–92B, Reteaching: 97–98 Set E; 108–108C, 109A–112B, 141A–144B, 169A–172B, 211–211A, 212–212C, 225A–228B, 229A–232B, Reteaching: 244 Set C</p>
AR.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem For example: Subtract $10 - 8$ by finding the number that makes 10 when added to 8.	<p>SE: 4, 29–32, 33–36, 81–84, Reteaching: 98 Set G; 108, 159–160, 173–176, 177–180, 181–184, 185–188, Reteaching: 200–201 Sets C–E</p> <p>TE: 4–4C, 29A–32B, 33A–36B, 81A–84B, Reteaching: 97–98 Set G; 108–108C, 159–160A, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 199–202 Sets C–E</p>

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Add and subtract within 20	
AR.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)	<p>SE: 57–60, 61–64, 65–68, 77–80, Reteaching: 95–97 Sets A, C, F; 107, 108, 109–112, 113–116, 117–120, 121–124, Reteaching: 147 Sets A, B; 159–160, 161–164, 185–188, Reteaching: 199, 201 Sets A, E; 211, 213–216, 217–220, 221–224, 251–252, 253–256, 257–260, 533–536, 537–540</p> <p>TE: 57A–60B, 61A–64B, 65A–68B, 77A–80B, Reteaching: 95–98 Sets A, C, F; 107–107A, 108–108C, 109A–112B, 113A–116B, 117A–120B, 121A–124B, Reteaching: 147-148 Sets A, B; 159–160A, 161A–164B, 185A–188B, Reteaching: 199- 202 Sets A, E; 211–211A, 213A–216B, 217A–220B, 221A–224B, 251–252A, 253A–256B, 257A–260B, 533A–536B, 537A–540B</p>
<p>AR.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10</p> <p>Use strategies such as:</p> <ul style="list-style-type: none"> • Counting on • Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) • Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$) • Using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) • Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) <p>Note: Computational fluency is demonstrating the method of student choice. Students should understand the strategy he/she selected and be able to explain how it can efficiently produce accurate answers.</p>	<p>SE: 55-56, 57–60, 61–64, 65–68, 69-72, 77–80, 81-84, 85-88, 89-92, Reteaching: 95–96 Sets B, D; 107, 108, 117–120, 121–124, 125-128, 129-132, 133-136, 137-140, 141-144, Reteaching: 148-149 Sets C-E; 159–160, 165-168, 169-172, 173-176, 177-180, 181-184, 185–188, Reteaching: 200-201 Sets B, E; 211, 213–216, 251–252</p> <p>TE: 55–56A, 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, Reteaching: 95–96 Sets B, D; 107–107A, 108–108C, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, Reteaching: 147–150 Sets C-E; 159–160A, 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 199–202 Sets B, E; 211–211A, 213A–216B, 251–252A</p>
Work with addition and subtraction equations	
AR.Math.Content.1.OA.D.7 Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false For example: Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, or $4 + 1 = 5 + 2$.	<p>SE: 4, 5–8, 9–12, 13–16, 17–20, 211, 212, 217–220, 221–224, 237–240, Reteaching: 243–244 Sets A, D</p> <p>TE: 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 211–211A, 212–212C, 217A–220B, 221A–224B, 237A–240B, Reteaching: 243–244 Sets A, D</p>

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AR.Math.Content.1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers For example: Determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, and $6 + 6 = _$	SE: 211, 212, 213–216, 221–224, 237–240, Reteaching: 243 Set B TE: 211–211A, 212–212C, 213A–216B, 221A–224B, 237A–240B, Reteaching: 243 Set B
Number and Operations in Base Ten	
Extend the counting sequence	
AR.Math.Content.1.NBT.A.1 • Count to 120, starting at any number less than 120 • In this range, read and write numerals and represent a number of objects with a written numeral.	SE: 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588 TE: 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B
Understand place value	
AR.Math.Content.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones Understand the following as special cases: • 10 can be thought of as a bundle of ten ones — called a "ten" • The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones • The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones	SE: 283, 284, 285–288, 297–300, 305–308, 309–312, Reteaching: 315 Set A; 323–324, 325–328, 329–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 355–356 Sets A–C; 364, 401–404, 405–408, 409–412, 413–416, 417–420, 421–424, 425–428, 433–436, 451, 453–456, 457–460, 461–464, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540, 573–576 TE: 283–283A, 284–284C, 285A–288B, 297A–300B, 305A–308B, 309A–312B, Reteaching: 315 Set A; 323–324A, 325A–328B, 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 355–356 Sets A–C; 364–364C, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 433A–436B, 451–451A, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B, 573A–576B
AR.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$	SE: 363, 364, 365–368, 369–372, 373–376, 377–380, 381–384, 385–388, Reteaching: 392 Sets C, D TE: 363–363A, 364–364C, 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B, Reteaching: 392 Sets C, D

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Numbers and Operations in Base Ten	
Use place value understanding and properties of operations to add and subtract	
AR.Math.Content.1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning Note: Strategies should be based on place-value, properties of operations, and the relationship between addition and subtraction.	SE: 399–400, 401–404, 409–412, 413–416, 417–420, 421–424, 425–428, 429–432, 433–436, Reteaching: 439–442 Sets A, C–H; 452 TE: 399–400A, 401A–404B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, 433A–436B, Reteaching: 439–442 Sets A, C–H; 452–452C
AR.Math.Content.1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number, without having to count. Note: Students should be able to explain the reasoning used.	SE: 363, 365–368, 369–372, Reteaching: 391 Sets A, B; 399–400, 405–408, 429–432, Reteaching: 439 Set B; 452, 453–456, 457–460, 461–464, 469–472, 473–476, 477–480, Reteaching: 484 Set C TE: 363–363A, 365A–368B, 369A–372B, Reteaching: 391 Sets A, B; 399–400A, 405A–408B, 429A–432B, Reteaching: 439–440 Set B; 452–452C, 453A–456B, 457A–460B, 461A–464B, 469A–472B, 473A–476B, 477A–480B, Reteaching: 484 Set C
AR.Math.Content.1.NBT.C.6 Subtract multiples of 10 from multiples of 10 (both in the range of 10-90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used Note: Strategies should be based on place value, properties of operations, and the relationship between addition and subtraction. Note: Differences should be zero or positive.	SE: 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, Reteaching: 483–484 Sets A, B, D TE: 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, Reteaching: 483–484 Sets A, B, D
Measurement and Data	
Measure lengths indirectly and by iterating length units	
AR.Math.Content.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object	SE: 491–492, 493–496, 497–500, 505–508, Reteaching: 511 Sets A, B TE: 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching: 511 Sets A, B
AR.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	SE: 491–492, 501–504, 505–508, Reteaching: 512 Sets C, D; 557–560, 561–564, 581–584 TE: 491–492A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 557A–560B, 561A–564B, 581A–584B

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Work with time and money	
AR.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks Note: The intention of this standard is to continue the introduction of the concept with the goal of mastery by the end of third grade.	SE: 520, 529–532, 533–536, 537–540, 541–544, Reteaching: 547–548 Sets B–D TE: 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching: 547–548 Sets B–D
AR.Math.Content.1.MD.B.4 (New Standard) Identify and know the value of a penny, nickel, dime, and quarter.	MDIS: A61, A62, A63, A64, A65, A67
AR.Math.Content.1.MD.B.5 (New Standard) Count collections of like coins (pennies, nickels, and dimes).	MDIS: A63, A68
Represent and interpret data	
AR.Math.Content.1.MD.C.6 • Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs • Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another	SE: 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B; 364, 520 TE: 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B; 364–364C, 520–520C
Geometry	
Reason with shapes and their attributes	
AR.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes	SE: 555–556, 557–560, 561–564, 565–568, 577–580, 581–584, 589–592, Reteaching: 595–598 Sets A, B, E, G, H; 608 TE: 555–556A, 557A–560B, 561A–564B, 565A–568B, 577A–580B, 581A–584B, 589A–592B, Reteaching: 595–598 Sets A, B, E, G, H; 608–608C

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<p>AR.Math.Content.1.G.A.2 Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape Note: Students do not need to learn formal names such as “right rectangular prism”.</p>	<p>SE: 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608</p> <p>TE: 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C</p>
<p>AR.Math.Content.1.G.A.3</p> <ul style="list-style-type: none"> • Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of • Describe the whole as two of, or four of, the shares • Understand for these examples that decomposing into more equal shares creates smaller shares 	<p>SE: 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D</p> <p>TE: 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D</p>

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Arkansas Mathematics Standards Grade 2	enVision Mathematics, ©2020 Grade 2
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction	
<p>AR.Math.Content.2.OA.A.1</p> <ul style="list-style-type: none"> • Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions • Represent a strategy with a related equation including a symbol for the unknown number 	<p>SE: 4, 37-40, 41-44, Reteaching: 50 Sets G, H; 77-80, Reteaching: 84 Set D; 92, 113-116, 117-120, Reteaching: 123-125 Sets A-F; 136, 141-144, 145-148, 165-168, 169-172, Reteaching: 175-178 Sets B, C, G, H; 187, 188, 213-216, 217-220, Reteaching: 226 Sets G, H; 236, 245-248, 257-260, 261-264, Reteaching: 268-269 Sets C, F; 279, 280, 281-284, 285-288, 289-292, 293-296, 297-300, 309-312, Reteaching: 315-318 Sets A-C, H; 341-344, 345-348, Reteaching: 364-365 Sets B, C; 609-612, 613-616, 617-620, 621-624, 625-628, Reteaching: 631-632 Sets A-D; 649-652, 653-656, 657-660, 661-664, Reteaching: 668, 670 Sets B, D</p> <p>TE: 4-4C, 37A-40B, 41A-44B, Reteaching: 49-50 Sets G, H; 77A-80B, Reteaching: 84 Set D; 92-92C, 113A-116B, 117A-120B, Reteaching: 123-126 Sets A-F; 136-136A, 141A-144B, 145A-148B, 165A-168B, 169A-172B, Reteaching: 175-178 Sets B, C, G, H; 187-187A, 188-188C, 213A-216B, 217A-220B, Reteaching: 225-226 Sets G, H; 236-236A, 245A-248B, 257A-260B, 261A-264B, Reteaching: 267-270 Sets C, F; 279-279A, 280-280C, 281A-284B, 285A-288B, 289A-292B, 293A-296B, 297A-300B, 309A-312B, Reteaching: 315-318 Sets A-C, H; 341A-344B, 345A-348B, Reteaching: 363-366 Sets B, C; 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, Reteaching: 631-632 Sets A-D; 649A-652B, 653A-656B, 657A-660B, 661A-664B, Reteaching: 667-670 Sets B, D</p>
Add and subtract within 20	
<p>AR.Math.Content.2.OA.B.2</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies • By the end of Grade 2, know from memory all sums of two one-digit numbers <p>Note: Fact fluency means that students should have automaticity when recalling these facts.</p>	<p>SE: 3, 4, 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 37-40, 41-44, Reteaching: 47-50 Sets A-H; 60, 61-64, 65-68, 69-72, 73-76, 77-80, Reteaching: 83-84 Sets A-D; 91, 301-304, Reteaching: 317 Set F; 561-564, Reteaching: 595 Set A</p> <p>TE: 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 37A-40B, 41A-44B, Reteaching: 47-50 Sets A-H; 60-60A, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, Reteaching: 83-84 Sets A-D; 91-91A, 301A-304B, Reteaching: 317-318 Set F; 561A-564B, Reteaching: 595-596 Set A</p>

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Work with equal groups of objects to gain foundations for multiplication	
AR.Math.Content.2.OA.C.3 • Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s) • Write an equation to express an even number (up to 20) as a sum of two equal addends	SE: 60, 61–64, 65–68, Reteaching: 83 Set A TE: 60–60A, 61A–64B, 65A–68B, Reteaching: 83 Set A
AR.Math.Content.2.OA.C.4 • Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns • Write an equation to express the total as a sum of equal addends	SE: 69–72, 73–76, 77–80, Reteaching: 83–84 Sets B–D; 92, 136, 577–580, 585–588, 589–592, Reteaching: 597–598 Sets E, G, H TE: 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets B–D; 92–92C, 135–136A, 577A–580B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets E, G, H
Number and Operations in Base Ten	
Understand place value	
AR.Math.Content.2.NBT.A.1 • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones • Understand that 100 can be thought of as a group of ten tens — called a "hundred" • Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100	SE: 376, 377–380, 381–384, 385–388, 389–392, 393–396, 405–408, 409–412, Reteaching: 419–422 Sets A–D, G TE: 376–376C, 377A–380B, 381A–384B, 385A–388B, 389A–392B, 393A–396B, 405A–408B, 409A–412B, Reteaching: 419–422 Sets A–D, G
AR.Math.Content.2.NBT.A.2 • Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero	SE: 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, Reteaching: 363–366 Sets A, B, D–F; 375, 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 437–440, 477–480 TE: 329A–332B, 333A–336B, 337A–340B, 349A–352B, 353A–356B, 357A–360B, Reteaching: 363–366 Sets A, B, D–F; 375–375A, 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 437A–440M, 477A–480B

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<p>AR.Math.Content.2.NBT.A.3</p> <ul style="list-style-type: none"> • Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms • Model and describe numbers within 1000 as groups of 10 in a variety of ways 	<p>SE: 376, 381–384, 385–388, 389–392, 393–396, Reteaching: 419–420 Sets B, C, D</p> <p>TE: 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 419–420 Sets B, C, D</p>
<p>AR.Math.Content.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols and correct terminology for the symbols to record the results of comparisons</p>	<p>SE: 375, 405–408, 409–412, 413–416, Reteaching: 422 Sets G, H</p> <p>TE: 375–375A, 405A–408B, 409A–412B, 413A–416B, Reteaching: 421–422 Sets G, H</p>
Use place value understanding and properties of operations to add and subtract	
<p>AR.Math.Content.2.NBT.B.5 Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction</p>	<p>SE: 92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120, Reteaching: 123–125 Sets A–F; 136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 165–168, 169–172, Reteaching: 175–178 Sets A–H; 187, 188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 217–220, Reteaching: 223–226 Sets A–H; 236, 237–240, 241–244, 245–248, 249–252, 253–256, 257–260, Reteaching: 267–269 Sets A–F; 279, 280, 281–284, 285–288, 289–292, 293–296, 297–300, 305–308, Reteaching: 315–318 Sets A–D, G</p> <p>TE: 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, 117A–120B, Reteaching: 123–126 Sets A–F; 136–136A, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 175–178 Sets A–H; 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, Reteaching: 223–226 Sets A–H; 236–236A, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 257A–260B, Reteaching: 267–270 Sets A–F; 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 305A–308B, Reteaching: 315–318 Sets A–D, G</p>
<p>AR.Math.Content.2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations</p>	<p>SE: Reteaching: 124–125 Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, Reteaching: 177–178 Sets F–H; 279; Reteaching: 318 Set G</p> <p>TE: Reteaching: 124–125 Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 177–178 Sets F–H; 279–279A, Reteaching: 317–318 Set G</p>

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AR.Math.Content.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation	<p>SE: 432, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching: 463–464 Sets B–D; 472, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching: 499–500 Sets B–D</p> <p>TE: 432–432A, 437–440B, 441–444B, 445–448B, 449–452B, 453–456B, 457–460B, Reteaching: 463–464 Sets B–D; 472–472C, 477–480B, 481–484B, 485–488B, 489A–492B, 493A–496B, Reteaching: 499–500 Sets B–D</p>
AR.Math.Content.2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100- 900	<p>SE: 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 433–436, Reteaching: 463 Set A; 473–476, Reteaching: 499 Set A</p> <p>TE: 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 433A–436B, Reteaching: 463 Set A; 473A–476B, Reteaching: 499 Set A</p>
AR.Math.Content.2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations Note: Explanations could be supported by drawings or objects.	<p>SE: 92, 93–96, 97–100, 101–104, 109–112, 117–120, Reteaching: 123–125 Sets A–F; 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 169–172, Reteaching: 175–178 Sets A–H; 187, 188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 217–220, Reteaching: 223–226 Sets A–F, H; 237–240, 241–244, 245–248, 249–252, 253–256, 261–264, Reteaching: 267–269 Sets A–F; 309–312, Reteaching: 318 Set H; 433–436, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching: 463–464 Sets A–D; 472, 473–476, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching: 499–500 Sets A, B, C</p> <p>TE: 92–92C, 93A–96B, 97A–100B, 101A–104B, 109A–112B, 117A–120B, Reteaching: 123–126 Sets A–F; 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 169A–172B, Reteaching: 175–178 Sets A–H; 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 217A–220B, Reteaching: 223–226 Sets A–F, H; 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 261A–264B, Reteaching: 267–270 Sets A–F; 309A–312B, Reteaching: 317–318 Set H; 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, 453A–456B, 457A–460B, Reteaching: 463–464 Sets A–D; 472–472C, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, 493A–496B, Reteaching: 499–500 Sets A, B, C</p>

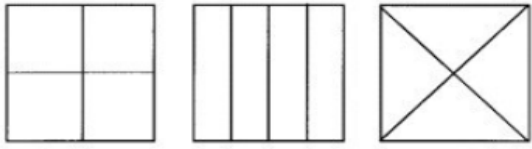
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Measurement and Data	
Measure and estimate lengths in standard units	
AR.Math.Content.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes	<p>SE: 513–516, 517–520, 521–524, 525–528, 529–532, 533–536, 541–544, Reteaching: 547–550 Sets B–F, H; 560, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets B–D; 641–644, 645–648, Reteaching: 667 Set A</p> <p>TE: 513A–516B, 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 541A–544B, Reteaching: 547–550 Sets B–F, H; 560–560C, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets B–D; 641A–644B, 645A–648B, Reteaching: 667–668 Set A</p>
AR.Math.Content.2.MD.A.2 • Measure the length of an object twice with two different length units • Describe how the two measurements relate to the size of the unit chosen For example: A desktop is measured in both centimeters and inches. Student compares the size of the unit of measure and the number of those units.	<p>SE: 521–524, 533–536, Reteaching: 548–549 Sets C, F; 581–584, Reteaching: 597 Set F</p> <p>TE: 521A–524B, 533A–536B, Reteaching: 548–549 Sets C, F; 581A–584B, Reteaching: 597–598 Set F</p>
AR.Math.Content.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters	<p>SE: 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, Reteaching: 547–550 Sets A, B, D, E, H</p> <p>TE: 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, Reteaching: 547–550 Sets A, B, D, E, H</p>
AR.Math.Content.2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit	<p>SE: 537–540, 541–544, Reteaching: 550 Sets G, H; 560</p> <p>TE: 537A–540B, 541A–544B, Reteaching: 549–550 Sets G, H; 560–560C</p>
Relate addition and subtraction to length	
AR.Math.Content.2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write equations with a symbol for the unknown number to represent the problem	<p>SE: 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D</p> <p>TE: 537A–540B, Reteaching: 549–550 Sets F, G; 560–560C, 609A–612B, 613A–616B, 617A–620B, 625A–628B, Reteaching: 631–632 Sets A–D</p>

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AR.Math.Content.2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and solve addition and subtraction problems within 100 on the number line diagram	SE: 621–624, 625–628, Reteaching: 632 Sets C–D TE: 621A–624B, 625A–628B, Reteaching: 632 Sets C–D
Work with time and money	
AR.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Note: This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of third grade.	SE: 328, 349–352, 353–356, 357–360, Reteaching: 365–366 Sets D–F TE: 328–328A, 349A–352B, 353A–356B, 357A–360B, Reteaching: 365–366 Sets D–F
AR. Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately For example: A student has 2 dimes and 3 pennies; how many cents does he have?	SE: 329–332, 333–336, 337–340, 341–344, 345–348, 376, 433–436, 473–476, 485–488 TE: 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 376–376C, 433A–436B, 473A–476B, 485A–488B
Represent and interpret data	
AR.Math.Content.2.MD.D.9 <ul style="list-style-type: none"> • Generate data by measuring the same attribute of similar objects to the nearest whole unit • Display the measurement data by making a line plot, where the horizontal scale is marked off in whole-number units • Generate data from multiple measurements of the same object • Make a line plot, where the horizontal scale is marked off in whole-number units, to compare precision of measurements Note: After several experiences with generating data to use, the students can be given data already generated to create the line plot.	SE: 640, 641–644, 645–648, Reteaching: 667 Set A TE: 640–640C, 641A–644B, 645A–648B, Reteaching: 667–668 Set A
AR.Math.Content.2.MD.D.10 <ul style="list-style-type: none"> • Draw a picture graph and a bar graph, with single-unit scale, to represent a data set with up to four categories • Solve simple put-together, take-apart, and compare problems using information presented in a bar graph 	SE: 640, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–670 Sets B–D TE: 640–640C, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–670 Sets B–D

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Geometry	
Reason with shapes and their attributes	
AR.Math.Content.2.G.A.1 • Recognize and draw shapes having specified attributes (e.g., number of angles, number of sides, or a given number of equal faces) • Identify triangles, quadrilaterals, pentagons, hexagons, and cubes Note: Sizes are compared directly or visually, not compared by measuring.	SE: 560, 561–564, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets A–D TE: 560–560C, 561A–564B, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets A–D
AR.Math.Content.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares	SE: 577–580, 589–592, Reteaching: 597–598 Sets E, H TE: 577A–580B, 589A–592B, Reteaching: 597–598 Sets E, H
AR.Math.Content.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths	SE: 581–584, 585–588, 589–592, Reteaching: 597–598 Sets F, G, H TE: 581A–584B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets F, G, H
AR.Math.Content.2.G.A.4 Recognize that equal shares of identical wholes need not have the same shape 	SE: 581–584, 585–588, 589–592, Reteaching: 597–598 Sets F, G, H TE: 581A–584B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets F, G, H

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Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division	
AR.Math.Content.3.OA.A.1 Interpret products of whole numbers (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each) For example: Describe a context in which a total number of objects can be expressed as 5×7 .	<p>SE: 3, 4, 5–8, 9–12, 13–16, 25–28, Reteaching: 31–32 Sets A–C, E; 41–44, 45–48, 49–52, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 185–188, Reteaching: 197–198 Set E</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 25A–28B, Reteaching: 31–32 Sets A–C, E; 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 185A–188B, Reteaching: 197–198 Set E</p>
AR.Math.Content.3.OA.A.2 Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) For example: Describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	<p>SE: 4, 17–20, 21–24, 25–28, Reteaching: 32 Sets D, E; 185–188, Reteaching: 197–198 Set E</p> <p>TE: 4–4C, 17A–20B, 21A–24B, 32, Reteaching: 25A–28B Sets D, E; 185A–188B, Reteaching: 197–198 Set E</p>
AR.Math.Content.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, Reteaching: 31–32 Sets A–E; 39–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, Reteaching: 67–68 Sets A–F; 76, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets B–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, Reteaching: 155–158 Sets A–I; 167, 168, 177–180, 181–184, 185–188, 189–192, Reteaching: 196–198 Sets C–F; 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 385–388, Reteaching: 399 Set B; 408, 561–564, Reteaching: 574 Set H; 617–620, Reteaching: 639 Set A</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, Reteaching: 31–32 Sets A–E; 39–40A, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, Reteaching: 67–68 Sets A–F; 76–76C, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets B–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, Reteaching: 155–158 Sets A–I; 167–167A, 168–168C, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 195–198, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B,</p>

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(Continued) AR.Math.Content.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)	(Continued) Reteaching: 275–278 Sets A–D; 385A–388B, Reteaching: 399 Set B; 408–408C, 561A–564B, Reteaching: 573–574 Set H; 617A–620B, Reteaching: 639 Set A
AR.Math.Content.3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers For example: Determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$	SE: 141–144, 145–148, Reteaching: Sets 157–158, G, H; 168, 221–224, Reteaching: 240 Set D TE: 141A–144B, 145A–148B, Reteaching: 157–158 Sets G, H; 168–168C, 221A–224B, Reteaching: 239–240 Set D
Operations and Algebraic Thinking	
Understand properties of multiplication and the relationship between multiplication and division	
AR.Math.Content.3.OA.B.5 Apply properties of operations as strategies to multiply and divide For example: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (Commutative property of multiplication). $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (Associative property of multiplication). Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive property). Note: Students are not required to use formal terms for these properties.	SE: 4, 13–16, Reteaching: 31–32 Set C; 49–52, Reteaching: 67 Set C; 75, 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, Reteaching: 107–108 Sets A–F; 137–140, Reteaching: 157 Set F; 389–392, Reteaching: 400 Set C TE: 4-4C, 13A–16B, Reteaching: 31–32 Set C; 49A–52B, Reteaching: 67 Set C; 75–75A, 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, Reteaching: 107–108 Sets A–F; 137A–140B, Reteaching: 157–158 Set F; 389A–392B, Reteaching: 400 Set C
AR.Math.Content.3.OA.B.6 Understand division as an unknown-factor problem For example: Find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	SE: 117–120, 121–124, 125–128, 129–132, 137–140, Reteaching: 155–157 Sets A–D, F, G TE: 117–120, 121–124, 125–128, 129–132, 137–140, 141–144, Reteaching: 155–157 Sets A–D, F, G

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Multiply and divide within 100	
<p>AR.Math.Content.3.OA.C.7</p> <ul style="list-style-type: none"> Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one know $40 \div 5 = 8$) or properties of operations By the end of Grade 3, automatically (fact fluency) recall all products of two one-digit numbers <p>Note: Computational fluency is defined as a student's ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies.</p>	<p>SE: 49–52, Reteaching: 67 Set C; 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets A–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, Reteaching: 155–158 Sets A–H; 167, 168, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, Reteaching: 195–198 Sets A–F; 221–224, 225–228, 229–232, 233–236, Reteaching: 240–242 Sets D–G; 297–300, 313–316, Reteaching: 324–325, Sets C, G; 345–348, 349–352, Reteaching: 368–369 Sets C, D; 413–416, 417–420, 421–424, Reteaching: 427–428 Sets B–D; 561–564, Reteaching: 574 Set H; 617–620, 625–628, 629–632, Reteaching: 639–640 Sets A, C</p> <p>TE: 49A–52B, Reteaching: 67 Set C; 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets A–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, Reteaching: 155–158 Sets A–H; 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, Reteaching: 195–198 Sets A–F; 221A–224B, 225A–228B, 229A–232B, 233A–236B, 239–242, 297A–300B, 313A–316B, Reteaching: 323–326 Sets C G; 345A–348B, 349A–352B, Reteaching: 367–370 Sets C, D; 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets B–D; 561A–564B, Reteaching: 573–574 Set H; 617A–620B, 625A–628B, 629A–632B, Reteaching: 639–640 Sets A, C</p>
Solve problems involving the four operations, and identify and explain patterns in arithmetic	
<p>AR.Math.Content.3.OA.D.8</p> <p>Solve two-step word problems using the four operations, and be able to:</p> <ul style="list-style-type: none"> Represent these problems using equations with a letter standing for unknown quantity Assess the reasonableness of answers using mental computation and estimation strategies including rounding <p>Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in conventional order when there are no parentheses to specify a particular order (Order of Operations).</p>	<p>SE: 149–152, Reteaching: 158 Set I; 168, 253–256, 265–268, Reteaching: 275–277 Sets A, C; 287–288, 289–292, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–326 Sets A, C–E, G, H; 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 381–384, Reteaching: 399 Set A; 407, 408, 409–412, 413–416, 417–420, 421–424, Reteaching: 427–428 Sets A–D; 621–624, 639</p> <p>TE: 149A–152B, Reteaching: 157–158 Set I; 168–168C, 253A–256B, 265A–268B, Reteaching: 275–278 Sets A, C; 287–288A, 289A–292B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C–E, G, H; 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 381A–384B, Reteaching: 399 Set A; 407–407A, 408–408C, 409A–412B, 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A–D; 621A–624B, Reteaching: 639 Set B</p>


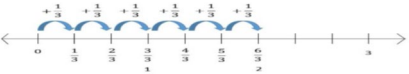
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AR.Math.Content.3.OA.D.9 Identify arithmetic patterns (including, but not limited to, patterns in the addition table or multiplication table), and explain them using properties of operations For example: Observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	<p>SE: 41–44, 45–48, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 81–84, 85–88, 89–92, Reteaching: 107–108 Sets B–D; 133–136, Reteaching: 157 Set E; 169–172, 189–192, 195–198, 293–296, Reteaching: Set B; 393–396, Reteaching: 400 Set D</p> <p>TE: 41A–44B, 45A–48B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 81A–84B, 85A–88B, 89A–92B, Reteaching: 107–108 Sets B–D; 133A–136B, Reteaching: 157–158 Set E; 169A–172B, 189A–192B, Reteaching: 195–198 Sets A, F; 293A–296B, Reteaching: 323–324 Set B; 393A–396B, Reteaching: 400 Set D</p>
Number and Operations in Base Ten	
Use place value understanding and properties of operations to perform multi-digit arithmetic	
AR.Math.Content.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100	<p>SE: 287–288, 305–308, 309–312, Reteaching: 324–325 Sets E, F; 336</p> <p>TE: 287–288A, 305A–308B, 309A–312B, Reteaching: 323–326 Sets E, F; 336–336C</p>
AR.Math.Content.3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction Note: Computational fluency is defined as a student’s ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies.	<p>SE: 287–288, 289–292, 297–300, 301–304, 309–312, 313–316, 317–320, Reteaching: 323–326 Sets A, C, D, F–H; 335, 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 408, 409–412, 417–420, 421–424, Reteaching: 427–428 Sets A, C, D; 541–544, Reteaching: 572 Set C; 621–624, Reteaching: 639 Set B</p> <p>TE: 287–288A, 289A–292B, 297A–300B, 301A–304B, 309A–312B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C, D, F–H; 335–335A, 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 408–408C, 409A–412B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A, C, D; 541A–544B, Reteaching: 572 Set C; 621A–624B, Reteaching: 639 Set B</p>
AR.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations	<p>SE: 379–380, 381–384, 385–388, 389–392, 393–396, Reteaching: 399–400 Sets A–D</p> <p>TE: 379–380A, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 399–400 Sets A–D</p>

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<p>AR.Math.Content.3.NBT.A.4 Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones (e.g., 7,706 can be portrayed in a variety of ways according to place value strategies)</p> <p>Understand the following as special cases:</p> <ul style="list-style-type: none"> • 1,000 can be thought of as a group of ten hundreds--called a thousand • The numbers 1,000, 2,000, 3,000, 4,000, 5,000, 6,000, 7,000, 8,000, 9,000 refer to one, two, three, four, five, six, seven, eight, or nine thousands 	MDIS: A42, F8, F9
<p>AR.Math.Content.3.NBT.A.5 Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form(s) For example: Using base-ten numerals “standard form” (347) Number name form (three-hundred forty seven) Expanded form(s) ($300 + 40 + 7 = 3 \times 100 + 4 \times 10 + 7 \times 1$)</p>	MDIS: A43, F5, F7, F9
<p>AR.Math.Content.3.NBT.A.6</p> <p>Compare two four-digit numbers based on meanings of thousands, hundreds, tens, and ones digits using symbols ($<$, $>$, $=$) to record the results of comparisons</p>	MDIS: A44, F7, F11
Number and Operations - Fractions	
Develop understanding of fractions as numbers	
<p>AR.Math.Content.3.NF.A.1</p> <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts For example: Unit fractions are fractions with a numerator of 1 derived from a whole partitioned into equal parts and having 1 of those equal parts ($1/4$ is 1 part of 4 equal parts). • Understand a fraction a/b as the quantity formed by a parts of size $1/b$ <p>For example: Unit fractions can be joined together to make non-unit fractions ($1/4 + 1/4 + 1/4 = 3/4$).</p>	<p>SE: 435–436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 485–488, 489–492, Reteaching: 519-522 Sets A-H; 585-588</p> <p>TE: 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 484–484C, 485A–488B, 489A–492B, Reteaching: 519-522 Sets A-H; 585A-585B</p>

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<p>AR.Math.Content.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram</p> <ul style="list-style-type: none"> • Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts • Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line <p>Example:</p>  <ul style="list-style-type: none"> • Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0 • Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line <p>Example:</p> 	<p>SE: 435-436, 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464, 465-468, Reteaching: 471-474 Sets A-H; 484, 585-588, 589-592, Reteaching: 603 Sets A, B</p> <p>TE: 435-436A, 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B, 461A-464B, 465A-468B, Reteaching: 471-474 Sets A-H; 484-484C, 585A-588B, 589A-592B, Reteaching: 603 Sets A, B</p>
<p>AR.Math.Content.3.NF.A.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size:</p> <ul style="list-style-type: none"> • Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line • Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$) • Explain why the fractions are equivalent (e.g., by using a visual fraction model) • Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram) • Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols ($>$, $=$, $<$) and justify the conclusions (e.g., by using a visual fraction model) 	<p>SE: 445-448, Reteaching: 472 Set C; 483, 484, 485-488, 489-492, 493-496, 497-500, 501-504, 505-508, 509-512, 513-516, Reteaching: 519-522 Sets A-H</p> <p>TE: 445A-448B, Reteaching: 472 Set C; 483-483A, 484-484C, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 505A-508B, 509A-512B, 513A-516B, Reteaching: 519-522 Sets A-H</p>

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Measurement and Data	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	
AR.Math.Content.3.MD.A.1 • Tell time using the terms quarter and half as related to the hour (e.g., quarter-past 3:00, half-past 4:00, and quarter till 3:00) • Tell and write time to the nearest minute and measure time intervals in minutes • Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram)	SE: 531–532, 533–536, 537–540, 541–544, 565–568, Reteaching: 571–574 Sets A–C, I TE: 531–532A, 533A–536B, 537A–540B, 541A–544B, 565A–568B, Reteaching: 571–574 Sets A–C, I
AR.Math.Content.3.MD.A.2 • Measure and estimate liquid volumes and masses of objects using standard units such as: grams (g), kilograms (kg), liters (l), gallons (gal), quarts (qt), pints (pt), and cups (c) • Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem) Note: Conversions can be introduced but not assessed. Excludes compound units such as cubic centimeters and finding the geometric volume of a container. Excludes multiplicative comparison problems (problems involving notions of “times as much”).	SE: 309–312, Reteaching: 325 Set F; 531–532, 545–548, 549–552, 553–556, 557–560, 561–564, Reteaching: 572–574 Sets D–H TE: 309A–312B, Reteaching: 325–326 Set F; 531–532A, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, Reteaching: 571–574 Sets D–H MDIS D24, D25, D26, D27
Represent and interpret data	
AR.Math.Content.3.MD.B.3 • Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories (e.g., Draw a bar graph in which each square in the bar graph might represent 5 pets) • Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs	SE: 251, 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 417–420, Reteaching: 428 Set C TE: 251–251A, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 417A–420B, Reteaching: 428 Set C
AR.Math.Content.3.MD.B.4 • Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch • Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters	SE: 435–436, 457–460, 461–464, Reteaching: 473–474 Sets F, G TE: 435–436A, 457A–460B, 461A–464B, Reteaching: 473–474 Sets F, G

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Geometric measurement: understand concepts of area and relate area to multiplication and to addition	
AR.Math.Content.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement: <ul style="list-style-type: none"> • A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. • A plane figure, which can be covered without gaps or overlaps by n unit squares, is said to have an area of n square units 	SE: 101–104, Reteaching: 108 Set F; 207-208, 209-212, 213-216, 217-220, 221–224, 225-228, 229-232, 233–236, Reteaching: 239-240 Sets A-C; 252, 593-596, 597-600, Reteaching: 604 Set C TE: 101A–104B, Reteaching: 108 Set F; 207-208A, 209A-212B, 213A-216B, 217A-220B, 221A–224B, 225A-228B, 229A-232B, 233A–236B, Reteaching: 239-240 Sets A-C; 252-252C, 593A-596B, 597A-600B, Reteaching: 604 Set C
AR.Math.Content.3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units)	SE: 207–208, 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C TE: 207–208A, 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C
AR.Math.Content.3.MD.C.7 Relate area to the operations of multiplication and addition: <ul style="list-style-type: none"> • Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths • Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning • Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$ • Use area models to represent the distributive property in mathematical reasoning • Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems 	SE: 101–104, Reteaching: 108 Set F; 221–224, 225-228, 229-232, 233–236, Reteaching: 241-242 Sets E-G; 252, 597-600, Reteaching: 604 Set D; 625-628, 629-632, Reteaching: 640 Set C TE: 101A–104B, Reteaching: 108 Set F; 221A–224B, 225A-228B, 229A-232B, 233A–236B, Reteaching: 241-242 Sets E-G; 252-252C, 597A-600B, Reteaching: 604 Set D; 625A-628B, 629A-632B, Reteaching: 640 Set C
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures	
AR.Math.Content.3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters	SE: 611–612, 613–616, 617–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D TE: 611–612A, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching: 639-640 Sets A–D

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Geometry	
Reason with shapes and their attributes	
<p>AR.Math.Content.3.G.A.1</p> <ul style="list-style-type: none"> • Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals) • Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories Note: An informal discussion of types of lines (parallel and perpendicular) and angles is needed; however, student assessment is not required. Note: Trapezoids will be defined to be a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids. 	<p>SE: 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D</p> <p>TE: 583-538A, 584-584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D</p>
<p>AR.Math.Content.3.G.A.2</p> <ul style="list-style-type: none"> • Partition shapes into parts with equal areas • Express the area of each part as a unit fraction of the whole For example: Partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. 	<p>SE: 435–436, 437–440, 441–444, Reteaching: 471 Sets A, B; 584, 585–588, 589–592, Reteaching: 603 Sets A, B</p> <p>TE: 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 584-584C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B</p>

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Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems	
AR.Math.Content.4.OA.A.1 • Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) • Represent verbal statements of multiplicative comparisons as multiplication equations	SE: 223–224, 225–228, 229–232, Reteaching: 251 Set A TE: 223–224A, 225A–228B, 229A–232B, Reteaching: 251 Set A
AR.Math.Content.4.OA.A.2 • Multiply or divide to solve word problems involving multiplicative comparison • Use drawings and equations with a letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison	SE: 85–88, 223–224, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 260 TE: 85A–88B, 223–224A, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 260–260C
AR.Math.Content.4.OA.A.3 • Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity • Assess the reasonableness of answers using mental computation and estimation strategies including rounding	SE: 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets B, F; 80, 85–88, 97–100, 105–108, 109–112, Reteaching: 115–118 Sets B, G, H; 137–140, 141–144, 149–152, 153–156, Reteaching: 159–160 Set C; 168, 173–176, 177–180, 181–184, 197–120, 205–208, Reteaching: 211–214 Sets B, H; 233–236, 237–240, 241–244, 245–248, Reteaching: 251 Set B; 260, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572 TE: 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets B, F; 80–80C, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets B, G, H; 137A–140B, 141A–144B, 149A–152B, 153A–156B, Reteaching: 159–160 Set C; 168–168C, 173A–176B, 177A–180B, 181A–184B, 197A–120B, 205A–208B, Reteaching: 211–214 Sets B, H; 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251 Set B; 260–260C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B

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Operations and Algebraic Thinking	
Gain familiarity with factors and multiples	
AR.Math.Content.4.OA.B.4 <ul style="list-style-type: none"> • Find all factor pairs for a whole number in the range 1-100 • Recognize that a whole number is a multiple of each of its factors • Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number • Determine whether a given whole number in the range 1-100 is prime or composite Note: Informal classroom discussion might include divisibility rules, finding patterns and other strategies.	SE: 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528 TE: 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B
Generate and analyze patterns	
AR.Math.Content.4.OA.C.5 <ul style="list-style-type: none"> • Generate a number or shape pattern that follows a given rule • Identify apparent features of the pattern that were not explicit in the rule itself For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain why the numbers will continue to alternate in this way.	SE: 519–520, 521–524, 525–528, 529–532, 533–536, Reteaching: 539–540 Sets A–D; 589–592 TE: 519–520A, 521A–524B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 539–540 Sets A–D; 589A–592B
Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers	
AR.Math.Content.4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right For example: Recognize that $700 \div 70 = 10$ or $700 = 10 \times 70$ by applying concepts of place value and division.	SE: 4, 9–12, 21–24, Reteaching: 27 Set B TE: 4–4C, 9A–12B, 21A–24B, Reteaching: 27 Set B
AR.Math.Content.4.NBT.A.2 <ul style="list-style-type: none"> • Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form • Compare two multi-digit numbers based on meanings of the digits in each place, using symbols ($>$, $=$, $<$) to record the results of comparisons 	SE: 3, 4, 5-8, 13–16, 21–24, Reteaching: 27 Sets A-C; 35–36 TE: 3–3A, 4–4C, 5A–8B, 13A–16B, 21A–24B, Reteaching: 27 Sets A-C; 35–36A

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AR.Math.Content.4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place	SE: 4, 17–20, 21–24, Reteaching: 28 Sets D, E TE: , 4–4C, 17A–20B, 21A–24B, Reteaching: 28 Sets D, E
Use place value understanding and properties of operations to perform multi-digit arithmetic	
AR.Math.Content.4.NBT.B.4 Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm Notes: <ul style="list-style-type: none"> • Computational fluency is defined as a student’s ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies. • A standard algorithm can be viewed as, but should not be limited to, the traditional recording system. • A standard algorithm denotes any valid base-ten strategy. 	SE: 35–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 80, 233–236, 237–240, 241–244, 521–524, 565–568 TE: 35–36A, 37A–40B, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 80–80C, 233A–236B, 237A–240B, 241A–244B, 521A–524B, 565A–568B
AR.Math.Content.4.NBT.B.5 <ul style="list-style-type: none"> • Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations • Illustrate and explain the calculation by using equations, rectangular arrays, and area models Note: Properties of operations need to be referenced.	SE: 79, 80, 81–84, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, Reteaching: 115–118 Sets A–G; 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 159–160 Sets A–F; 168, 173–176, 177–180, 223–224, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 301–304, 313–316, 525–528 TE: 79–79A, 80–80C, 81A–84B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets A–G; 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 159–160 Sets A–F; 168–168C, 173A–176B, 177A–180B, 223–224A, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 301A–304B, 313A–316B, 525A–528B

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<p>AR.Math.Content.4.NBT.B.6</p> <ul style="list-style-type: none"> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and the relationship between multiplication and division Illustrate and explain the calculation by using equations, rectangular arrays, and area models 	<p>SE: 167, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, Reteaching: 211–214 Sets A, C, H; 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 260, 305–308, 525–528, 529–532</p> <p>TE: 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, Reteaching: 211–214 Sets A, C, H; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 260–260C, 305A–308B, 525A–528B, 529A–532B</p>
Number and Operations - Fractions	
Extend understanding of fraction equivalence and ordering	
<p>AR.Math.Content.4.NF.A.1</p> <ul style="list-style-type: none"> By using visual fraction models, explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ with attention to how the number and size of the parts differ even though the two fractions themselves are the same size Use this principle to recognize and generate equivalent fractions <p>For example: $\frac{1}{5}$ is equivalent to $\frac{2 \times 1}{2 \times 5}$.</p>	<p>SE: 291–292, 293–296, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–324 Sets A, B; 421–424, 553–556</p> <p>TE: 291–292, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–324 Sets A, B; 421A–424B, 553A–556B</p>
<p>AR.Math.Content.4.NF.A.2</p> <ul style="list-style-type: none"> Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$) Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols ($>$, $=$, $<$), and justify the conclusions (e.g., by using a visual fraction model) 	<p>SE: 259, 309–312, 313–316, 317–320, Reteaching: 324 Sets C; D, 332, 415, 416, 421–424</p> <p>TE: 259–259A, 309A–312B, 313A–316B, 317A–320B, Reteaching: 324 Sets C, D; 332–332A, 415–415A, 416–416C, 421A–424B</p>

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Build fractions from unit fractions by applying and extending previous understanding of operations of whole numbers	
<p>AR.Math.Content.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ (e.g., $3/8=1/8+1/8+1/8$):</p> <ul style="list-style-type: none"> • Understand addition and subtraction of fractions as joining and separating parts referring to same whole • Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions (e.g., by using a visual fraction model) (e.g., $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$) • Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and by replacing each number with an equivalent fraction) • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators (e.g., by using visual fraction models and equations to represent the problem) <p>Note: Converting a mixed number to an improper fraction should not be viewed as a separate technique to be learned by rote memorization, but simply a case of fraction addition (e.g., $7\ 1/5 = 7 + 1/5 = 35/5 + 1/5 = 36/5$).</p>	<p>SE: 331, 332, 333–336, 337-340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, 365–368, 369–372, Reteaching: 375-376 Sets A-F; 397–400, 401–404, Reteaching: 407 Set C; 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D; 481–484, 485–488, 489–492, 553-556, 569-572</p> <p>TE: 331–331A, 332–332C, 333A–336B, 337A-340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 365A–368B, 369A–372B, Reteaching: 375-376 Sets A-F; 397A–400B, 401A–404B, Reteaching: 407 Set C; 416-416C, 417A–420B, 421A–424B, 425A–428B, 429A–432B, Reteaching: 435–436 Sets A–D; 481A–484B, 485A–488B, 489A–492B, 553A-556B, 569A-572B</p>
<p>AR.Math.Content.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number:</p> <ul style="list-style-type: none"> • Understand a fraction a/b as a multiple of $1/b$ (e.g., Use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$) • Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number (e.g., Use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$ (In general, $n \times (a/b) = (n \times a)/b$) • Solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem) <p>For example: If each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p>SE: 383–384, 385-388, 389–392, 393–396, 397–400, 401–404, Reteaching: 407–408 Sets A-C, E; 481–484, 485–488, 489–492, 501–504, 505–508</p> <p>TE: 383–384A, 385A-388B, 389A–392B, 393A–396B, 397A–400B, 401A–404B, Reteaching: 407–408 Sets A-C, E; 481A–484B, 485A–488B, 489A–492B, 501A–504B, 505A–508B</p>

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Understand decimal notation for fractions, and compare decimal fractions	
<p>AR.Math.Content.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 For example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. However, addition and subtraction with unlike denominators in general is not a requirement at this grade.</p>	<p>SE: 443–444, 457–460, Reteaching: 472 Set D TE:, 443–444A, 457A–460B, Reteaching: 472 Set D</p>
<p>AR.Math.Content.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100 For example: Write 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>	<p>SE: 443–444, 445–448, 449–452, Reteaching: 471 Sets A, B TE: 443A–444B, 445A–448B, 449A–452B, Reteaching: 471 Sets A, B</p>
<p>AR.Math.Content.4.NF.C.7 • Compare two decimals to hundredths by reasoning about their size • Recognize that comparisons are valid only when the two decimals refer to the same whole • Record the results of comparisons using symbols ($>$, $=$, $<$), and justify the conclusions (e.g., by using a visual model)</p>	<p>SE:, 443–444, 453–456, 65–468, Reteaching: 471 Set C; 493–496 TE: 443–444A, 453A–456B, 465A–468B, Reteaching: 471 Set C; 493A–496B</p>
Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	
<p>AR.Math.Content.4.MD.A.1 • Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec; yd, ft, in; gal, qt, pt, c • Within a single system of measurement, express measurements in the form of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), and (3, 36).</p>	<p>SE: 397–400, 479, 480, 481–484, 485–488, 489–492, 493–496, 497–500, Reteaching: 511 Sets A, B TE: 397A–400B, 479–479A, 480–480C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, Reteaching: 511 Sets A, B MDIS: I22, I23, I24, I25, I26, I27</p>

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<p>AR.Math.Content.4.MD.A.2</p> <ul style="list-style-type: none"> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including the ability to make change; including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale <p>Note: This is a standard that may be addressed throughout the year focusing on different context.</p>	<p>SE: 383–384, 397–400, 401–404, Reteaching: 408 Set D; 449–452, 453–456, 461–464, 465–468, Reteaching: 472 Set E; 480, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, Reteaching: 511 Set A</p> <p>TE: 383–384A, 397A–400B, 401A–404B, Reteaching: 408 Set D; 449A–452B, 453A–456B, 461A–464B, 465A–468B, Reteaching: 472 Set E; 480–480C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, Reteaching: 511 Set A</p>
<p>AR.Math.Content.4.MD.A.3</p> <p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems For example: Find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	<p>SE: 153–156, 168, 479, 501–504, 505–508, Reteaching: 512 Sets C; D605–608</p> <p>TE: 153A–156B, 168–168C, 479–479A, 501A–504B, 505A–508B, Reteaching: 512 Sets C; D605A–608B</p>
Represent and interpret data	
<p>AR.Math.Content.4.MD.B.4</p> <ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) Solve problems involving addition and subtraction of fractions by using information presented in line plots For example: From a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection. 	<p>SE: 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D</p> <p>TE: 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D</p>
Geometric measurement: understand concepts of angle and measure angles	
<p>AR.Math.Content.4.MD.C.5</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ul style="list-style-type: none"> An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles An angle that turns through n one-degree angles is said to have an angle measure of n degree <p>Note: Use the degree symbol (e.g., 360°).</p>	<p>SE: 547, 549–552, 553–556, 557–560, 561–564, 569–572, Reteaching: 575–576 Set B, D; 589–592</p> <p>TE: 547–547A, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 569A–572B, Reteaching: 575–576 Set B, D; 589A–592B</p>

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<p>AR.Math.Content.4.MD.C.6</p> <ul style="list-style-type: none"> • Measure angles in whole-number degrees using a protractor • Sketch angles of specified measure 	<p>SE: 547, 548, 561–564, 569–572, Reteaching: 576 Sets D, F</p> <p>TE: 547–547A, 548–548C, 561A–564B, 569A–572B, Reteaching: 576 Sets D, F</p>
<p>AR.Math.Content.4.MD.C.7</p> <ul style="list-style-type: none"> • Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts • Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems <p>For example: Use an equation with a symbol for the unknown angle measure.</p>	<p>SE: 565–568, 569–572, Reteaching: 576 Set E</p> <p>TE: 565A–568B, 569A–572B, Reteaching: 576 Set E</p>
Geometry	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles	
<p>AR.Math.Content.4.G.A.1</p> <ul style="list-style-type: none"> • Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines • Identify these in two-dimensional figures 	<p>SE: 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A</p> <p>TE: 547–547A, 548–548C, 549A–552B, Reteaching: 575 Set A; 583–584A, 585A–588B, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611 Set A</p>
<p>AR.Math.Content.4.G.A.2</p> <ul style="list-style-type: none"> • Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size • Recognize right triangles as a category and identify right triangles <p>Note: Trapezoids will be defined to be a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids.</p>	<p>SE: 583–584, 589–592, 593–596, 605–608, Reteaching: 611–612 Sets B, C, F</p> <p>TE: 583–584A, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611–612 Sets B, C, F</p>
<p>AR.Math.Content.4.G.A.3</p> <ul style="list-style-type: none"> • Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts • Identify line-symmetric figures and draw lines of symmetry 	<p>SE: 583–584, 597–600, 601–604, Reteaching: 612 Sets D, E</p> <p>TE: 583–584A, 597A–600B, 601A–604B, Reteaching: 612 Sets D, E</p>

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Operations and Algebraic Thinking	
Write and interpret numerical expressions	
AR.Math.Content.5.OA.A.1 Use grouping symbols including parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Note: Expressions should not contain nested grouping symbols such as $[4+2(10+3)]$ and they should be no more complex than the expressions one finds in an application of the associative or distributive property (e.g., $(8+7) \times 2$ or $\{6 \times 30\} + \{6 \times 7\}$).	SE: 535, 537–540, 541–544, 549–552, Reteaching: 555–556 Sets A, B, D TE: 535–535A, 537A–540B, 541A–544B, 549A–552B, Reteaching: 555–556 Sets A, B, D
AR.Math.Content.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them For Example: Express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	SE: 535, 536, 541–544, 545–548, Reteaching: 556 Sets C, D TE: 535–535A, 536–536C, 541A–544B, 545A–548B, Reteaching: 556 Sets C, D
Analyze patterns and relationships	
AR.Math.Content.5.OA.B.3 • Generate two numerical patterns, each using a given rule • Identify apparent relationships between corresponding terms by completing a function table or input/output table • Using the terms created, form and graph ordered pairs in the first quadrant of the coordinate plane. Note: Terms of the numerical patterns will be limited to whole number coordinates.	SE: 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching: 611–612 Sets A–D TE: 591, 592, 593A–596B, 597A–600B, 601A–604B, 605A–608B, Reteaching: 611–612 Sets A–D
Number and Operations in Base Ten	
Understand the place value system	
AR.Math.Content.5.NBT.A.1 Recognize 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	SE: 4, 9–12, 13–16, Reteaching: 35 Sets B, C, 80, 81–84, Reteaching: 119 Set A TE: 4–4C, 9A–12B, 13A–16B, Reteaching: 35 Sets B, C, 80–80C, 81A–84B, Reteaching: 119 Set A

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<p>AR.Math.Content.5.NBT.A.2 Understand why multiplying or dividing by a power of 10 shifts the value of the digits of a whole number or decimal:</p> <ul style="list-style-type: none"> • Explain patterns in the number of zeros of the product when multiplying a whole number by powers of 10 • Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 • Use whole-number exponents to denote powers of 10 	<p>SE: 3, 5–8, Reteaching: 35 Set A; 80, 81–84, Reteaching: 119 Set A; 127–128, 129–132, Reteaching: 167 Set A; 229–232, Reteaching: 255 Set A; 267, 268, 501–504, 505–508, 509–512, Reteaching: 527–528 Sets D–F</p> <p>TE: 3–3A, 5A–8B, Reteaching: 35 Set A; 80–80C, 81A–84B, Reteaching: 119 Set A; 127–128A, 129A–132B, Reteaching: 167–168 Set A; 229A–232B, Reteaching: 255–256 Set A; 267–267A, 268–268C, 501A–504B, 505A–508B, 509A–512B, Reteaching: 527–528 Sets D–F</p>
<p>AR.Math.Content.5.NBT.A.3 Read, write, and compare decimals to thousandths:</p> <ul style="list-style-type: none"> • Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s) Examples could include: <ul style="list-style-type: none"> o Base-ten numerals “standard form” (347.392) o Number name form (three-hundred forty seven and three hundred ninety-two thousandths) o Expanded form(s): $300 + 40 + 7 + .3 + .09 + .002 = 300 + 40 + 7 + 3/10 + 9/100 + 2/100 =$ $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000) =$ $3 \times 10^2 + 4 \times 10^1 + 7 \times 10^0 + 3 \times (1/10^1) + 9 \times (1/10^2) + 2 \times (1/10^3)$ • Compare two decimals to thousandths based on the value of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons 	<p>SE: 3, 4, 13–16, 17–20, 21–24, 29–32, Reteaching: 35–36 Sets C, D, F</p> <p>TE: 3–3A, 4–4C, 13A–16B, 17A–20B, 21A–24B, 29A–32B, Reteaching: 35–36 Sets C, D, F</p>
<p>AR.Math.Content.5.NBT.A.4 Apply place value understanding to round decimals to any place</p>	<p>SE: 4, 25–28, Reteaching: 36 Set E; 45–48, 49–52, Reteaching: 71 Set B</p> <p>TE: 4–4C, 25A–28B, Reteaching: 36 Set E; 45A–48B, 49A–52B, Reteaching: 71 Set B</p>

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Perform operations with multi-digit whole numbers and with decimals to hundredths	
<p>AR.Math.Content.5.NBT.B.5 Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm Note: A “standard algorithm” can be viewed as, but should not be limited to, the traditional recording system. A “standard algorithm” denotes any valid base-ten strategy.</p>	<p>SE: 80, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, Reteaching: 119–120 Sets B–G; 487–488, 489–492, 493–496, 497–500, 513–516, 517–520, 521–524, Reteaching: 527–528 Sets A, B, C, G, H</p> <p>TE: 80–80C, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, Reteaching: 119–120 Sets B–G; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A, B, C, G, H</p>
<p>AR.Math.Content.5.NBT.B.6</p> <ul style="list-style-type: none"> • Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on: <ul style="list-style-type: none"> o Place value o The properties of operations o Divisibility rules; and o The relationship between multiplication and division • Illustrate and explain calculations by using equations, rectangular arrays, and area models 	<p>SE: 179, 179, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, Reteaching: 215–218 Sets A–H; 487–488, 489–492, 493–496, 497–500, 513–516</p> <p>TE: 179–179A, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, Reteaching: 215–218 Sets A–H; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B</p>
<p>AR.Math.Content.5.NBT.B.7 Perform basic operations on decimals to the hundredths place:</p> <ul style="list-style-type: none"> • Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction • Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between multiplication and division (Continued) <p>AR.Math.Content.5.NBT.B.7 Perform basic operations on decimals to the hundredths place:</p> <ul style="list-style-type: none"> • Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction • Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between multiplication and division. 	<p>SE: 43–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 79, 81–84, 85–88, 89–92, 93–96, 97–100, 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, Reteaching: 167–170 Sets A–F; 227–228, 229–232, 233–236, 237–240, 241–244, 245–248, 248–252, Reteaching: 255–258 Sets A–F; 268</p> <p>TE: 43–44A, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 79–79A, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, Reteaching: 167–170 Sets A–F; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, 249A–252B, Reteaching: 255–258 Sets A–F; 268–268C</p>

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Number and Operations -Fractions	
Use equivalent fractions as a strategy to add and subtract fractions	
<p>AR.Math.Content.5.NF.A.1 Efficiently, accurately, and with some degree of flexibility, add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators. For example: Understand that $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$). Note: The focus of this standard is applying equivalent fractions, not necessarily finding least common denominators or putting results in simplest form.</p>	<p>SE: 268, 269–272, 273–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 319–322 Sets A–G</p> <p>TE: 268–268C, 269A–272B, 272A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 319–322 Sets A–G</p>
<p>AR.Math.Content.5.NF.A.2</p> <ul style="list-style-type: none"> • Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators For example: Use visual fraction models or equations to represent the problem. • Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example: Recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$. 	<p>SE: 268, 269–272, 272–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, Reteaching: 19–322 Sets A–H; 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 448 Sets C, D</p> <p>TE: 268–268C, 269A–272B, 272A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 319–322 Sets A–H; 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 448 Sets C, D</p>
<p>AR.Math.Content.5.NF.B.3</p> <ul style="list-style-type: none"> • Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$), where a and b are natural numbers. For example: Interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. • Solve word problems involving division of natural numbers leading to answers in the form of fractions or mixed numbers. For example: Use visual fraction models or equations to represent the problem. If 9 people want to share a 50- pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? 	<p>SE: 384, 385–388, 389–392, Reteaching: 419 Set A</p> <p>TE: 384–384C, 385A–388B, 389A–392B, Reteaching: 419 Set A</p>

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<p>AR.Math.Content.5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction:</p> <ul style="list-style-type: none"> • Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ <p>For example: Use a visual fraction model to show $(2/3) \times 12$ means to take 12 and divide it into thirds ($1/3$ of 12 is 4) and take two of the parts (2×4 is 8), so $(2/3) \times 12 = 8$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <ul style="list-style-type: none"> • Find the area of a rectangle with fractional (less than and/or greater than 1) side lengths, by tiling it with unit squares of the appropriate unit fraction side lengths, by multiplying the fractional side lengths, and then show that both procedures yield the same area. 	<p>SE: 331–332, 333–336, 337–340, 341–344, 345–348, 349–352, 353–356, Reteaching: 371–372 Sets A–E</p> <p>TE: 331–332A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, Reteaching: 371–372 Sets A–E</p>
<p>AR.Math.Content.5.NF.B.5 Interpret multiplication as scaling (resizing), by:</p> <ul style="list-style-type: none"> • Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication <p>For example: Understand that $2/3$ is twice as large as $1/3$.</p> <ul style="list-style-type: none"> • Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number • Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number • Relate the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1 	<p>SE: 361–364, Reteaching: 374 Set G</p> <p>TE: 361A–364B, Reteaching: 374 Set G</p>
<p>AR.Math.Content.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers</p>	<p>SE: 333–336, 337–340, 357–360, 365–368, 371, Reteaching: 373–374 Sets A, B, F, H; 384, 437–440</p> <p>TE: 333A–336B, 337A–340B, 357A–360B, 365A–368B, Reteaching: 373–374 Sets A, B, F, H; 384–384C, 437A–440B</p>

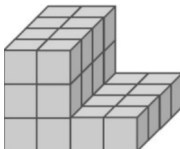
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<p>AR.Math.Content.5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions: Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.</p> <ul style="list-style-type: none"> • Interpret division of a unit fraction by a natural number, and compute such quotients For example: Create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. • Interpret division of a whole number by a unit fraction, and compute such quotients For example: Create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. • Solve real world problems involving division of unit fractions by natural numbers and division of whole numbers by unit fractions For example: Use visual fraction models and equations to represent the problem. How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins? 	<p>SE: 383, 384, 393–396, 397–400, 401–404, 405–408, 409–412, Reteaching: 419–420 Sets B–D</p> <p>TE: 383–383A, 384–384C, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, Reteaching: 419–420 Sets B–D</p>
Measurement and Data	
Convert like measurement units within a given measurement system	
<p>AR.Math.Content.5.MD.A.1</p> <ul style="list-style-type: none"> • Convert among different-sized standard measurement units within the metric system For example: Convert 5 cm to 0.05 m. • Convert among different-sized standard measurement units within the customary system For example: Convert $1 \frac{1}{2}$ ft to 18 in. • Use these conversions in solving multi-step, real world problems 	<p>SE: 487–488, 489–492, 93–496, 497–500, 501–504, 505–508, 509–512, 513–516, 517–520, 521–524, Reteaching: 527–528 Sets A–H; 536</p> <p>TE: 487–488A, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A–H; 536–536C</p>

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Represent and interpret data	
<p>AR.Math.Content.5.MD.B.2</p> <ul style="list-style-type: none"> • Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) • Use operations on fractions for this grade to solve problems involving information presented in line plots <p>For example: Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. Given different measurements of length between the longest and shortest pieces of rope in a collection, find the length each piece of rope would measure if each rope's length were redistributed equally or other examples that demonstrate measures of center (mean, median, mode).</p>	<p>SE: 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C</p> <p>TE: 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 447–448 Sets A–C</p>
Geometric measurement: understand concepts of volume	
<p>AR.Math.Content.5.MD.C.3</p> <p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement:</p> <ul style="list-style-type: none"> • A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume • A solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to have a volume of n cubic units 	<p>SE: 455, 456, 457–460, 461–464, 473–476, Reteaching: 479 Set A</p> <p>TE: 455–455A, 456–456C, 457A–460B, 461A–464B, 473A–476B, Reteaching: 479 Set A</p>
<p>AR.Math.Content.5.MD.C.4</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units</p>	<p>SE: 456, 457–460, 461–464, 473–476</p> <p>TE: 456, 457A–460B, 461A–464B, 473A–476B</p>

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<p>AR.Math.Content.5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume:</p> <ul style="list-style-type: none"> • Find the volume of a right 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, equivalently by multiplying the height by the area of the base (B) • Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication) • Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems • Recognize volume as additive • Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems <p>Example: John was finding the volume of this figure. He decided to break it apart into two separate rectangular prisms. John found the volume of the solid below using this expression: $(4 \times 4 \times 1) + (2 \times 4 \times 2)$. Decompose the figure into two rectangular prisms and shade them in different colors to show one way John might have thought about it.</p>  <p>Phillis also broke this solid into two rectangular prisms, but she did it differently than John. She found the volume of the solid below using this expression: $(2 \times 4 \times 3) + (2 \times 4 \times 1)$. Decompose the figure into two rectangular prisms and shade them in different colors to show one way Phillis might have thought about it.</p>	<p>SE: 455, 456, 461-464, 465-468, 469–472, Reteaching: 479-480 Sets B-D</p> <p>TE: 455-455A, 456-456C, 461A-464B, 465A-468B, 469A–472B, Reteaching: 480 Sets C, D</p>

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Geometry	
Graph points on the coordinate plane to solve real-world and mathematical problems	
AR.Math.Content.5.G.A.1 • Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates • Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x- coordinate, y-axis and y-coordinate). Note: Graphing will be limited to the first quadrant and the non-negative x- and y-axes only.	SE: 563–564, 565–568, 569–572, 577–580, Reteaching: 583–584 Sets A, B, C TE: 563–564A, 565A–568B, 569A–572B, 577A–580B, Reteaching: 583–584 Sets A, B, C
AR.Math.Content.5.G.A.2 • Represent real world and mathematical problems by graphing points in the first quadrant and on the non-negative x- and y-axes of the coordinate plane • Interpret coordinate values of points in the context of the situation	SE: 563–564, 569–572, 573–576, 577–580, Reteaching: 583–584 Sets B, C; 592, 601–604, Reteaching: 612 Set C TE: 563–564A, 569A–572B, 573A–576B, 577A–580B, Reteaching: 583–584 Sets B, C; 592–592C, 601A–604B, Reteaching: 612 Set C
Classify two-dimensional figures into categories based on their properties	
AR.Math.Content.5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example: All rectangles have four right angles and squares are rectangles, so all squares have four right angles. All isosceles triangles have at least two sides congruent and equilateral triangles are isosceles. Therefore, equilateral triangles have at least two congruent sides.	SE: 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D TE: 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 639–Reteaching: 640 Sets A–D
AR.Math.Content.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties Note: Trapezoids will be defined to be a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids.	SE: 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets B, C, D TE: 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 639–Reteaching: 640 Sets B, C, D