A Correlation of

enVision® Mathematics

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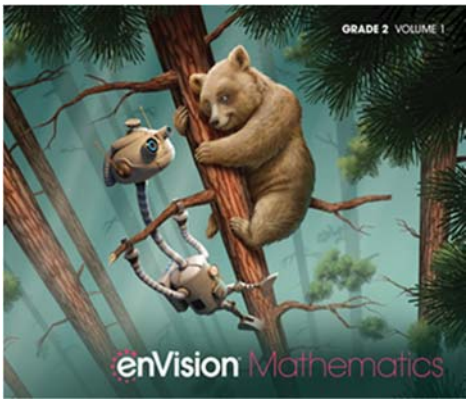

To the

Colorado Academic Standards for Mathematics Kindergarten – Grade 5

SAVVAS

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To the Colorado Academic Standards for Mathematics

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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Colorado Academic Standards for Mathematics - Kindergarten	enVision Mathematics, ©2020 Kindergarten
MP1 Make sense of problems and persevere in solving them.	**enVision Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 21–24, 29–32, 77–80, 145–148, 157–160, 173–176, 181–184, 205–208, 217–220, 225–228, 265–268, 273–276, 297–300, 305–308, 317–320
MP2 Reason abstractly and quantitatively.	**enVision Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 25–28, 33–36, 41–44, 61–64, 65–68, 93–96, 97–100, 101–104, 113–116, 117–120, 145–148, 149–152, 177–180

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MP3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision Mathematics,** the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 13–16, 17–20, 41–44, 65–68, 69–72, 73–76, 77–80, 93–96, 101–104, 105–108, 109–112, 117–120, 141–144
MP4 Model with mathematics.	Students using **enVision Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 9–12, 17–20, 21–24, 25–28, 29–32, 69–72, 77–80, 93–96, 109–112, 141–144, 153–156, 201–204, 209–212, 217–220, 221–224

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MP5 Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 5–8, 13–16, 17–20, 33–36, 41–44, 97–100, 105–108, 109–112, 113–116, 121–124, 149–152, 157–160, 181–184, 205–208, 273–276
MP6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 29–32, 61–64, 65–68, 73–76, 97–100, 105–108, 149–152, 153–156, 173–176, 177–180, 185–188, 201–204, 213–216

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MP7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 37–40, 61–64, 117–120, 121–124, 181–184, 225–228, 269–272, 293–296, 317–320, 321–324, 329–332, 357–360, 361–364, 365–368, 369–372
MP8 Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 21–24, 37–40, 73–76, 113–116, 121–124, 141–144, 157–160, 177–180, 209–212, 269–272, 293–296, 317–320, 325–328, 329–332, 353–356
1. Number and Quantity	
K.CC.A Counting & Cardinality: Use number names and the count sequence.	
1. Count to 100 by ones and by tens. (CCSS: K.CC.A.1)	**SE:** 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455-456 Sets A-C **TE:** 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455-456 Sets A-C

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2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (CCSS: K.CC.A.2)	**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 **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
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (CCSS: K.CC.A.3)	**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 **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
Academic Context and Connections	
1. Recognize that the number sequence from 1 to 9 repeats between the decade numbers, except in the spoken numbers between 10 and 20.	**SE:** 431, 433–436, 437–440, 445–448, 449–452, Reteaching: 455-456 Sets A, C, D **TE:** 431–431A, 433A–436B, 437A–440B, 445A–448B, 449A–452B, Reteaching: 455-456 Sets A, C, D

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2. Reason that counting to 100 by tens reaches the same number as can be counted repeatedly by ones.	**SE:** 431, 432, 437–440, 441–444, 449–452, Reteaching: 455 Set B **TE:** 431–431A, 432–432C, 437A–440B, 441A–444B, 449A–452B, Reteaching: 455 Set B
K.CC.B Counting & Cardinality: Count to determine the number of objects.	
4. Apply the relationship between numbers and quantities and connect counting to cardinality. (CCSS: K.CC.B.4)	**SE:** 369–372 **TE:** 369A–372B
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (CCSS: K.CC.B.4.a)	**SE:** 3, 4, 5–8, 17–20, 29–32, 37–40, 41–44, Reteaching: 47-50 Sets A, C, F; 91, 92, 93–96, 101–104, 109–112, Reteaching: 127-128 Sets B, D **TE:** 3–3A, 4–4C, 5A–8B, 17A–20B, 29A–32B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, Reteaching: 127–128 Sets B, D
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (CCSS: K.CC.B.4.b)	**SE:** 3, 4, 9–12, 21–24, 41–44, Reteaching: 50 Set F; 91, 109–112, 121–124, Reteaching: 127–128 Sets B, D **TE:** 3–3A, 4–4C, 9A–12B, 21A–24B, 41A–44B, Reteaching: 49–50 Set F; 91–91A, 109A–112B, 121A–124B, Reteaching: 127–128 Sets B, D
c. Understand that each successive number name refers to a quantity that is one larger. (CCSS: K.CC.B.4.c)	**SE:** 3, 4, 37–40, 91, 117–120, 139–140, 157–160, 347, 365–368 **TE:** 3–3A, 4–4C, 37A–40B, 91–91A, 117A–120B, 139–140A, 157A–160B, 347–347A, 365A–368B

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5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (CCSS: K.CC.B.5)	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 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, 139–140, 141–144, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 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 **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 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, 139–140A, 141A–144B, 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, 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

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Academic Context and Connections	
1. Progress from thinking about numbers as the result of the process of counting to abstractly thinking about numbers as mental objects of their own-especially the quantity 10.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 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, 139–140, 141–144, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 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 **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 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, 139–140A, 141A–144B, 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, 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
2. Explain how the number reached when counting on is a relationship between the quantity started from and the quantity added.	**SE:** 3, 4, 37–40, 91, 117–120, 139–140, 157–160, 347, 365–368 **TE:** 3–3A, 4–4C, 37A–40B, 91–91A, 117A–120B, 139–140A, 157A–160B, 347–347A, 365A–368B

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3. Make counting efficient by following rows, columns, or other patterns in a group of arranged objects.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 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, 139–140, 141–144, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 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 **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 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, 139–140A, 141A–144B, 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, 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
K.CC.C Counting & Cardinality: Compare numbers.	
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.) (CCSS: K.CC.C.6)	**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

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7. Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.C.7)	**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
Academic Context and Connections	
1. Make reasoned arguments about the relative sizes of groups, such as by matching objects of two groups and seeing which has extra objects, or by counting the objects in each group and seeing which has the number further in the counting sequence.	**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
2. Use precise language to describe why one quantity is less than, greater than, or equal to another, and avoid mixing and misusing different ways of quantifying such as dimension, weight, or magnitude.	**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
CCSS: K.NBT.A Number & Operations in Base Ten: Work with numbers 11–19 to gain foundations for place value.	
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (CCSS: K.NBT.A.1)	**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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Academic Context and Connections	
1. Be precise in drawings, diagrams, and numerical recordings about objects or symbols that represent ones and objects or symbols that represent tens.	**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
2. See the structure of a number as composed of its base-ten units.	**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
3. Repeat the reasoning afforded by the uniformity of the base-ten system, where 10 copies compose 1 base-ten unit of the next highest value.	**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
2. Algebra and Functions	
K.OA.A Operations & Algebraic Thinking: Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (CCSS: K.OA.A.1)	**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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2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (CCSS: K.OA.A.2)	**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 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). (CCSS: K.OA.A.3)	**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
4. For any number from 1 to 9, 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. (CCSS: K.OA.A.4)	**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
5. Fluently add and subtract within 5. (CCSS: K.OA.A.5)	**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

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Academic Context and Connections	
1. Make sense of real-world situations involving addition and subtraction (Entrepreneurial Skills: Critical Thinking/Problem Solving).	**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 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C
2. Mathematize a real-world situation, focusing on the quantities and their relationships rather than non-mathematical aspects of the situation.	**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 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C

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3. Act out adding and subtracting situations by representing quantities in the situation with objects, fingers, and math drawings.	**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
4. Use the equal sign consistently and appropriately.	**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
3. Data, Statistics, and Probability	
K.MD.A Measurement & Data: Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (CCSS: K.MD.A.1)	**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
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (CCSS: K.MD.A.2)	**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

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Academic Context and Connections	
1. Make sense of their world by comparing and ordering objects by their attributes. (Entrepreneurial Skills: Inquiry/Analysis)	**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
2. Be precise about meanings related to size when describing an object's height, weight, or other attribute.	**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
K.MD.B Measurement & Data: Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (CCSS: K.MD.B.3)	**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
Academic Context and Connections	
1. Group objects into categories to help make sense of problems.	**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
2. Abstract individual objects into new conceptual groups.	**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

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3. Choose appropriate representations of objects and categories.	**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
4. Geometry	
K.G.A Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (CCSS: K.G.A.1)	**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
2. Correctly name shapes regardless of their orientations or overall size. (CCSS: K.G.A.2)	**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
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (CCSS: K.G.A.3)	**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
Academic Context and Connections	
1. Describe the physical world from geometric perspectives, e.g., shape, orientation, and spatial relationships.	**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

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2. Reflect an increasing understanding of shapes by using increasingly precise language to describe them.	**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
3. Sort shapes into categories (squares, circles, triangles, etc.) based on attributes of the shapes.	**SE:** 465–468, 509-512 **TE:** 465A–468B, 509A-512B
K.G.B Geometry: Analyze, compare, create, and compose shapes.	
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). (CCSS: K.G.B.4)	**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
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (CCSS: K.G.B.5)	**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
6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (CCSS: K.G.B.6)	**SE:** 463–464, 507, 508, 525–528, 533–536 **TE:** 463–464A, 507–507A, 508–508C, 525A–528B, 533A–536B
Academic Context and Connections	
1. Use experiences with multiple examples of a type of shape to develop a concept image (see glossary) of that shape from which they can abstract common features.	**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

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2. Model shapes in the world by building them with components or drawing representations of them.	**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
3. Use patterns or structures when making comparisons or compositions of 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

Colorado Academic Standards for Mathematics - Grade 1	**enVision Mathematics, ©2020 Grade 1**
MP1 Make sense of problems and persevere in solving them.	**enVision Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 9–12, 29–32, 33–36, 37–40, 61–64, 85–88, 117–120, 133–136, 137–140, 169–172, 185–188, 189–192, 193–196, 233–236, 253–256
MP2 Reason abstractly and quantitatively.	**enVision Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 65–68, 77–80, 89–92, 109–112, 121–124, 137–140, 141–144, 161–164

Colorado Academic Standards for Mathematics - Grade 1	**enVision Mathematics, ©2020 Grade 1**
MP3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 13–16, 21–24, 37–40, 61–64, 65–68, 69–72, 73–76, 89–92, 113–116, 117–120, 125–128, 129–132, 133–136, 141–144, 185–188
MP4 Model with mathematics.	Students using **enVision Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 17–20, 21–24, 25–28, 33–36, 57–60, 69–72, 73–76, 81–84, 85–88, 89–92, 113–116, 117–120, 125–128, 137–140

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MP5 Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation**.** **Student's Edition and Teacher's Edition pages** 5–8, 17–20, 29–32, 81–84, 113–116, 129–132, 161–164, 165–168, 177–180, 185–188, 213–216, 293–296, 325–328, 365–368, 369–372
MP6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 37–40, 85–88, 189–192, 217–220, 221–224, 237–240, 253–256, 257–260, 261–264, 269–272, 289–292, 305–308, 329–332, 373–376, 377–380

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MP7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 9–12, 69–72, 73–76, 77–80, 81–84, 89–92, 129–132, 173–176, 221–224, 225–228, 265–268, 285–288, 293–296, 297–300, 301–304
MP8 Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 57–60, 61–64, 133–136, 165–168, 169–172, 173–176, 177–180, 181–184, 229–232, 261–264, 285–288, 297–300, 309–312

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1. Number and Quantity	
1.NBT.A Number & Operations in Base Ten: Extend the counting sequence.	
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. (CCSS: 1.NBT.A.1)	**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
Academic Context and Connections	
1. Make use of the base-ten counting structure when using special words at the decades, like “sixty” and “seventy.”	**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
1.NBT.B Number & Operations in Base Ten: Understand place value.	
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (1.NBT.B.2)	**SE:** 323–324, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 355–356 Sets A–C; 364, 409–412, 413–416, 417–420, 457–460, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540 **TE:** 323–324A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 355–356 Sets A–C; 364–364C, 409A–412B, 413A–416B, 417A–420B, 457A–460B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B

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a. 10 can be thought of as a bundle of ten ones-called a "ten." (CCSS: 1.NBT.B.2.a)	**SE:** 284, 285–288, 305–308, 309–312, 323–324, 325–328, 329–332, Reteaching: 355 Set A; 405–408, 421–424, 425–428, 433–436, 573–576 **TE:** 284–284C, 285A–288B, 305A–308B, 309A–312B, 323–324A, 325A–328B, 329A–332B, Reteaching: 355 Set A; 405A–408B, 421A–424B, 425A–428B, 433A–436B, 573A–576B
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (CCSS: 1.NBT.B.2.b)	**SE:** 325–328, Reteaching: 355 Set A **TE:** 325A–328B, Reteaching: 355 Set A
c. 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). (CCSS: 1.NBT.B.2.c)	**SE:** 283, 284, 285–288, 297–300, 305–308, Reteaching: 315 Set A; 329–332, 401–404, 451, 453–456, 461–464, 573–576 **TE:** 283–283A, 284–284C, 285A–288B, 297A–300B, 305A–308B, Reteaching: 315 Set A; 329A–332B, 401A–404B, 451–451A, 453A–456B, 461A–464B, 573A–576B
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.(CCSS: 1.NBT.B.3)	**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
Academic Context and Connections	
1. Make sense of quantities and their relationships in problem situations.	**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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2. Abstract 10 ones into a single conceptual object called a ten.	**SE:** 284, 285–288, 305–308, 309–312, 323–324, 325–328, 329–332, Reteaching: 355 Set A; 405–408, 421–424, 425–428, 433–436, 573–576 **TE:** 284–284C, 285A–288B, 305A–308B, 309A–312B, 323–324A, 325A–328B, 329A–332B, Reteaching: 355 Set A; 405A–408B, 421A–424B, 425A–428B, 433A–436B, 573A–576B
3. Model ones and tens with objects and mathematical representations.	**SE:** 325-328, 329-332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 355–356 Sets A–D; 401-404, 405-408, 417–420, 457–460, 469–472 **TE:** 325A-328B, 329A-332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 355–356 Sets A–D; 401A-404B, 405A-408B, 417A–420B, 457A–460B, 469A–472B
4. See the structure of a number as its base-ten units.	**SE:** 283, 284, 285–288, 297–300, 305–308, Reteaching: 315 Set A; 329–332, 401–404, 451, 453–456, 461–464, 573–576 **TE:** 283–283A, 284–284C, 285A–288B, 297A–300B, 305A–308B, Reteaching: 315 Set A; 329A–332B, 401A–404B, 451–451A, 453A–456B, 461A–464B, 573A–576B
1.NBT.C Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.	
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (CCSS: 1.NBT.C.4)	**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

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5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (CCSS: 1.NBT.C.5)	**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
6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (CCSS: 1.NBT.C.6)	**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
Academic Context and Connections	
1. Perform computation with addition and subtraction while making connections to the properties of operations and to place value structure. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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
2. Model quantities with drawings or equations to make sense of place value.	**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

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3. Use the base-ten structure to add and subtract, including adding and subtracting multiples of ten.	**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
2. Algebra and Functions	
1.OA.A Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.	
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. (CCSS: 1.OA.A.1)	**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 **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
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. (CCSS: 1.OA.A.2)	**SE:** 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572 **TE:** 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251–252A, 261A–264B, 569A–572B

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Academic Context and Connections	
1. Make sense of problems by relating objects, drawings, and equations.	**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 **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
2. Use cubes, number racks, ten frames and other models to represent addition and subtraction situations in real-world contexts.	**SE:** 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, Reteaching: 43–46 Sets A–G; 57–60, 61–64, 65-68, 69-72, 73-76, 77-80, 81–84, 85–88, 89-92, 108, 113–116, 117–120, 121–124, 125-128, 137–140, 141–144, 161–164, 165-168, 189–192 **TE:** 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–G; 57A–60B, 61A–64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, 81A–84B, 85A–88B, 89A-92B, 108–108C, 113A–116B, 117A–120B, 121A–124B, 125A-128B, 137A–140B, 141A–144B, 161A–164B, 165A-168B, 189A–192B

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1.OA.B Operations & Algebraic Thinking: Understand and apply properties of operations and the relationship between addition and subtraction.	
3. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: 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.) (CCSS: 1.OA.B.3)	**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 **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
4. Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. (CCSS: 1.OA.B.4)	**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 **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
Academic Context and Connections	
1. Make sense of addition and subtraction by applying properties of operations and working with different problem types.	**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 **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
2. Use properties of operations to recognize equivalent forms of equations.	**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 **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

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1.OA.C Operations & Algebraic Thinking: Add and subtract within 20.	
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (CCSS: 1.OA.C.5)	**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 **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
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as 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); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). (CCSS: 1.OA.C.6)	**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 **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

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Academic Context and Connections	
1. Use multiple strategies to think about problems and see how the quantities involved support the use of some strategies over others. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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 **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
2. Make use of the structure of numbers when making tens or when creating equivalent but easier or known sums.	**SE:** 65–68, 69-72, 81-84, 85-88, 89-92, Reteaching: 95–96 Sets C-E; 117–120, 121–124, 125-128, 129-132, 133-136, 137-140, Reteaching: 148-149 Sets C-E; 165-168, 169-172, 173-176, 177-180, 181-184, 185–188, Reteaching: 200-201 Sets B- E; 213–216 **TE:** 65A–68B, 69A–72B, 81A–84B, 85A–88B, 89A–92B, Reteaching: 95–96 Sets C-E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, Reteaching: 148–149 Sets C-E; 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 201-202 Sets B-E; 213A–216B
1.OA.D Operations & Algebraic Thinking: Work with addition and subtraction equations.	
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, 4 + 1 = 5 + 2. (CCSS: 1.OA.D.7)	**SE:** 4, 5–8, 9–12, 13–16, 17–20, 211, 212, 217–220, 221–224, 237–240, Reteaching: 243–244 Sets A, D **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

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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, 6 + 6 = _.(CCSS: 1.OA.D.8)	**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
Academic Context and Connections	
1. Make sense of quantities and their relationships in problem situations.	**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
2. Question assumptions about the meaning of the equals sign and construct viable arguments.	**SE:** 4, 5–8, 9–12, 13–16, 17–20, 211, 212, 217–220, 221–224, 237–240, Reteaching: 243–244 Sets A, D **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
3. Data, Statistics, and Probability	
1.MD.A Measurement & Data: Measure lengths indirectly and by iterating length units.	
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (CCSS: 1.MD.A.1)	**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
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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (CCSS: 1.MD.A.2)	**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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Academic Context and Connections	
1. Abstract comparisons between lengths using statements like $A > B$.	**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
2. Use the transitive property to explain if A is longer than B, and B is longer than C, then A must be longer than C.	**SE:** 497-500, Reteaching: 511 Set A **TE:** 497A-500B, Reteaching: 511 Set A
3. Devise different ways to represent the same data set and discuss the strengths and weaknesses of each representation.	**SE:** 251, 253-256, 257-260 **TE:** 251-251A, 253A-256B, 257A-260B
4. Consider the endpoints of objects when measuring and making comparisons.	**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
1.MD.B Measurement & Data: Tell and write time.	
3. Tell and write time in hours and half-hours using analog and digital clocks. (CCSS: 1.MD.B.3)	**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
Academic Context and Connections	
1. Tell and manage time to be both personally responsible and responsible to the needs of others. (Personal Skills: Personal Responsibility)	**SE:** 519 **TE:** 519-519A
2. Recognize that time is a quantity that can be measured with different degrees of precision.	**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

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1.MD.C Measurement & Data: Represent and interpret data.	
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (CCSS: 1.MD.C.4)	**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
Academic Context and Connections	
1. Ask and answer questions about categorical data based on representations of the data.	**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
2. Group similar individual objects together and abstract those objects into a new conceptual group.	**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
3. Devise different ways to display the same data set then discuss relative strengths and weaknesses of each scheme.	**SE:** 251, 253-256, 257-260 **TE:** 251-251A, 253A-256B, 257A-260B
4. Use appropriate labels and units of measure.	**SE:** 505-508, Reteaching: 512 Set D **TE:** 50A-508B, Reteaching: 512 Set D
4. Geometry	
1.G.A Geometry: Reason with shapes and their attributes.	
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. (CCSS: 1.G.A.1)	**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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2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names, such as "right rectangular prisms.") (CCSS: 1.G.A.2)	**SE:** 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608 **TE:** 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C
3. 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. (CCSS: 1.G.A.3)	**SE:** 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D **TE:** 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D
Academic Context and Connections	
1. Demonstrate flexibility, imagination, and inventiveness in composing two-dimensional and three-dimensional shapes to create composite shapes. (Entrepreneurial Skills: Risk Taking)	**SE:** 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608 **TE:** 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C
2. Sort, classify, build, or draw shapes in terms of defining attributes versus non-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
3. Determine how to partition a given circle or rectangle into two and four equal shares and describe the whole in terms of equal shares.	**SE:** 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D **TE:** 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D

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4. Justify whether a shape belongs in a given category by differentiating between defining attributes and non-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
5. Analyze how composite shapes can be formed by, or decomposed into, basic shapes.	**SE:** 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608 **TE:** 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C

Colorado Academic Standards for Mathematics – Grade 2	enVision Mathematics, ©2020 Grade 2
MP1 Make sense of problems and persevere in solving them.	**enVision Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 13–16, 21–24, 37–40, 41–44, 69–72, 77–80, 113–116, 117–120, 141–144, 149–152, 165–168, 169–172, 193–196, 197–200, 205–208
MP2 Reason abstractly and quantitatively.	**enVision Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 5–8, 13–16, 17–20, 21–24, 25–28, 33–36, 37–40, 41–44, 73–76, 97–100, 105–108, 109–112, 149–152, 153–156, 157–160

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MP3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 29–32, 41–44, 69–72, 77–80, 93–96, 105–108, 117–120, 137–140, 141–144, 149–152, 157–160, 169–172, 189–192, 201–204, 217–220
MP4 Model with mathematics.	Students using **enVision Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 21–24, 29–32, 33–36, 41–44, 61–64, 65–68, 73–76, 77–80, 101–104, 109–112, 137–140, 141–144, 145–148

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MP5 Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 29–32, 73–76, 93–96, 97–100, 117–120, 137–140, 189–192, 193–196, 209–212, 237–240, 245–248, 261–264, 305–308, 349–352, 377–380
MP6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 9–12, 37–40, 61–64, 77–80, 113–116, 197–200, 201–204, 253–256, 261–264, 301–304, 333–336, 341–344, 349–352, 353–356, 357–360

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MP7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 9–12, 13–16, 17–20, 25–28, 61–64, 65–68, 69–72, 77–80, 101–104, 145–148, 153–156, 161–164, 189–192, 201–204, 217–220
MP8 Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 5–8, 17–20, 25–28, 33–36, 65–68, 77–80, 105–108, 153–156, 157–160, 165–168, 205–208, 281–284, 345–348, 353–356, 357–360
1. Number and Quantity	
2.NBT.A Number & Operations in Base Ten: Understand place value.	
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (CCSS: 2.NBT.A.1)	**SE:** 376, 381–384, 385–388, 389–392, 405–408, 409–412, Reteaching: 419–422 Sets B, C, G **TE:** 376–376C, 381A–384B, 385A–388B, 389A–392B, 405A–408B, 409A–412B, Reteaching: 419–422 Sets B, C, G

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a. 100 can be thought of as a bundle of ten tens — called a "hundred." (CCSS: 2.NBT.A.1.a)	**SE:** 377–380, 393–396, Reteaching: 419–420 Sets A, D **TE:** 377A–380B, 393A–396B, Reteaching: 419–420 Sets A, D
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (CCSS: 2.NBT.A.1.b)	**SE:** 377–380, 381–384, 385–388, Reteaching: 419 Set A **TE:** 377A–380B, 381A–384B, 385A–388B, Reteaching: 419–420 Set A
2. Count within 1000; skip-count by 5s, 10s, and 100s. (CCSS: 2.NBT.A.2)	**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
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CCSS: 2.NBT.A.3)	**SE:** 376, 381–384, 385–388, 389–392, 393–396, Reteaching: 419–420 Sets B, C, D **TE:** 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 419–420 Sets B, C, D
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. (CCSS: 2.NBT.A.4)	**SE:** 375, 405–408, 409–412, 413–416, Reteaching: 422 Sets G, H **TE:** 375–375A, 405A–408B, 409A–412B, 413A–416B, Reteaching: 421–422 Sets G, H

Colorado Academic Standards for Mathematics – Grade 2	enVision Mathematics, ©2020 Grade 2
Academic Context and Connections	
1. Abstract 10 ones into a single conceptual object called a ten and abstract 100 ones or 10 tens into a single conceptual object called a hundred.	**SE:** 376, 381–384, 385–388, 389–392, 393–396, Reteaching: 419–420 Sets B, C, D **TE:** 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 419–420 Sets B, C, D
2. Compose, decompose, and compare three-digit numbers according to their base-ten structure.	**SE:** 375, 405–408, 409–412, 413–416, Reteaching: 422 Sets G, H **TE:** 375–375A, 405A–408B, 409A–412B, 413A–416B, Reteaching: 421–422 Sets G, H
2.NBT.B Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.	
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 2.NBT.B.5)	**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 **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

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6. Add up to four two-digit numbers using strategies based on place value and properties of operations. (CCSS: 2.NBT.B.6)	**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 **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
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (CCSS: 2.NBT.B.7)	**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 **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
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. (CCSS: 2.NBT.B.8)	**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 **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
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) (CCSS: 2.NBT.B.9)	**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

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(Continued) 9. Explain why addition and subtraction strategies work, using place value and the properties of opera-tions. (Explanations may be supported by drawings or objects.) (CCSS: 2.NBT.B.9)	**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
Academic Context and Connections	
1. Relate concrete or mental strategies for adding and subtracting within 100 to a written method. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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 **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

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2. Make sense of place value by modeling quantities with drawings or equations.	**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 **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
3. Use the base-ten structure to add and subtract, composing and decomposing ones, tens, and hundreds as necessary.	**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 **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

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2. Algebra and Functions	
2.OA.A Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction.	
1. 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (CCSS: 2.OA.A.1)	**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 **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

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Academic Context and Connections	
1. Decontextualize word problems, use mathematics to solve, and then recontextualize to provide the answer in context.	**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, 609–612, 613–616, 617-620, 621-624, 625–628, Reteaching: 631-632 Sets A-D; 649-652, 657-660, 661-664, Reteaching: 670 Set D **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, 609A–612B, 613A–616B, 617A–620B, 621A–624B, 625A–628B, Reteaching: 631-632 Sets A-D; 649A-652B, 657A–660B, 661A–664B, Reteaching: 670 Set D

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2. Represent situations in word problems using drawings and equations with symbols for unknown numbers.	**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 **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

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2.OA.B Operations & Algebraic Thinking: Add and subtract within 20.	
2. Fluently add and subtract within 20 using mental strategies. (See 1.OA.C.6 for a list of strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. (CCSS: 2.OA.B.2)	**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 **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
Academic Context and Connections	
1. Recognize those problems that can be solved mentally versus those that require the use of objects, diagrams, or equations.	**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 **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

Colorado Academic Standards for Mathematics – Grade 2	enVision Mathematics, ©2020 Grade 2
2. Add and subtract within 20 quickly, accurately, and flexibly.	**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 **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
2.OA.C Operations & Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication.	
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 as a sum of two equal addends. (CCSS: 2.OA.C.3)	**SE:** 60, 61–64, 65–68, Reteaching: 83 Set A **TE:** 60–60A, 61A–64B, 65A–68B, Reteaching: 83 Set A
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. (CCSS: 2.OA.C.4)	**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
Academic Context and Connections	
1. Explore the arrangement of objects and how some arrangements afford mathematical power to solve problems. (Entrepreneurial Skills: Creativity/Innovation)	**SE:** 69–72, 73–76, 77–80, Reteaching: 83–84 Sets B–D; 92 **TE:** 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets B–D; 92
2. Reason about what it means for numbers to be even and odd.	**SE:** 60, 61–64, 65–68, Reteaching: 83 Set A **TE:** 60–60A, 61A–64B, 65A–68B, Reteaching: 83 Set A

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3. Explain why a group of objects is even or odd and if a strategy for deciding works with any group of objects.	**SE:** 60, 61–64, 65–68 **TE:** 60–60A, 61A–64B, 65A–68B
3. Data, Statistics, and Probability	
2.MD.A Measurement & Data: Measure and estimate lengths in standard units.	
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (CCSS: 2.MD.A.1)	**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 **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
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (CCSS: 2.MD.A.2)	**SE:** 521–524, 533–536, Reteaching: 548–549 Sets C, F; 581–584, Reteaching: 597 Set F **TE:** 521A–524B, 533A–536B, Reteaching: 548–549 Sets C, F; 581A–584B, Reteaching: 597–598 Set F
3. Estimate lengths using units of inches, feet, centimeters, and meters. (CCSS: 2.MD.A.3)	**SE:** 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, Reteaching: 547–550 Sets A, B, D, E, H **TE:** 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, Reteaching: 547–550 Sets A, B, D, E, H
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (CCSS: 2.MD.A.4)	**SE:** 537–540, 541–544, Reteaching: 550 Sets G, H; 560 **TE:** 537A–540B, 541A–544B, Reteaching: 549–550 Sets G, H; 560–560C

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Academic Context and Connections	
1. Consider the correctness of another students' measurement in which they lined up three large and four small blocks and claimed a path was "seven blocks long."	**SE:** 541–544 **TE:** 541A–544B
2. Choose between different measurement tools depending on the objects they need to measure.	**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 **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
3. Determine when it is appropriate to estimate an object's length or when a more precise measurement is needed.	**SE:** 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, Reteaching: 547–550 Sets A, B, D, E, H **TE:** 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, Reteaching: 547–550 Sets A, B, D, E, H
2.MD.B Measurement & Data: Relate addition and subtraction to length.	
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (CCSS: 2.MD.B.5)	**SE:** 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D **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
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 represent whole-number sums and differences within 100 on a number line diagram. (CCSS: 2.MD.B.6)	**SE:** 621–624, 625–628, Reteaching: 632 Sets C–D **TE:** 621A–624B, 625A–628B, Reteaching: 632 Sets C–D

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Academic Context and Connections	
1. Recognize problems involving lengths and identify possible solutions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**SE:** 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D **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
2. Build on experiences with measurement tools to understand number lines as a more abstract tool for working with quantities.	**SE:** 621–624, 625–628, Reteaching: 632 Sets C–D **TE:** 621A–624B, 625A–628B, Reteaching: 632 Sets C–D
3. Use mathematical representations, like drawings and equations, to model scenarios described in word problems.	**SE:** 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D **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
2.MD.C Measurement & Data: Work with time and money.	
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (CCSS: 2.MD.C.7)	**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
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have two dimes and three pennies, how many cents do you have? (CCSS: 2.MD.C.8)	**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
Academic Context and Connections	
1. Tell and manage time to be both personally responsible and responsible to the needs of others. (Personal Skills: Personal Responsibility)	**SE:** 327-328, 357–360 **TE:** 327–328A, 357A–360B

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2. Make sense of word problems involving money.	**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
3. Recognize that time is a quantity that can be measured with different degrees of precision.	**SE:** 327-328, 349–352, 353–356, 357–360, Reteaching: 365–366 Sets D–F **TE:** 327–328A, 349A–352B, 353A–356B, 357A–360B, Reteaching: 365–366 Sets D–F
2.MD.D Measurement & Data: Represent and interpret data.	
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (CCSS: 2.MD.D.9)	**SE:** 639, 640, 641–644, 645–648, Reteaching: 667 Set A **TE:** 639-639A, 640–640C, 641A–644B, 645A–648B, Reteaching: 667–668 Set A
10. 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. (CCSS: 2.MD.D.10)	**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
Academic Context and Connections	
1. Organize objects according to measures or categories to help make sense of problems.	**SE:** 639, 640, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–669 Sets B, C **TE:** 639-639A, 640–640C, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–669 Sets B, C
2. Organize measurement and categorical data into categories based on size or type so comparisons can be made between categories instead of between individual objects.	**SE:** 640, 641–644, 645–648, Reteaching: 667 Set A **TE:** 640–640C, 641A–644B, 645A–648B, Reteaching: 667–668 Set A

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3. Discuss ways in which bar graph orientation (horizontal or vertical), order, thickness, spacing, shading, colors, etc. make the graphs easier or more difficult to interpret.	**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
4. Geometry	
2.G.A Geometry: Reason with shapes and their attributes.	
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (CCSS: 2.G.A.1)	**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
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (CCSS: 2.G.A.2)	**SE:** 577-580, 589-592, Reteaching: 597-598 Sets E, H **TE:** 577A-580B, 589A-592B, Reteaching: 597-598 Sets E, H
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. Recognize that equal shares of identical wholes need not have the same shape. (CCSS: 2.G.A.3)	**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
Academic Context and Connections	
1. Demonstrate flexibility, imagination, and inventiveness in drawing shapes having specified attributes and in partitioning circles and rectangles into equal shares. (Entrepreneurial Skills: Risk Taking)	**SE:** 560, 561–564, 565–568, 569–572, 573–576, 581–584, 585–588, 589–592, Reteaching: 595–598 Sets A–D, F, G, H **TE:** 560–560C, 561A–564B, 565A–568B, 569A–572B, 573A–576B, 581A–584B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets A–D, F, G, H
2. Explore various ways of partitioning shapes into equal shares, such as different methods for dividing a square into fourths, to understand that each partition, regardless of shape, represents an equal share of the square.	**SE:** 577-580, 589-592, Reteaching: 597-598 Sets E, H **TE:** 577A-580B, 589A-592B, Reteaching: 597-598 Sets E, H
3. Engage in spatial structuring by tiling rectangles with rows and columns of squares to build understanding of two-dimensional regions.	**SE:** 577-580, Reteaching: 597 Set E **TE:** 577A-580B, Reteaching: 597 Set E

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MP1 Make sense of problems and persevere in solving them.	**enVision Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem- Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 17–20, 25–28, 41–44, 49–52, 61–64, 81–84, 89–92, 93–96, 97–100, 101–104, 117–120, 121–124, 125–128
MP2 Reason abstractly and quantitatively.	**enVision Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 9–12, 21–24, 45–48, 53–56, 61–64, 93–96, 97–100, 117–120, 121–124, 125–128, 129–132, 133–136, 141–144, 145–148, 149–152

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MP3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 41–44, 45–48, 57–60, 61–64, 77–80, 101–104, 133–136, 141–144, 149–152, 173–176, 177–180, 189–192, 209–212
MP4 Model with mathematics.	Students using **enVision Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 17–20, 21–24, 25–28, 61–64, 85–88, 93–96, 125–128, 137–140, 141–144, 181–184, 189–192, 221–224, 225–228

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MP5 Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 49–52, 57–60, 81–84, 117–120, 181–184, 209–212, 233–236, 257–260, 317–320, 341–344, 353–356, 357–360, 381–384
MP6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 17–20, 49–52, 57–60, 77–80, 137–140, 145–148, 149–152, 169–172, 217–220, 233–236, 253–256, 61–264, 269–272, 305–308, 309–312
MP7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 41–44, 45–48, 53–56, 77–80, 81–84, 85–88, 89–92, 101–104, 121–124, 129–132, 137–140, 169–172, 177–180

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MP8 Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 21–24, 53–56, 97–100, 101–104, 133–136, 145–148, 181–184, 185–188, 221–224, 225–228, 269–272, 293–296, 345–348, 353–356, 389–392
1 Number and Quantity	
3.NBT.A Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.	
1. Use place value understanding to round whole numbers to the nearest 10 or 100. (CCSS: 3.NBT.A.1)	**SE:** 287–288, 305–308, 309–312, Reteaching: 324–325 Sets E, F; 336 **TE:** 287–288A, 305A–308B, 309A–312B, Reteaching: 323–326 Sets E, F; 336–336C
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 3.NBT.A.2)	**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 **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

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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. (CCSS: 3.NBT.A.3)	**SE:** 379–380, 381–384, 385–388, 389–392, 393–396, Reteaching: 399–400 Sets A–D **TE:** 379–380A, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 399–400 Sets A–D
Academic Context and Connections	
1. Flexibly exhibit understanding of a variety of strategies when performing multi-digit arithmetic. (Personal Skills: Adaptability/Flexibility)	**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 **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
2. Demonstrate place value understanding by precisely referring to digits according to their place value.	**SE:** 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; **TE:** 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G
3. Recognize and use place value and properties of operations to structure algorithms and other representations of multi-digit arithmetic.	**SE:** 379–380, 381–384, 385–388, 389–392, 393–396, Reteaching: 399–400 Sets A–D **TE:** 379–380A, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 399–400 Sets A–D

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3.NF.A Number & Operations-Fractions: Develop understanding of fractions as numbers.	
1. Describe a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (CCSS: 3.NF.A.1)	**SE:** 435-436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 489–492, Reteaching: 519-522 Sets A-H **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
2. Describe a fraction as a number on the number line; represent fractions on a number line diagram. (CCSS: 3.NF.A.2)	**SE:** 435-436, 449-452, 453-456 457-460, 461-464, Reteaching: 472–474 Sets D-G **TE:** 435A-436B, 449S-452B, 453S-456B 457A-460B, 461A-464B, Reteaching: 472–474 Sets D-G
a. Represent a fraction $1/b$ 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 $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (CCSS: 3.NF.A.2.a)	**SE:** 435–436, 449–452, 453–456, 457–460, 461–464, Reteaching: 472–474 Sets D–G **TE:** 435–436A, 449A–452B, 453A–456B, 457A–460B, 461A–464B, Reteaching: 471–474 Sets D–G
b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (CCSS: 3.NF.A.2.b)	**SE:** 449–452, 453–456, 457–460, 461–464, Reteaching: 472–474 Sets D–G **TE:** 449A–452B, 453A–456B, 457A–460B, 461A–464B, Reteaching: 471–474 Sets D–G
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (CCSS: 3.NF.A.3)	**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 **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

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a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (CCSS: 3.NF.A.3.a)	**SE:** 483, 484, 485–488, 489–492, 505–508, 509–512, Reteaching: 519–522 Sets A, B, F, G **TE:** 483-483A, 484-484C, 485A–488B, 489A–492B, 505A–508B, 509A–512B, Reteaching: 519–522 Sets A, B, F, G
b. Recognize and generate simple equivalent fractions, e.g., 1/2=2/4, 4/6=2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. (CCSS: 3.NF.A.3.b)	**SE:** 483, 485–488, 489–492, 513–516, Reteaching: 519–522 Sets A, B, H **TE:** 483–483A, 485A–488B, 489A–492B, 513A–516B, Reteaching: 519–522 Sets A, B, H
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3=3/1; recognize that 6/1=6; locate 4/4 and 1 at the same point of a number line diagram. (CCSS: 3.NF.A.3.c)	**SE:** 445–448, Reteaching: 472 Set C; 484, 509–512, Reteaching: 522 Set G **TE:** 445A–448B, Reteaching: 471–472 Set C; 484–484C, 509A–512B, Reteaching: 521–522 Set G
d. 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 the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. (CCSS: 3.NF.A.3.d)	**SE:** 483, 493–496, 497–500, 501–504, 513–516, Reteaching: 520–522 Sets C–E, H **TE:** 483–483A, 493A–496B, 497A–500B, 501A–504B, 513A–516B, Reteaching: 519–522 Sets C–E, H
Academic Context and Connections	
1. Flexibly describe fractions both as parts of other numbers but also as numbers themselves. (Personal Skills: Adaptability/Flexibility)	**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 **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

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2. Analyze and use information presented visually (for example, number lines, fraction models, and diagrams representing parts and wholes) that support an understanding of fractions as numbers. (Entrepreneurial Skills: Literacy/Reading)	**SE:** 435-436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 485–488, 489–492, 493-496, 497-500, 505-508, 509-512, 513-516, Reteaching: 519 Sets A-D, F-H **TE:** 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 483, 484–484C, 485A–488B, 489A–492B, 493A-496B, 497A-500B, 505A-508B, 509A-512B, 513A-516B, Reteaching: 519 Sets A-D, F-H
3. Reason about the number line in a new way by understanding and using fractional parts between whole numbers.	**SE:** 435-436, 449-452, 453-456 457-460, 461-464, Reteaching: 472–474 Sets D-G **TE:** 435A-436B, 449S-452B, 453S-456B 457A-460B, 461A-464B, Reteaching: 472–474 Sets D-G
4. Critique the reasoning of others when comparing fractions that may refer to different wholes.	**SE:** 445A–448B **TE:** 493A–496B
5. Use the structure of fractions to locate and compare fractions on a number line.	**SE:** 435-436, 449-452, 453-456 457-460, 461-464, Reteaching: 472–474 Sets D-G **TE:** 435A-436B, 449S-452B, 453S-456B 457A-460B, 461A-464B, Reteaching: 472–474 Sets D-G
2. Algebra and Functions	
3.OA.A Operations & Algebraic Thinking: Represent and solve problems involving multiplication and division.	
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. (CCSS: 3.OA.A.1)	**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 **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

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2. Interpret whole-number quotients of whole numbers, e.g., interpret 56÷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÷8. (CCSS: 3.OA.A.2)	**SE:** 4, 17–20, 21–24, 25–28, Reteaching: 32 Sets D, E; 185–188, Reteaching: 197–198 Set E **TE:** 4–4C, 17A–20B, 21A–24B, 32, Reteaching: 25A–28B Sets D, E; 185A–188B, Reteaching: 197–198 Set E
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. (CCSS: 3.OA.A.3)	**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 **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, 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

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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×?=48, 5=_÷3, 6×6=? (CCSS: 3.OA.A.4)	**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
Academic Context and Connections	
1. Solve problems involving multiples and parts using multiplication and division. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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 **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, 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

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2. Make sense of missing numbers in equations by using the relationship between multiplication and division.	**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
3. Reason abstractly about numbers of groups and the size of groups to make meaning of the quantities involved in multiplication and division.	**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 **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
4. Use arrays to represent whole-number multiplication and division problems.	**SE:** 3, 4, 5–8, 13–16, 25–28, Reteaching: 31–32 Set C; 39–40, 45–48, 53–56, 57–60, 76, 77-80, 81–84, 85–88, 89–92, 93–96, Reteaching: 107 Sets A, B; 117–120, 121–124, 125–128, 141–144, 149–152, Reteaching: 155 Set A; 168, 177–180, 181–184, 185–188 **TE:** 3–3A, 4–4C, 5A–8B, 13A–16B, 25A–28B, Reteaching: 31–32 Set C; 39–40A, 45A–48B, 53A–56B, 57A–60B, 76–76C, 77A-80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, Reteaching: 107 Sets A, B; 117A–120B, 121A–124B, 125A–128B, 141A–144B, 149A–152B, Reteaching: 155 Set A; 168–168C, 177A–180B, 181A–184B, 185A–188B

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3.OA.B Operations & Algebraic Thinking: Apply properties of multiplication and the relationship between multiplication and division.	
5. Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If 6×4=24 is known, then 4×6=24 is also known. (Commutative property of multiplication.) 3×5×2 can be found by 3×5=15, then 15×2=30, or by 5×2=10, then 3×10=30. (Associative property of multiplication.) Knowing that 8×5=40 and 8×2=16, one can find 8×7 as 8×(5+2)=(8×5)+(8×2)=40+16=56. (Distributive property.) (CCSS: 3.OA.B.5)	**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
6. Interpret division as an unknown-factor problem. For example, find 32÷8 by finding the number that makes 32 when multiplied by 8. (CCSS: 3.OA.B.6)	**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
Academic Context and Connections	
1. Flexibly work with different but related arrangements of factors and products or dividends, divisors, and quotients. (Personal Skills: Adaptability/Flexibility)	**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

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2. Use properties of operations to argue for or against the equivalence of different expressions.	**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
3. Be specific with explanations and symbols when describing operations using multiplication and division.	**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
4. Use the relationship between multiplication and division to rewrite division problems as multiplication.	**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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3.OA.C. Operations & Algebraic Thinking: Multiply and divide within 100.	
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8×5=40, one knows 40÷5=8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (CCSS: 3.OA.C.7)	**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 **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

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Academic Context and Connections	
1. Efficiently solve multiplication and division problems by using facts committed to memory. (Professional Skills: Task/Time Management)	**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 **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
2. Recognize the relationship between skip counting and the solutions to problems involving multiplication and division.	**SE:** 5-8, 9-12, 13-16, Reteaching: 31 Set B, C; 41-44, 53-56, Reteaching: 67 Set A; 381-384, Re-teaching 299, Set A **TE:** 5A-8B, 9A-12B, 13A-16B, Reteaching: 31Set B, C; 41A-44B, 53A-56B, Reteaching: 67 Set A; 381A-384B, Reteaching 299, Set A

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3.OA.D Operations & Algebraic Thinking: Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
8. Solve two-step word problems using the four operations. 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. (This evidence outcome is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order of operations when there are no parentheses to specify a particular order.) (CCSS: 3.OA.D.8)	**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 **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
9. Identify arithmetic patterns (including 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. (CCSS: 3.OA.D.9)	**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 **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

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Academic Context and Connections	
1. Solve problems involving the four operations. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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 **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
2. Explain patterns in arithmetic.	**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 **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

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3. Mathematically model changes in quantities described in real-world contexts using the appropriate numbers, operations, symbols, and letters to represent unknowns.	**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 **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
4. Complement arithmetic strategies with mental computation and estimation to assess answers for accuracy.	**SE:** 297–300, 301–304, 313–316, 317–320, Reteaching: 324-325 Sets C, D, F, G; 385-388, 545-548, 553-556, Reteaching: 572-573 Set D, G **TE:** 297A–300B, 301A–304B, 313A–316B, 317A–320B, Reteaching: 324-325 Sets C, D, F, G; 385A-388B, 545A-548B, 553A-556B, Reteaching: 572-573 Set D, G
3 Data, Statistics, and Probability	
3.MD.A Measurement & Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
1. 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. (CCSS: 3.MD.A.1)	**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

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2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (This excludes compound units such as cm3 and finding the geometric volume of a container.) 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. (CCSS: 3.MD.A.2)	**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
Academic Context and Connections	
1 Use units of measurement appropriate to the type and magnitude of the quantity being measured. (Professional Skills: Information Literacy)	**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
2 Make sense of problems involving measurement by building on real-world knowledge of time and objects and an understanding of the relative sizes of units.	**SE:** 309–312, Reteaching: 325 Set F; 531–532, 533–536, 537–540, 541–544, 545–548, 549–552, 553–556, 557–560, 561–564, 565–568, Reteaching: 571–574 Sets A-D, H, I **TE:** 309A–312B, Reteaching: 325 Set F; 531A–532B, 533A–536B, 537A–540B, 541A–544B, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B, Reteaching: 571–574 Sets A-D, H, I
3 Represent problems of time and measurement with equations, drawings, or diagrams.	**SE:** 309–312, Reteaching: 325 Set F; 531–532, 533–536, 537–540, 541–544, 545–548, 549–552, 553–556, 557–560, 561–564, 565–568, Reteaching: 571–574 Sets A-D, H, I **TE:** 309A–312B, Reteaching: 325 Set F; 531A–532B, 533A–536B, 537A–540B, 541A–544B, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B, Reteaching: 571–574 Sets A-D, H, I

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4 Use appropriate measures and measurement instruments for the quantities given in a problem.	**SE:** 309–312, Reteaching: 325 Set F; 531–532, 533–536, 537–540, 541–544, 545–548, 549–552, 553–556, 557–560, 561–564, 565–568, Reteaching: 571–574 Sets A-D, H, I **TE:** 309A–312B, Reteaching: 325 Set F; 531A–532B, 533A–536B, 537A–540B, 541A–544B, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B, Reteaching: 571–574 Sets A-D, H, I
3.MD.B Measurement & Data: Represent and interpret data.	
3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (CCSS: 3.MD.B.3)	**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
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. (CCSS: 3.MD.B.4)	**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
Academic Context and Connections	
1 Analyze data to distinguish the factual evidence offered, to reason about judgments, to draw conclusions, and to speculate about ideas the data represents. (Entrepreneurial Skills: Literacy/Reading)	**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
2 Abstract real-world quantities into scaled graphs.	**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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3 Model real-world quantities with statistical representations such as bar graphs and line 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
3.MD.C. Measurement & Data: Geometric measurement: Use concepts of area and relate area to multiplication and to addition.	
5. Recognize area as an attribute of plane figures and understand concepts of area measurement. (CCSS: 3.MD.C.5)	**SE:** 252 **TE:** 252-252C
a. 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. (CCSS: 3.MD.C.5.a)	**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
b. 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. (CCSS: 3.MD.C.5.b)	**SE:** 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C; 593–596, Reteaching: 604 Set C **TE:** 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C; 593A–596B, Reteaching: 604 Set C
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (CCSS: 3.MD.C.6)	**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
7. Use concepts of area and relate area to the operations of multiplication and addition. (CCSS: 3.MD.C.7)	**SE:** 101–104, Reteaching: 108 Set F; 252 **TE:** 101A–104B, Reteaching: 108 Set F; 252–252C
a. 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. (CCSS: 3.MD.C.7.a)	**SE:** 221–224, 233–236, Reteaching: 242 Set G **TE:** 221A–224B, 233A–236B, Reteaching: 241–242 Set G

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b. 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. (CCSS: 3.MD.C.7.b)	**SE:** 221–224, 233–236, Reteaching: 242 Set G; 597–600, Reteaching: 604 Set D; 625–628, 629–632, Reteaching: 640 Set C **TE:** 221A–224B, 233A–236B, Reteaching: 241–242 Set G; 597A–600B, Reteaching: 604 Set D; 625A–628B, 629A–632B, Reteaching: 640 Set C
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a a and b b +c c is the sum of a a ×b b and a a ×c c . Use area models to represent the distributive property in mathematical reasoning. (CCSS: 3.MD.C.7.c)	**SE:** 225-228, Reteaching: 241 Set E **TE:** 225A-228B, Reteaching: 241 Set E
d. 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. (CCSS: 3.MD.C.7.d)	**SE:** 229–232, 233–236, Reteaching: 242 Sets F–G **TE:** 229A–232B, 233A–236B, Reteaching: 241–242 Sets F–G
Academic Context and Connections	
1. Defend calculations of area using multiplication and by tiling the area with square units and comparing the results.	**SE:** 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C; 593–596, Reteaching: 604 Set C **TE:** 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C; 593A–596B, Reteaching: 604 Set C
2. Understand how to use a one-dimensional measurement tool, like a ruler, to make two-dimensional measurements of area.	**SE:** 221-224, Reteaching: 240 Set D **TE:** 221A-224B, Reteaching: 240 Set D
3. Be precise by describing area in square rather than linear 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
4. Use areas of rectangles to exhibit the structure of the distributive property.	**SE:** 225-228, Reteaching: 241 Set E **TE:** 225A-228B, Reteaching: 241 Set E

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3.MD.D. Measurement & Data: Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
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. (CCSS: 3.MD.D.8)	**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: Sets A–D
Academic Context and Connections	
1. Make sense of the relationship between area and perimeter by calculating both for rectangles of varying sizes and dimensions.	**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: Sets A–D
2. Model perimeters of objects in the world with polygons and the sum of their side lengths.	**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: Sets A–D
4. Geometry	
3.G.A. Geometry: Reason with shapes and their attributes.	
1. Explain 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. (CCSS: 3.G.A.1)	**SE:** 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D **TE:** 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D

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2. 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 1/4 of the area of the shape. (CCSS: 3.G.A.2)	**SE:** 435–436, 437–440, 441–444, Reteaching: 471 Sets A, B; 584, 585–588, 589–592, Reteaching: 603 Sets A, B **TE:** 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 584–584C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B
Academic Context and Connections	
1. Work with others to name and categorize shapes. (Civic/Interpersonal Skills: Collaboration/Teamwork)	**SE:** 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D **TE:** 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D
2. Analyze, compare, and use the properties of geometric shapes to classify them into abstracted categories and describe the similarities and differences between those categories.	**SE:** 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D **TE:** 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D
3. Convince others or critique their reasoning when deciding if a shape belongs to certain categories of polygons.	**SE:** 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D **TE:** 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D
4. Decompose geometric shapes into polygons of equal area.	**SE:** 435–436, 437–440, 441–444, Reteaching: 471 Sets A, B; 584, 585–588, 589–592, Reteaching: 603 Sets A, B **TE:** 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 584–584C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B

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MP1 Make sense of problems and persevere in solving them.	**enVision Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 13–16, 21–24, 49–52, 53–56, 65–68, 81–84, 105–108, 109–112, 153–156, 205–208, 233–236, 237–240, 245–248, 261–264, 293–296
MP2 Reason abstractly and quantitatively.	**enVision Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 13–16, 17–20, 21–24, 41–44, 57–60, 61–64, 65–68, 81–84, 85–88, 105–108, 129–132, 133–136, 137–140

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MP3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 9–12, 17–20, 21–24, 37–40, 41–44, 45–48, 49–52, 57–60, 61–64, 85–88, 101–104, 137–140, 149–152, 177–180, 181–184
MP4 Model with mathematics.	Students using **enVision Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 13–16, 65–68, 89–92, 93–96, 109–112, 133–136, 141–144, 145–148, 153–156, 169–172, 177–180, 181–184, 185–188, 193–196

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MP5 Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 17–20, 45–48, 53–56, 97–100, 133–136, 193–196, 245–248, 293–296, 297–300, 313–316, 317–320, 333–336, 337–340, 345–348, 353–356
MP6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 21–24, 37–40, 97–100, 105–108, 153–156, 197–200, 245–248, 269–272, 305–308, 345–348, 393–396, 417–420, 449–452, 465–468, 481–484
MP7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 5–8, 37–40, 45–48, 53–56, 57–60, 61–64, 81–84, 89–92, 93–96, 97–100, 101–104, 129–132, 141–144, 145–148, 149–152

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MP8 Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 9–12, 49–52, 269–272, 309–312, 361–364, 365–368, 389–392, 421–424, 461–464, 481–484, 485–488, 489–492, 497–500, 521–524, 557–560
1 Number and Quantity	
4.NBT.A Number & Operations in Base Ten: Generalize place value understanding for multi-digit whole numbers.	
1. Explain 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÷70=10 by applying concepts of place value and division. (CCSS: 4.NBT.A.1)	**SE:** 4, 9–12, 21–24, Reteaching: 27 Set B **TE:** 4–4C, 9A–12B, 21A–24B, Reteaching: 27 Set B
2. 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 >, =, and < symbols to record the results of comparisons. (CCSS: 4.NBT.A.2)	**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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3. Use place value understanding to round multi-digit whole numbers to any place. (CCSS: 4.NBT.A.3)	**SE:** 4, 17–20, 21–24, Reteaching: 28 Sets D, E **TE:**, 4–4C, 17A–20B, 21A–24B, Reteaching: 28 Sets D, E
Academic Context and Connections	
1. Write multi-digit whole numbers in different forms to support claims and justify reasoning. (Entrepreneurial Skills: Literacy/Writing)	**SE:** 3, 4, 5-8, 13–16, 21–24, Reteaching: 27 Sets A-C **TE:** 3–3A, 4–4C, 5A–8B, 13A–16B, 21A–24B, Reteaching: 27 Sets A-C
2. Use the structure of the base-ten number system to read, write, compare, and round multi-digit numbers.	**SE:** 3, 4, 5-8, 13–16, 17-20, 21–24, Reteaching: 27-28 Sets A-E; 35–36 **TE:** 3–3A, 4–4C, 5A–8B, 13A–16B, 17A-20B, 21A–24B, Reteaching: 27-28 Sets A-E; 35–36A
4.NBT.B Number & Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (CCSS: 4.NBT.B.4)	**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

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5. 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/or area models. (CCSS: 4.NBT.B.5)	**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
6. 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/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (CCSS: 4.NBT.B.6)	**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 **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

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Academic Context and Connections	
1. Solve multi-digit arithmetic problems. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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; 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, 521–524, 525–528, 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; 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, 521A–524B, 525A–528B, 565A–568B

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2. Explain the process and result of multi-digit arithmetic.	**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; 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, 521–524, 525–528, 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; 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, 521A–524B, 525A–528B, 565A–568B
3. Precisely and efficiently add and subtract multi-digit numbers.	**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

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4. Use the structure of place value to support the organization of mental and written multi-digit arithmetic strategies.	**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
4.NF.A Number & Operations-Fractions: Extend understanding of fraction equivalence and ordering.	
1. Explain why a fraction a/b is equivalent to a fraction $n \times a/n \times b$ by using visual fraction models; 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. (CCSS: 4.NF.A.1)	**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 **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
2. 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 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. (CCSS: 4.NF.A.2)	**SE:** 259, 309–312, 313–316, 317–320, Reteaching: 324 Sets C; D, 332, 415, 416, 421–424 **TE:** 259–259A, 309A–312B, 313A–316B, 317A–320B, Reteaching: 324 Sets C, D; 332–332A, 415–415A, 416–416C, 421A–424B

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Academic Context and Connections	
1. Explain the equivalence of fractions.	**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 **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
2. Use visual models and benchmark fractions as tools to aid in fraction comparison.	**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 **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
3. Precisely refer to numerators, denominators, parts, and wholes when explaining fraction equivalence and comparing fractions.	**SE:** 259, 309–312, 313–316, 317–320, Reteaching: 324 Sets C; D, 332, 415, 416, 421–424 **TE:** 259–259A, 309A–312B, 313A–316B, 317A–320B, Reteaching: 324 Sets C, D; 332–332A, 415–415A, 416–416C, 421A–424B
4. Use 1, the multiplicative identity, to create equivalent fractions by structuring 1 in the fraction form n/n .	**SE:** 301-304, 305-308, Reteaching: 323-324 Sets B, C **TE:** 301A-304B, 305A-308B, Reteaching: 323-324 Sets B, C
4.NF.B Number & Operations-Fractions: Build fractions from unit fractions.	
3. Understand a fraction a/b with a >1 as a sum of fractions $1/b$. (CCSS: 4.NF.B.3)	**SE:** 331, 332, 333–336, 341–344, 345–348, 349–352, 353–356, 369–372, Reteaching: 375–376 Sets A, C, D **TE:** 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B, Reteaching: 375–376 Sets A, C, D

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a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (CCSS: 4.NF.B.3.a)	**SE:** 331, 332, 333–336, 341–344, 345–348, 349–352, 353–356, 369–372, Reteaching: 375–376 Sets A, C, D **TE:** 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B, Reteaching: 375–376 Sets A, C, D
b. Decompose a fraction into a sum of fractions with like denominators in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. (CCSS: 4.NF.B.3.b)	**SE:** 332, 337–340, Reteaching: 375 Sets A, B; 416, 553–556 **TE:** 332-332A, 337A–340B, Reteaching: 375 Sets A, B; 416-416C, 553A–556B
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (CCSS: 4.NF.B.3.c)	**SE:** 331, 332, 357–360, 361–364, 365–368, 369–372, Reteaching: 376 Set E; Reteaching: 407 Set C; 429–432, 569–572 **TE:** 331-331A, 332-332C, 357A–360B, 361A–364B, 365A–368B, 369A–372B, 376, Reteaching: 376 Set E; Reteaching: 407 Set C; 429A–432B, 569A–572B
d. 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. (CCSS: 4.NF.B.3.d)	**SE:** 331, 332, 333–336, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, 365–368, 369–372, Reteaching: 376 Set F; 397–400, 401–404, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D; 481–484, 485–488, 489–492 **TE:** 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 365A–368B, 369A–372B, Reteaching: 376 Set F; 397A–400B, 401A–404B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, Reteaching: 435–436 Sets A–D; 481A–484B, 485A–488B, 489A–492B

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4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (CCSS: 4.NF.B.4)	**SE:** 383–384, 385–388, 389–392, 393–396, Reteaching: 407 Sets A, B **TE:** 383–384A, 385A–388B, 389A–392B, 393A–396B, Reteaching: 407 Sets A, B
a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent 5/4 as the product 5 × 1/4, recording the conclusion by the equation 5/4 = 5 × 1/4. (CCSS: 4.NF.B.4.a)	**SE:** 383–384, 385–388, 389–392, 393–396, Reteaching: 407 Sets A, B **TE:** 383–384A, 385A–388B, 389A–392B, 393A–396B, Reteaching: 407 Sets A, B
b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × 2/5 as 6 × 1/5, recognizing this product as 65. (In general, $n \times a/b = (n \times a)/b$.) (CCSS: 4.NF.B.4.b)	**SE:**389–392, 393–396, Reteaching: 407 Sets B, C **TE:**389A–392B, 393A–396B, Reteaching: 407 Sets B, C
c. 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. 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? (CCSS: 4.NF.B.4.c)	**SE:** 383–384, 389–392, 393–396, 397–400, 401–404, Reteaching: 407–408 Sets C, E; 481–484, 485–488, 489–492, 501–504, 505–508 **TE:** 383–384A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, Reteaching: 407–408 Sets C, E; 481A–484B, 485A–488B, 489A–492B, 501A–504B, 505A–508B

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Academic Context and Connections	
1. Use the structure of fractions to perform operations with fractions and to understand and explain how the operations connect to the structure of fractions.	**SE:** 331, 332, 337–340, 357-360, 361-364, 365-368, 369-372, Reteaching: 375-376 Sets A, B, E; 383-384, 385-388, 389-392, 393-396, Reteaching: 407 Sets A-C; 416, 429-432, 553–556, 569-572 **TE:** 331-331A, 332-332C, 337A–340B, 357A-360B, 361A-364B, 365A-368B, 369A-372B, Reteaching: 375-376 Sets A, B; E; 383-384A, 385A-388B, 389A—392B, 393A-396B, Reteaching: 407 Sets A-C; 416-416C, 429A-432B, 553A–556B, 569A-572B
2. Recognize the mathematical connections between the indicated operations with fractions and the corresponding operations with whole numbers.	**SE:** 331, 332, 333–336, 341–344, 345–348, 349–352, 353–356, 369–372, Reteaching: 375–376 Sets A, C, D **TE:** 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B, Reteaching: 375–376 Sets A, C, D
4.NF.C Number & Operations-Fractions: Use decimal notation for fractions, and compare decimal fractions.	
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. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. (CCSS: 4.NF.C.5)	**SE:** 443–444, 457–460, Reteaching: 472 Set D **TE:**, 443–444A, 457A–460B, Reteaching: 472 Set D

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6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (CCSS: 4.NF.C.6)	**SE:** 443–444, 445–448, 449–452, Reteaching: 471 Sets A, B **TE:** 443A–444B, 445A–448B, 449A–452B, Reteaching: 471 Sets A, B
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 with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. (CCSS: 4.NF.C.7)	**SE:** 443–444, 453–456, 465–468, Reteaching: 471 Set C; 493–496 **TE:** 443–444A, 453A–456B, 465A–468B, Reteaching: 471 Set C; 493A–496B
Academic Context and Connections	
1. Approach adding, subtracting, and comparing problems with fractions and decimal fractions by reasoning about their values before or instead of applying an algorithm.	**SE:** 331, 332, 333-336, 337-340, 341-344, 345-348, 349-352, 354-356, 369-372, Reteaching 375-376 Sets A-D, F; 443-444, 453-456, 457-460, 465-468; Reteaching 471-472 Sets C, D, F **TE:** 331-331A, 332-332C, 333A-336B, 337A-340B, 341A-344B, 345A-348B, 349A-352B, 354A-356B, 369A-372B, Reteaching 375-376 Sets A-D, F; 443–444A, 453A-456B, 457A-460B, 465A-468B; Reteaching 471-472 Sets C, D, F
2. Draw fraction models to reason about and compute with decimal fractions.	**SE:** 443–444, 445-448, 457-460, 465-468 **TE:** 443A–444B, 445A-448B, 457A-460B, 465A-468B
3. Make use of the structure of place value to express and compare decimal numbers in tenths and hundredths.	**SE:** 443–444, 445–448, 449–452, Reteaching: 471 Sets A, B **TE:** 443A–444B, 445A–448B, 449A–452B, Reteaching: 471 Sets A, B

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2 Algebra and Functions	
4.OA.A Operations & Algebraic Thinking: Use the four operations with whole numbers to solve problems.	
1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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. (CCSS: 4.OA.A.1)	**SE:** 223–224, 225–228, 229–232, Reteaching: 251 Set A **TE:** 223–224A, 225A–228B, 229A–232B, Reteaching: 251 Set A
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (CCSS: 4.OA.A.2)	**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
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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Academic Context and Connections	
1. Make sense of multi-step word problems by understanding the relationships between known and unknown quantities.	**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
2. Reason quantitatively with word problems by considering the units involved and how the quantities they describe increase or decrease with addition and subtraction or scale with multiplication and division.	**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

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(Continued) 2. Reason quantitatively with word problems by considering the units involved and how the quantities they describe increase or decrease with addition and subtraction or scale with multiplication and division.	**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
3. Use mathematics to model real-world problems requiring operations with whole numbers and contextually interpret remainders when they arise.	**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
4. Look for structures of commutativity and inverses of operations in solving whole number problems with the four operations.	For related content, please see: **SE:** 37-40 **TE:** 37A-40B

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4.OA.B Operations & Algebraic Thinking: Gain familiarity with factors and multiples.	
4. 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. (CCSS: 4.OA.B.4)	**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
Academic Context and Connections	
1. Reason quantitatively to recognize that a number is a multiple of each of its factors.	**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
2. Use the relationship between factors and multiples for whole numbers.	**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
3. Look for, identify, and explain the regularities in determining whether a given number is a multiple of a given one-digit number and in determining if a given number is prime or composite.	**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

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(4.OA.C) Operations & Algebraic Thinking: Generate and analyze patterns.	
5. 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 informally why the numbers will continue to alternate in this way. (CCSS: 4.OA.C.5)	**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
Academic Context and Connections	
1. Explore and generate sequences of numbers or shapes that can be described mathematically. (Entrepreneurial Skills: Creativity/Innovation)	**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
2. Notice when calculations are repeated and describe patterns in generalized, mathematical ways.	**SE:** 519–520, 521–524, 525–528, 533–536, Reteaching: 539–540 Sets A, B, D **TE:** 519–520A, 521A–524B, 525A–528B, 533A–536B, Reteaching: 539–540 Sets A, B, D
3 Data, Statistics, and Probability	
4.MD.A Measurement & Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
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. Within a single system of measurement, express measurements in 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), (3, 36), ...(CCSS: 4.MD.A.1)	**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

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2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, 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. (CCSS: 4.MD.A.2)	**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 **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
3. 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. (CCSS: 4.MD.A.3)	**SE:** 153–156, 168, 479, 501–504, 505–508, Reteaching: 512 Sets C; D605–608 **TE:** 153A–156B, 168–168C, 479–479A, 501A–504B, 505A–508B, Reteaching: 512 Sets C; D605A–608B
Academic Context and Connections	
1. Define quantities in measurement problems with both their magnitude and unit. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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
2. Make sense of quantities, their units, and their relationships in problem solving situations.	**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
3. Model real-world problems involving area and perimeter with equations, diagrams, and formulas, and use them to solve problems.	**SE:** 153–156, 168, 479, 501–504, 505–508, Reteaching: 512 Sets C; D605–608 **TE:** 153A–156B, 168–168C, 479–479A, 501A–504B, 505A–508B, Reteaching: 512 Sets C; D605A–608B

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4. Generate and use conversion tables to aid in measurement conversions, and represent measurement quantities on scaled line diagrams.	**SE:** 485–488, 489–492, 493–496, 497–500 **TE:** 485A–488B, 489A–492B, 493A–496B, 497A–500B
4.MD.B Measurement & Data: Represent and interpret data.	
4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 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. (CCSS: 4.MD.B.4)	**SE:** 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D **TE:** 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D
Academic Context and Connections	
1. Read and represent measurements recorded on line plots. (Professional Skills: Information Literacy)	**SE:** 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D **TE:** 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D
2. Use a line plot to represent measurement data and to calculate measurement sums and differences.	**SE:** 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D **TE:** 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D
4.MD.C Measurement & Data: Geometric measurement: Understand concepts of angle and measure angles.	
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: (CCSS: 4.MD.C.5)	**SE:** 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589-592 **TE:** 547-547A, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A-592B\

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a. 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 1360 of a circle is called a "one-degree angle," and can be used to measure angles. (CCSS: 4.MD.C.5.a)	**SE:** 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589-592 **TE:** 547, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A-592B
b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. (CCSS: 4.MD.C.5.b)	**SE:** 547, 557–560, 561–564, 569–572, Reteaching: 576 Set D; 589–592 **TE:** 547, 557A–560B, 561A–564B, 569A–572B, Reteaching: 576 Set D; 589A–592B
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (CCSS: 4.MD.C.6)	**SE:** 547, 548, 561–564, 569–572, Reteaching: 576 Sets D, F **TE:** 547–547A, 548–548C, 561A–564B, 569A–572B, Reteaching: 576 Sets D, F
7. 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, e.g., by using an equation with a symbol for the unknown angle measure. (CCSS: 4.MD.C.7)	**SE:** 565–568, 569–572, Reteaching: 576 Set E **TE:** 565A–568B, 569A–572B, Reteaching: 576 Set E
Academic Context and Connections	
1. Analyze and measure the size of angles in real-world and mathematical problems. (Entrepreneurial Skills: Inquiry/Analysis)	**SE:** 547, 548, 561–564, 569–572 **TE:** 547–547A, 548–548C, 561A–564B, 569A–572B

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2. Reason abstractly and quantitatively about angles and angular measurement.	**SE:** 547, 548, 549–552, 553–556, 557–560, 561-564, 565-568, 569–572, Reteaching: 575-576 Sets A-F; 589-592 **TE:** 547-547A, 548-548C, 549A–552B, 553A–556B, 557A–560B, 561A-564B, 565A-568B, 569A–572B, Reteaching: 575-576 Sets A-F; 589A-592B
4 Geometry	
4.G.A Geometry: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (CCSS: 4.G.A.1)	**SE:** 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A **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
2. 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. (CCSS: 4.G.A.2)	**SE:** 583–584, 589–592, 593–596, 605–608, Reteaching: 611–612 Sets B, C, F **TE:** 583–584A, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611–612 Sets B, C, F
3. 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. (CCSS: 4.G.A.3)	**SE:** 583–584, 597–600, 601–604, Reteaching: 612 Sets D, E **TE:** 583–584A, 597A–600B, 601A–604B, Reteaching: 612 Sets D, E
Academic Context and Connections	
1. Make observations and draw conclusions about the classification of two-dimensional figures based on the presence or absence of specified attributes. (Entrepreneurial Skills: Inquiry/Analysis)	**SE:** 583–584, 589–592, 593–596, 605–608, Reteaching: 611–612 Sets B, C, F **TE:** 583–584A, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611–612 Sets B, C, F

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2. Use appropriate tools strategically to draw lines (parallel, perpendicular, lines of symmetry), line segments, rays, and angles (right, acute, obtuse).	**SE:** 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A **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
3. Identify ways in which a shape is structured such that it displays line symmetry.	**SE:** 583–584, 597–600, 601–604, Reteaching: 612 Sets D, E **TE:** 583–584A, 597A–600B, 601A–604B, Reteaching: 612 Sets D, E

Colorado Academic Standards for Mathematics – Grade 5	enVision Mathematics, ©2020 Grade 5
MP1 Make sense of problems and persevere in solving them.	**enVision Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 25–28, 53–56, 61–64, 65–68, 89–92, 93–96, 97–100, 101–104, 109–112, 113–116, 137–140, 149–152, 153–156, 161–164, 185–188
MP2 Reason abstractly and quantitatively.	**enVision Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 13–16, 45–48, 49–52, 85–88, 105–108, 113–116, 133–136, 157–160, 197–200, 201–204, 205–208, 209–212, 229–232, 233–236, 237–240

Colorado Academic Standards for Mathematics – Grade 5	**enVision Mathematics, ©2020 Grade 5**
MP3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 9–12, 13–16, 21–24, 25–28, 45–48, 49–52, 53–56, 57–60, 65–68, 81–84, 85–88, 89–92, 93–96, 97–100, 109–112
MP4 Model with mathematics.	Students using **enVision Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 65–68, 89–92, 93–96, 101–104, 105–108, 109–112, 145–148, 161–164, 185–188, 193–196, 197–200, 241–244, 249–252, 277–280

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MP5 Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 5–8, 61–64, 81–84, 149–152, 189–192, 197–200, 237–240, 273–276, 293–296, 301–304, 353–356, 397–400, 401–404, 457–460, 473–476
MP6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 17–20, 21–24, 29–32, 105–108, 113–116, 133–136, 145–148, 161–164, 181–184, 249–252, 305–308, 309–312, 341–344, 349–352, 361–364

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MP7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 13–16,17–20, 25–28, 29–32, 61–64, 101–104, 129–132, 153–156, 181–184, 201–204, 229–232, 245–248, 297–300
MP8 Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 17–20, 29–32, 57–60, 133–136, 141–144, 145–148, 157–160, 281–284, 289–292, 301–304, 357–360, 413–416, 433–436, 489–492, 493–496

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1 Number and Quantity	
5.NBT.A Number & Operations in Base Ten: Understand the place value system.	
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. (CCSS: 5.NBT.A.1)	**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
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and 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. (CCSS: 5.NBT.A.2)	**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 **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
3. Read, write, and compare decimals to thousandths. (CCSS: 5.NBT.A.3)	**SE:** 3, 4, 13–16, 17–20, 29–32, Reteaching: 35–36 Sets C, F **TE:** 3–3A, 4–4C, 13A–16B, 17A–20B, 29A–32B, Reteaching: 35–36 Sets C, F
a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × 1/10 + 9 × 1/100 + 2 × 1/1000. (CCSS: 5.NBT.A.3.a)	**SE:** 3, 4, 13–16, 17–20, 29–32, Reteaching: 35–36 Sets C, F **TE:** 3, 4, 13A–16B, 17A–20B, 29A–32B, Reteaching: 35–36 Sets C, F
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. (CCSS: 5.NBT.A.3.b)	**SE:** 4, 21–24, 29–32, Reteaching: 36 Sets D, F **TE:** 4–4C, 21A–24B, 29A–32B, Reteaching: 36 Sets D, F
4. Use place value understanding to round decimals to any place. (CCSS: 5.NBT.A.4)	**SE:** 4, 25–28, Reteaching: 36 Set E; 45–48, 49–52, Reteaching: 71 Set B **TE:** 4–4C, 25A–28B, Reteaching: 36 Set E; 45A–48B, 49A–52B, Reteaching: 71 Set B

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Academic Context and Connections	
1. Persist in making sense of how fractions can represent decimal place values. (Personal Skills: Perseverance/Resilience)	**SE:** 13-16, 17-20, Reteaching: 35, Set C **TE:** 13A-16B, 17A-20B, Reteaching: 35, Set C
2. Abstract place value reasoning with whole numbers to decimal numbers.	**SE:** 3, 4, 13–16, 17–20, 29–32, Reteaching: 35–36 Sets C, F **TE:** 3, 4, 13A–16B, 17A–20B, 29A–32B, Reteaching: 35–36 Sets C, F
3. See the structure of place value as not just a making of tens with greater place values, but a making of tenths with lesser place values.	**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
5.NBT.B Number & Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.	
5. Fluently multiply multi-digit whole numbers using the standard algorithm. (CCSS: 5.NBT.B.5)	**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 **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
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (CCSS: 5.NBT.B.6)	**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 **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

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7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (CCSS: 5.NBT.B.7)	**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 **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
Academic Context and Connections	
1. Defend calculations with explanations based on properties of operations, equations, drawings, arrays, and other models.	**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 **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

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2. Use models and drawings to represent and compute with whole numbers and decimals, illustrating an understanding of place value.	**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 **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
3. Use the structure of place value to organize computation with whole numbers and decimals.	**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 **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
5.NF.A Number & Operations-Fractions: Use equivalent fractions as a strategy to add and subtract fractions.	
1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = ad + bc/bd.) (CCSS: 5.NF.A.1)	**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 **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

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2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using 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 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. (CCSS: 5.NF.A.2)	**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: 319–322 Sets A–H; 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 448 Sets C, D **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
Academic Context and Connections	
1. Construct viable arguments about the addition and subtraction of fractions with reasoning rooted in the need for like-sized parts.	**SE:** 268, 269–272, 272–276, 277–280, 281–284, 285–288, 297–300, 301–304, 305–308, 309–312, 313–316, Reteaching: 322 Set H **TE:** 268–268C, 269A–272B, 272A–276B, 277A–280B, 281A–284B, 285A–288B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313 A-316B, Reteaching: 322 Set H
2. Assess the reasonableness of fraction calculations by estimating results using benchmark fractions and number sense.	**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 **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
3. Look for structure in the multiplicative relationship between unlike denominators when creating equivalent fractions.	**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 **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

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(5.NF.B) Number & Operations-Fractions: Apply and extend previous understandings of multiplication and division.	
3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 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 3/4. 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? (CCSS: 5.NF.B.3)	**SE:** 384, 385–388, 389–392, Reteaching: 419 Set A **TE:** 384–384C, 385A–388B, 389A–392B, Reteaching: 419 Set A
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (CCSS: 5.NF.B.4)	**SE:** 331–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 371–372 Sets A–D **TE:** 331–332A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 371–372 Sets A–D
a. 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 $a \times q \div b$. For example, use a visual fraction model to show 2/3 × 4 = 8/3, and create a story context for this equation. Do the same with 2/3 × 4/5 = 8/15. (In general, $a/b \times c/d = ac/bd$.) (CCSS: 5.NF.B.4.a)	**SE:** 331–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 371–372 Sets A–D **TE:** 331–332A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 371–372 Sets A–D

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b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. (CCSS: 5.NF.B.4.b)	**SE:** 331–332, 353–356, Reteaching: 372 Set E **TE:** 331–332, 353A–356B, Reteaching: 371–372 Set E
5. Interpret multiplication as scaling (resizing), by: (CCSS: 5.NF.B.5)	
a. 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. (CCSS: 5.NF.B.5.a)	**SE:** 331–332, 361–364, Reteaching: 374 Set G **TE:** 331–332, 361A–364B, Reteaching: 374 Set G
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. (CCSS: 5.NF.B.5.b)	**SE:** 361–364, Reteaching: 374 Set G **TE:** 361A–364B, Reteaching: 374 Set G
6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (CCSS: 5.NF.B.6)	**SE:** 333–336, 337–340, 357–360, 365–368, 371, Reteaching: 373–374 Sets A, B, F, H; 384, 437–440 **TE:** 333A–336B, 337A–340B, 357A–360B, 365A–368B, Reteaching: 373–374 Sets A, B, F, H; 384-384C, 437A–440B
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (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.) (CCSS: 5.NF.B.7)	**SE:** 384 **TE:** 384-384C

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a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for 1/3 ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 1/3 ÷ 4 = 1/12 because 1/12 × 4 = 1/3. (CCSS: 5.NF.B.7.a)	**SE:** 383, 393–396, 397–400, 405–408, 409–412, Reteaching: 419–420 Sets B–D **TE:** 383–383A, 393A–396B, 397A–400B, 405A–408B, 409A–412B, Reteaching: 419–420 Sets B–D
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ 1/5, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ 1/5 = 20 because 20 × 1/5 = 4. (CCSS: 5.NF.B.7.b)	**SE:** 383, 393–396, 397–400, 401–404, 405–408, 409–412, Reteaching: 419–420 Sets B–D **TE:** 383–383A, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 9A–412B, Reteaching: 419–420 Sets B–D
(5.NF.B.7.c) Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, 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? (CCSS: 5.NF.B.7.c)	**SE:** 383, 393–396, 397–400, 401–404, 405–408, 409–412, Reteaching: 419–420 Sets B–D **TE:** 383–383A, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, Reteaching: 419–420 Sets B–D
Academic Context and Connections	
1. Solve problems requiring calculations that scale whole numbers and fractions. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**SE:** 331–332, 361–364, Reteaching: 374 Set G **TE:** 331–332, 361A–364B, Reteaching: 374 Set G
2. Use fraction models and arrays to interpret and explain fraction calculations.	**SE:** 384, 385–388, 389–392, 393-396, 397-400, 401-404, 405-408 **TE:** 384–384C, 385A–388B, 389A–392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B
3. Attend carefully to the underlying unit quantities when solving problems involving multiplication and division of fractions.	**SE:** 383, 393–396, 397–400, 401–404, 405–408, 409–412, Reteaching: 419–420 Sets B–D **TE:** 383–383A, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, Reteaching: 419–420 Sets B–D

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4. Contrast previous understandings of multiplication modeled as equal groups to multiplication as scaling, which is necessary to understand multiplying a fraction or whole number by a fraction, and how the operation of multiplication does not always result in a product larger than both factors.	**SE:** 331–332, 361–364, Reteaching: 374 Set G **TE:** 331–332, 361A–364B, Reteaching: 374 Set G
2 Algebra and Functions	
5.OA.A Operations & Algebraic Thinking: Write and interpret numerical expressions.	
1. Use grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions with these symbols. (CCSS: 5.OA.A.1)	**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
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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product. (CCSS: 5.OA.A.2)	**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
Academic Context and Connections	
1. Write expressions that represent mathematical relationships between quantities. (Entrepreneurial Skills: Literacy/Writing)	**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
2. Look for structures and notation that make the order of operations clear when reading and writing mathematical expressions.	**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

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5.OA.B Operations & Algebraic Thinking: Analyze patterns and relationships.	
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. (CCSS: 5.OA.B.3)	**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
Academic Context and Connections	
1. Analyze and compare patterns. (Entrepreneurial Skills: Inquiry/Analysis)	**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
2. Reason quantitatively with patterns by relating sequences of numbers with the rule that generated them.	**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
3. Look for repeated reasoning both within individual patterns and in mathematical relationships between pairs of patterns.	**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
3 Data, Statistics, and Probability	
(5.MD.A) Measurement & Data: Convert like measurement units within a given measurement system.	
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (CCSS: 5.MD.A.1)	**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 **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

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Academic Context and Connections	
1. Convert measurements to solve real-world problems. (Professional Skills: Information Literacy)	**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 **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
2. Use appropriate precision when converting measurements based on a problem's context.	**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 **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
(5.MD.B) Measurement & Data: Represent and interpret data.	
2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. 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. (CCSS: 5.MD.B.2)	**SE:** 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C **TE:** 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A-444B, Reteaching: 447–448 Sets A–C
Academic Context and Connections	
1. Display fractional measurement data in line plots. (Professional Skills: Information Literacy)	**SE:** 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C **TE:** 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A-444B, Reteaching: 447–448 Sets A–C
2. Participate in discussions of measurement data using information presented in line plots. (Civic/Interpersonal Skills: Literacy/Oral Expression and Listening)	**SE:** 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C **TE:** 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A-444B, Reteaching: 447–448 Sets A–C

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3. Strategically determine the scale of line plots to represent fractional measurements.	**SE:** 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C **TE:** 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A-444B, Reteaching: 447–448 Sets A–C
(5.MD.C) Measurement & Data: Geometric measurement: Understand concepts of volume and relate volume to multiplication and to addition.	
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (CCSS: 5.MD.C.3)	**SE:** 456 **TE:** 455-456C
a. 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. (CCSS: 5.MD.C.3.a)	**SE:** 455, 457–460, 473–476, Reteaching: 479 Set A **TE:** 455–455A, 457A–460B, 473A–476B, Reteaching: 479 Set A
b. 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. (CCSS: 5.MD.C.3.b)	**SE:** 457–460, 473–476, Reteaching: 479 Set A **TE:** 457A–460B, 473A–476B, Reteaching: 479 Set A
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (CCSS: 5.MD.C.4)	**SE:** 456, 457–460, 461–464, 473–476 **TE:** 456-456C, 457A–460B, 461A–464B, 473A–476B
5. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. (CCSS: 5.MD.C.5)	**SE:** 456, 461-464, Reteaching: 479 Set B **TE:** 456-456C, 461A-464B, Reteaching: 479 Set B
a Model 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. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. (CCSS: 5.MD.C.5.a)	**SE:** 456, 461-464, Reteaching: 479 Set B **TE:** 456-456C, 461A-464B, Reteaching: 479 Set B

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b. 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. (CCSS: 5.MD.C.5.b)	**SE:** 455, 461-464, Reteaching: 479 Set B **TE:** 455-455A, 461A-464B, Reteaching: 479 Set B
c. Use the additive nature of volume to 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. (CCSS: 5.MD.C.5.c)	**SE:** 455, 465-468, 469–472, Reteaching: 480 Sets C, D **TE:** 455-455A, 465A-468B, 469A–472B, Reteaching: 480 Sets C, D
Academic Context and Connections	
1. Solve real-world problems involving volume. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**SE:** 456, 461-464, Reteaching: 479 Set B **TE:** 456-456C, 461A-464B, Reteaching: 479 Set B
2. Make connections between the values being multiplied in a volume formula, the concept of cubic units, and the context within which volume is being calculated.	**SE:** 456, 461-464, Reteaching: 479 Set B **TE:** 456-456C, 461A-464B, Reteaching: 479 Set B
3. Use unit cubes as a tool for finding or estimating volume and compare those results with those obtained with formulas.	**SE:** 455, 457–460, 473–476, Reteaching: 479 Set A **TE:** 455–455A, 457A–460B, 473A–476B, Reteaching: 479 Set A
4. Extend the structure of two-dimensional space and the relationship between arrays and area to three-dimensional space and the relationship between layers of cubes and volume.	**SE:** 455, 456, 457–460, 461–464, 473–476; Reteaching: 479 Sets A, B **TE:** 455-455A, 456-456C, 457A–460B, 461A–464B, 473A–476B; Reteaching: 479 Sets A, B

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4. Geometry	
(5.G.A) Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems.	
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). (CCSS: 5.G.A.1)	**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
2. Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (CCSS: 5.G.A.2)	**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
Academic Context and Connections	
1. Use the first quadrant of the coordinate plane to represent real-world and mathematical problems. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	**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
2. Analyze and use information presented visually in a coordinate plane. (Entrepreneurial Skills: Literacy/Reading)	**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

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3. Reason quantitatively about a problem by abstracting and representing the situation in the first quadrant of the coordinate plane.	**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
4. Use the first quadrant of the coordinate plane as a tool to represent, analyze, and solve problems.	**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
5.G.B Geometry: Classify two-dimensional figures into categories based on their properties.	
3. Explain 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. (CCSS: 5.G.B.3)	**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, Reteaching: 639–640 Sets A–D
4. Classify two-dimensional figures in a hierarchy based on properties. (CCSS: 5.G.B.4)	**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, Reteaching: 639–640 Sets B, C, D
Academic Context and Connections	
1. Observe and analyze attributes of two-dimensional figures to classify them. (Entrepreneurial Skills: Inquiry/Analysis)	**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, Reteaching: 639–640 Sets A–D

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2. Critique the reasoning of others' classifications of two-dimensional shapes.	**SE:** 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets B, C, D **TE:** 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching: 639–640 Sets B, C, D
3. Strategically use measurement tools to help improve the classification of shapes.	**SE:** 621–624, 625–628 **TE:** 621A–624B, 625A–628B
4. Look for and use attributes of two-dimensional shapes to classify the shapes in a hierarchy of figures.	**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