

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

© 2011

to the

Nebraska

Mathematics Standards

Grades K-6



G/M-271A

INTRODUCTION

This correlation shows the close alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2011, to the Nebraska Mathematics Standards (2009). Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition include facsimile pages of the Student Edition.

The en**Vision**MATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

Personalized Curriculum

en**Vision**MATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

Instructional Design

en**Vision**MATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher’s Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**Vision**MATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

Differentiated Instruction

en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a “Try Again” at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

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to the
Nebraska Mathematics Standards
Kindergarten**

Nebraska Mathematics Standards Kindergarten	Scott Foresman–Addison Wesley enVisionMATH
MA 0.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 0.1.1: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	
MA 0.1.1.a: Count, read and write numbers 0 - 20	Topic 4: 53A-54C, 57A-58C, 59A-60C Topic 5: 79A-80C, 85A-86C, 91A-92C Topic 6: 101-102C, 103-104C Topic 10: 177-178C, 179-180C Topic 11: 195-196C, 197-198C Topic 12: 213A-214C, 215A-215C, 217A-218C
MA 0.1.1.b: Count objects using one-to-one correspondence 0 - 20	Topic 4: 51A-52C, 53A-54C, 55A-56C, 57A-58C, 70-70A Topic 5: 75A-76C, 79A-80C, 81A-82C, 85A-86C, 87A-88C Topic 12: 213A-214C, 215A-216C, 217A-218C, 219A-220C, 223A-224C
MA 0.1.1.c: Sequence objects using ordinal numbers (first through fifth)	Topic 8: 135B-135E, 135H-135J, 135-136, 143A-144C, 145A-146C, 147A-148C, 149A-150A, 150B-150C Topic 12: 231A (Daily Spiral Review Master)
MA 0.1.1.d: Match numerals to the quantities they represent 0 - 20, using a variety of models and representations	This objective is taught, practiced, reviewed, and assessed throughout the <i>enVision Math</i> curriculum. Sample references are cited here. Topic 4: 51A-52C, 53A-54C, 55A-56C, 57A-58C, 59A-60C, 61A-62C Topic 5: 75A-76C, 77A-78C, 79A-80C, 81A-82C, 83A-84C, 85A-86C, 87A-88C, 89A-90C, 91A-92C, 93A-94C Topic 6: 101A-102C, 103A-104C, 105A-106C, 107A-108C Topic 10: 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C Topic 11: 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C Topic 12: 213A-214C, 215A-216C, 217A-218C, 219A-220C, 221A-222C, 223A-224C, 225A-226C, 227A-228C, 229A-230C
MA 0.1.1.e: Demonstrate and identify multiple equivalent representations for numbers 1 - 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)	Topic 4: 61A-62C Topic 5: 77A-78C, 83A-84C, 89A-90C
MA 0.1.1.f: Demonstrate relative position of whole numbers 0 - 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)	Topic 4: 49B, 63A-64C, 65A-66C, 67A-68C, 71 Topic 5: 93A-94C, 97-97A, 97C Topic 6: 99A-99J, 99-100, 101A-102C, 103A-104C, 105A-106C, 107A-108C, 109-110A, 110C, 111-112A Topic 8: 150B-C Topic 11: 199A-200C

Nebraska Mathematics Standards Kindergarten	Scott Foresman–Addison Wesley enVisionMATH
continued	Topic 12: 223A-224C, 231-232A, 232C Topic 16: 289-290C, 304B-304C
MA 0.1.2: Students will demonstrate the meaning of addition and subtraction with whole numbers.	
MA 0.1.2.a: Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)	Topic 10: 175A-175J, 175-176, 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, 189A-190C, 191-192A
MA 0.1.2.b: Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)	Topic 4: 61A-62C Topic 5: 77A-78C, 83A-84C, 89A-90C Topic 10: 175A-J, 175-176, 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, 189A-190C, 191-192A
MA 0.1.2.c: Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)	Topic 11: 195A-196C, 201A-202C, 203A-204C, 205A-206C, 207A-208C
MA 0.1.2.d: Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)	Topic 11: 197A-198C, 201A-202C, 203A-204C, 205A-206C, 207A-208C
MA 0.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 0.2.1: Students will identify two-dimensional geometric shapes.	
MA 0.2.1.a: Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)	Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13-14A Topic 3: 33A (Problem of the Day)
MA 0.2.4: Students will communicate relative positions in space.	
MA 0.2.4.a: Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)	Topic 2: 15A-15J, 15-16, 17A-18C, 19A-20C, 21A-22C, 23A-23C, 25A-26C, 27A-28C, 29-30B
MA 0.2.5: Students will measure using nonstandard units and time.	
MA 0.2.5.a: Identify the name and amount of a penny, nickel, dime, and quarter	Topic 13: 235A-235J, 235-236, 237A-238C, 239A-240C, 241A-242C, 243A-244C, 245A-246C, 247-248C, 249-250A Topic 16: 297A (Problem of the Day)
MA 0.2.5.b: Identify time to the hour	Topic 14: 251, 259A-260C, 261A-262C, 264A, 264B (Quick Check Master), 264C, 267-267B, 268-268A
MA 0.2.5.c: Measure using nonstandard units	Topic 9: 151A-151J, 151-152, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C, 163A-164C, 165A-166C, 167A-168C, 169A-170C, 171A-172C, 173-174A
MA 0.2.5.d: Compare objects according to length	Topic 9: 151A-151H, 151J, 152, 155A-156C, 157A-158C, 159A-160C, 161A-162C, 173, 173B, 174
MA 0.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 0.3.1: Students will sort, classify, and order objects by relationships.	

Nebraska Mathematics Standards Kindergarten	Scott Foresman–Addison Wesley enVisionMATH
MA 0.3.1.a: Sort by color, shape, or size	Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13-14A, 33A Topic 7: 113I-J, 113, 125A-126C, 127A-128C, 129A-130C, 132C, 133, 134
MA 0.3.1.b: Create own rule for sorting other than color, shape, and size	Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13-14A, 33A Topic 7: 113I-J, 113, 125A-126C, 127A-128C, 129A-130C, 132C, 133, 134
MA 0.3.2: Students will use objects as models to represent mathematical situations.	
MA 0.3.2.a: Model situations that involve the addition and subtraction of whole numbers 0 - 10 using objects	Topic 5: 84C (Enrichment Master) Topic 10: 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, 189A-190C Topic 11: 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, 207A-208C
MA 0.3.3: Students will use concrete and verbal representations to solve number stories.	
MA 0.3.3.a: Use objects to solve addition and subtraction of whole numbers 0 - 10	Topic 5: 84C (Enrichment Master) Topic 10: 177A-178C, 179A-180C, 181A-182C, 183A-184C, 185A-186C, 187A-188C, 189A-190C Topic 11: 195A-196C, 197A-198C, 199A-200C, 201A-202C, 203A-204C, 205A-206C, 207A-208C
MA 0.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 0.4.1: Students will sort, classify, represent, describe, and compare sets of objects.	
MA 0.4.1.a: Sort and classify objects according to an attribute (e.g., size, color, shape)	Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13-14A, 33A Topic 7: 113I-J, 113, 125A-126C, 127A-128C, 129A-130C, 132C, 133, 134
MA 0.4.1.b: Identify the attributes of sorted data	Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13-14A, 33A Topic 7: 113I-J, 113, 125A-126C, 127A-128C, 129A-130C, 132C, 133, 134
MA 0.4.1.c: Compare the attributes of the data (e.g., most, least, same)	Topic 5: 95A-96C Topic 16: 287C-D, 287F-J, 287-288, 290-290A, 290C, 291A-292C, 293A-294C, 295A-296C, 297A-298C, 299A (Problem of the Day), 301A-302C, 303-304C

**Scott Foresman – Addison Wesley enVisionMATH © 2011
to the
Nebraska Mathematics Standards
Grade 1**

Nebraska Mathematics Standards Grade 1	Scott Foresman–Addison Wesley enVisionMATH
MA 1.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 1.1.1: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	
MA 1.1.1.a: Count, read, and write numbers 0 - 100	Topic 1: 3-6B, 7-10B, 11-14B Topic 5: 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B Topic 10: 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B
MA 1.1.1.b: Count by multiples of 2 up to 50	Topic 10: 261B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300
MA 1.1.1.c: Count by multiples of 5 up to 100	Topic 10: 261B-261C, 261, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300
MA 1.1.1.d: Count by multiples of 10 up to 100	Topic 10: 261B, 271A-274B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300
MA 1.1.1.e: Sequence objects using ordinal numbers (first through tenth)	Topic 10: 287A-290B, 299, 299B
MA 1.1.1.f: Count backwards from 10 - 0	Students determine numbers which are one less than, ten less than, or one before a given number. Topic 12: 331A-334B, 351A-354B
MA 1.1.1.g: Connect number words to the quantities they represent 0 - 20	Topic 1: 1A, 1E-1F, 1-2, 4-6, 8-10, 13-14 Topic 10: 268-270, 270B (Practice Master), 272-274, 274B, 299B, 300
MA 1.1.1.h: Demonstrate and identify multiple equivalent representations for numbers 1 - 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)	Topic 3: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 72-74B, 78A, 79B, 80 Topic 4: 84-85, 87-89, 91-93 Topic 5: 127A-130B, 131-133, 134B, 135-138B, 139-140A Topic 6: 145 (Ex. 12), 159-162A Topic 10: 271A-274B Topic 11: 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B Topic 16: 497-500B, 501-504B Topic 20: 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B
MA 1.1.1.i: Compare and order whole numbers 0 - 100	Topic 2: 29A-29H, 31A-34B, 35A-38B, 39A-42B, 43A-46B Topic 12: 329A-329H, 329-330, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B
MA 1.1.1.j: Demonstrate relative position of whole numbers 0 - 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)	Grade 1 students use a number line to order whole numbers. Topic 2: 29F, 30, 35A-38B, 39A-42B, 43A-46B, 47-48A

Nebraska Mathematics Standards Grade 1	Scott Foresman–Addison Wesley enVisionMATH
continued	Topic 3: 75A (Daily Spiral Review) Topic 5: 135A (Daily Spiral Review) Topic 9: 251A (Daily Spiral Review) Topic 12: 343A-346B, 347A-350B, 351A-354B, 355A-358B
MA 1.1.2: Students will demonstrate the meaning of addition and subtraction with whole numbers.	
MA 1.1.2.a: Use objects, drawings, words, and symbols to explain addition as a joining action	Topic 3: 51-54B, 55A-58B, 60-62B, 63A (Problem of the Week), 66, 66B, 67A-70B, 71, 75A-78B, 79-80A Topic 6: 141G-141H, 143A-146B, 147-150B, 151A-151, 154-154A, 158, 159, 162, 162B, 163A-166B, 167-168A
MA 1.1.2.b: Use objects, drawings, words, and symbols to explain addition as parts of a whole	Topic 3: 51A-54B, 55A-58B, 59A-62B, 63A-66B, 72-74B, 78A, 79B, 80 Topic 4: 84-85, 87-89, 91-93 Topic 5: 127A-130B, 131-133, 134B, 135-138B, 139-140A Topic 6: 145 (Ex. 12), 159-162A Topic 11: 319-322B Topic 16: 497-500B, 501-504B
MA 1.1.2.c: Use objects, drawings, words, and symbols to explain subtraction as a separation action	Topic 4: 99A-102B, 111A-114B, 115-116
MA 1.1.2.d: Use drawings, words, and symbols to explain subtraction as finding part of a whole	Topic 4: 81A-81H, 81-82, 83A-86B, 87A-90B, 91A-94B, 95A-98B, 107A-110B, 111A-114B, 115-116
MA 1.1.2.e: Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)	Topic 4: 103A-106B, 115-116
MA 1.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 1.1.3.a: Fluently add whole number sums up to 10	Topic 3: 49A-49H, 49-50, 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, 79-80 Topic 6: 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168
MA 1.1.3.b: Fluently subtract whole number differences from 10	Topic 4: 81A-H, 81-82, 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115-116 Topic 7: 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192
MA 1.1.3.c: Add and subtract two-digit numbers without regrouping	Topic 20: 607A-607H, 607-608, 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B, 641-642C
MA 1.1.3.d: Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)	Topic 3: 49A-49H, 49-50, 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67A-70B, 71A-74B, 75A-78B, 79-80 Topic 4: 81A-81H, 81-82, 83A-86B, 87A-90B, 91A-94B, 95A-98B, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115-116

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continued	<p>Topic 6: 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168</p> <p>Topic 7: 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192</p> <p>Topic 16: 479A-479H, 479-480, 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 501A-504B, 505A-508B, 509A-512B, 513-514B</p> <p>Topic 17: 515A-151H, 515-516, 517A-520B, 521A-524B, 525A-528B, 529A-532B, 533A-536B, 537-538</p> <p>Topic 20: 607A-607H, 607-608, 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B, 641-642C</p>
MA 1.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 1.2.1: Students will identify characteristics of two-dimensional geometric shapes.	
MA 1.2.1.a: Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)	Topic 8: 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B, 239-240B
MA 1.2.1.b: Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)	Topic 8: 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B, 239-240B
MA 1.2.2: Students will identify locations on a number line.	
MA 1.2.2.a: Identify the position of a whole number on a horizontal number line	<p>Topic 2: 29F, 30, 39-42B, 43A (Daily Spiral Review), 47-48A</p> <p>Topic 3: 75A (Daily Spiral Review)</p> <p>Topic 5: 135A (Daily Spiral Review)</p> <p>Topic 9: 251A (Daily Spiral Review)</p> <p>Topic 10: 270A (Quick Check Master)</p>
MA 1.2.3: Students will identify a line of symmetry.	
MA 1.2.3.a: Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)	Topic 8: 193B-193D, 219A-222B, 239-240A
MA 1.2.4: Students will communicate relative positions in space and create two-dimensional shapes.	
MA 1.2.4.a: Demonstrate positional words (e.g., left/right)	<p>Topic 8: 211A-214B, 215A, 219A (Spiral Review), 239</p> <p>Topic 18: 553A-556B, 581</p>
MA 1.2.4.b: Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)	Topic 8: 193D, 193G-193H, 197-198B, 199, 201, 202A, 205-206B, 210A, 215-218B, 222, 222B
MA 1.2.5: Students will measure using standard units, time, and money.	
MA 1.2.5.a: Count like coins to \$1.00	Topic 13: 365A-365H, 365-366, 367A-370B, 371A-374B, 375A-378B, 379A-382B, 383A-386B, 387A-390B, 391-392

Nebraska Mathematics Standards Grade 1	Scott Foresman–Addison Wesley enVisionMATH
MA 1.2.5.b: Identify time to the half hour	Topic 15: 451A-451H, 451-452, 453A-456B, 457A-460B, 461A-464B, 465A, 468A-468B, 473A, 474, 477-478
MA 1.2.5.c: Identify past, present, and future as orientation in time	Topic 15: 470-472B, 477-478
MA 1.2.5.d: Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)	Topic 14: 393A-393H, 393-394, 395A-398B, 399A-402B, 403A-406B, 407A-410B, 411A-414B, 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 443A-446B, 447-450A Topic 15: 451A-451H, 451-452, 453A-456B, 457A-460B, 461A-464B, 465A, 468A-468B, 470-472B, 473A, 474, 477-478
MA 1.2.5.e: Measure length using inches	Topic 14: 393A, 393, 407A-410B, 411A, 416-418B, 447, 448-448A, 449
MA 1.2.5.f: Compare and order objects according to length	Topic 14: 393C, 393G-393H, 395A-398B, 399A (Daily Spiral Review), 403A (Daily Spiral Review), 407A (Daily Spiral Review), 411A (Daily Spiral Review), 418B (Enrichment), 447-449
MA 1.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 1.3.1: Students will identify and describe relationships.	
MA 1.3.1.a: Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute	Topic 8: 193B, 199A-202B, 235A-238B Topic 14: 395-398B, 399A (Daily Spiral Review), 403A (Daily Spiral Review), 407A (Daily Spiral Review), 411A (Daily Spiral Review), 419, 420, 423A (Daily Spiral Review), 431-434B, 439A, 447-447A
MA 1.3.1.b: Create multiple rules for sorting beyond color, shape, and size	Topic 8: 193B, 199A-202B, 235A-238B
MA 1.3.1.c: Identify, describe, and extend patterns (e.g., patterns with a repeating core)	Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260
MA 1.3.1.d: Use $<$, $=$, $>$ to compare quantities	Topic 2: 29A-29H, 31A-34B, 35A (Daily Spiral Review), 47-47B, 48-48A Topic 12: 329A-329H, 329-330, 339A-342B, 363-364
MA 1.3.2: Students will use objects and pictures as models to represent mathematical situations.	
MA 1.3.2.a: Model situations that involve the addition and subtraction of whole numbers 0 - 20, using objects and pictures	Topic 6: 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168 Topic 7: 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192 Topic 16: 479A-479H, 479-480, 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 501A-504B, 505A-508B, 509A-512B, 513-514B Topic 17: 515A-H, 515-516, 517A-520B, 521A-524B, 525A-528B, 529A-532B, 533A-536B, 537-538 Topic 20: 607A-607H, 607-608, 609A-612B,

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continued	613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B, 641-642C
MA 1.3.2.b: Describe and model qualitative change (e.g., a student growing taller)	Students describe and model qualitative change in growing geometric patterns and in graphs of change over time. Topic 9: 257, 259 Topic 18: 570
MA 1.3.3: Students will use concrete, verbal, and visual representations to solve number sentences.	
MA 1.3.3.a: Write number sentences to represent fact families	Topic 4: 107-110B, 116-116A Topic 7: 169B, 169C, 169, 175A-178B, 179A-182B, 183A-186B, 191-192 Topic 17: 515B-515E, 515-516, 525A-528B, 529A-532B, 537-538A
MA 1.3.3.b: Use concrete, pictorial, and verbal representations of the commutative property of addition	Topic 3: 4B, 49C, 71A-74B, 79, 79B, 80 Topic 17: 515B, 515-516, 521-524B, 537, 537B, 538
MA 1.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 1.4.1: Students will sort, classify, organize, describe, and compare data.	
MA 1.4.1.a: Sort and classify objects by more than one attribute	Topic 8: 193B, 199A-202B, 207A (Problem of the Day), 228-229, 230B, 235A-238B
MA 1.4.1.b: Organize data by using concrete objects	Topic 18: 539B-539C, 541A-544B, 561A-564B, 571, 581-582
MA 1.4.1.c: Represent data by using tally marks	Topic 18: 557A-560B, 561A-564B, 565A-568B
MA 1.4.1.d: Compare and interpret information from displayed data (e.g., more, less, fewer)	Topic 18: 539G-539H, 542-544, 545-548B, 549-552B, 558-560, 566-568

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to the
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Grade 2**

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MA 2.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.1.1: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	
MA 2.1.1.a: Read and write numbers 0 - 1,000 (e.g., count numbers from 400 - 500; write numbers from 400 - 500)	Topic 4: 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B, 139-140D Topic 17: 509A-509H, 509-510, 511A-514B, 515A-518B, 519A-522B, 523A-526B, 527A-530B, 531A-534B, 535A-538B, 539A-542B, 543A-546B, 547-548B
MA 2.1.1.b: Count by multiples of 2 up to 100	Topic 4: 127A-130B, 131A-134B Topic 6: 187A-190B Topic 19: 590 Topic 20: 635, 639A
MA 2.1.1.c: Count backwards from 20 - 0	Topic 4: 130, 139B Topic 6: 190B (Practice Master) Topic 17: 529
MA 2.1.1.d: Connect number words to the quantities they represent 0 - 100	Topic 4: 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B, 139-140D Topic 17: 509, 511A-514B, 519-522B, 547-547A
MA 2.1.1.e: Demonstrate multiple equivalent representations for numbers 1 - 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)	Topic 1: 23A-26, 31F Topic 2: 33B, 33E-33H, 33, 47A-50B, 51A (Spiral Review), 55A-58B, 59A-62B, 67-68A Topic 3: 69B Topic 4: 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 127A-130B, 135A-138B, 139-140C Topic 8: 219A-222B, 223A-226B, 231A-234B Topic 9: 251A-254B, 255A-258B, 263A-266B Topic 17: 509A-509H, 509-510, 511A-514B, 515A-518B, 519A-522B, 523A-526B, 527A-530B, 531A-534B, 535A-538B, 539A-542B, 543A-546B, 547-548B
MA 2.1.1.f: Compare and order whole numbers 0 - 1,000	Topic 4: 97B, 97, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 139-140D Topic 17: 509B-509E, 531A-534B, 535A-538B, 539A-542B, 547-548A
MA 2.1.1.g: Demonstrate relative position of whole numbers 0 - 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)	Topic 4: 97B, 97, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 127A-130B, 139-140D Topic 17: 509B-509E, 527A-530B, 531A-534B, 535A-538B, 539A-542B, 547-548A

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MA 2.1.1.h: Use visual models to represent fractions of one-half as a part of a whole	Topic 12: 349A-349H, 349-350, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375-376B
MA 2.1.2: Students will demonstrate the meaning of addition and subtraction with whole numbers.	
MA 2.1.2.a: Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if $2 + 3 = 5$ then $5 - 3 = 2$)	Topic 1: 23A-26B, 27A (Spiral Review), 31F-32A Topic 3: 69B-69C, 69G-69H, 69, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 96-96A Topic 7: 207-210B, 215-215B Topic 9: 271A-274B Topic 18: 567A-570B
MA 2.1.2.b: Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if $3 + \underline{\quad} = 7$, then $7 - 3 = \underline{\quad}$.)	Topic 1: 5, 13 Topic 2: 37, 45 Topic 3: 87-90B, 93 Topic 6: 177, 181 Topic 7: 197, 201 Topic 8: 221, 229 Topic 9: 257, 261 Topic 18: 553, 567A-570B
MA 2.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 2.1.3.a: Fluently add whole number facts with sums to 20	Topic 1: 1A-1H, 1-2, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31-32 Topic 2: 33A-33H, 33-34, 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67-68B Topic 6: 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192
MA 2.1.3.b: Fluently subtract whole number facts with differences from 20	Topic 1: 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31-32 Topic 3: 69A-69H, 69-70, 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B, 95-96 Topic 7: 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215-216
MA 2.1.3.c: Add and subtract three-digit whole numbers with regrouping	Topic 18: 549A-549H, 549-550, 551A-554B, 555A-558B, 559A-562B, 563A-566B, 567A-570B, 571A-574B, 575A-578B, 579A-582B, 583A-586B, 587-588
MA 2.1.3.d: Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)	Topic 1: 1A-1H, 1-2, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31-32 Topic 2: 33A-33H, 33-34, 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67-68B Topic 3: 69A-69H, 69-70, 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B, 95-96 Topic 6: 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192 Topic 7: 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215-216 Topic 8: 217A-217H, 217-218, 219A-222, 223A-226B, 227A-230B, 231A-234B, 235A-238B,

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continued	239A-242B, 243A-246B, 247-248B Topic 9: 249A-249H, 249-250, 251A-254B, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279-280B Topic 10: 281A-281H, 281-282, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299A-302B, 303A-306B, 307A-310B, 311-312B Topic 18: 549A-549H, 549-550, 551A-554B, 555A-558B, 559A-562B, 563A-566B, 567A-570B, 571A-574B, 575A-578B, 579A-582B, 583A-586B, 587-588
MA 2.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 2.1.4.a: Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results	Topic 10: 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A Topic 18: 548B, 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C
MA 2.1.4.b: Estimate the number of objects in a group	Topic 4: 140D (Extensions for Lessons 4-1 and 4-2) Topic 10: 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A Topic 15: 476B (Extension for Lesson 15-4) Topic 17: 548B (Extension for Lesson 17-3) Topic 18: 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C
MA 2.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.2.1: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.	
MA 2.2.1.a: Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)	Topic 11: 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B
MA 2.2.1.b: Determine if two shapes are congruent	Topic 11: 313B, 331A-334B, 335A
MA 2.2.1.c: Compare two-dimensional shapes (e.g., trapezoid, parallelogram)	Topic 11: 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B
MA 2.2.1.d: Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)	Topic 11: 313F-313H, 313-314, 319A-322B, 343A-346B, 347-348B
MA 2.2.2: Students will describe direction on a positive number line.	
MA 2.2.2.a: Identify numbers using location on a vertical number line	Topic 3: 74B (Reteaching) 491-494 Topic 4: 130B (Enrichment), 131A (Spiral Review) Topic 9: 280B Topic 10: 299A (Problem of the Day)

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MA 2.2.2.b: Compare whole numbers using location on a horizontal number line	Students graph numbers on horizontal number lines and coordinate planes. Topic 3: 74B (Reteaching), 130B (Enrichment), 131A (Spiral Review) Topic 4: 131A (Spiral Review) Topic 9: 280B Topic 10: 299A (Problem of the Day) Topic 16: 491A-494B
MA 2.2.2.c: Identify the direction moved for adding and subtracting using a horizontal number line	Topic 3: 74B (Reteaching) Topic 10: 299A (Problem of the Day) Topic 9: 280B
MA 2.2.3: Students will identify lines of symmetry.	
MA 2.2.3.a: Identify lines of symmetry in two-dimensional shapes	Topic 11: 313B, 339A-342B, 343A, 347-348A Teacher Resource Masters: Topic 11: 73, 75-78, 80
MA 2.2.3.b: Draw a line of symmetry in two-dimensional shapes	Topic 11: 313B, 339A-342B, 343A, 347-348A Teacher Resource Masters: Topic 11: 73, 75-78, 80
MA 2.2.4: Students will create two-dimensional shapes.	
MA 2.2.4.a: Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)	Topic 11: 319, 323, 324-326B, 327-330, 331, 333-334, 335-338, 339, 341-342B
MA 2.2.5: Students will measure using standard units, time and money.	
MA 2.2.5.a: Count mixed coins to \$1.00	Topic 5: 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B
MA 2.2.5.b: Identify time to 5 minute intervals	Topic 15: 449A-449H, 449-450, 451A-454B, 455A-458B, 459A (Daily Spiral Review), 463A (Daily Spiral Review), 471A (Daily Spiral Review), 474, 475-476B
MA 2.2.5.c: Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)	Topic 13: 377B-377E, 378, 379A-382B, 383A-386B, 387A-390B, 391A-394B, 395A-398B, 403A, 407A, 411-412B Topic 14: 413A-413H, 413-414, 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 443A-446B, 447-448B Topic 15: 449A-449H, 449-450, 451A-454B, 455A-458B, 459A (Daily Spiral Review), 463A-466B, 467A-470B, 471A (Daily Spiral Review), 474, 475-476C
MA 2.2.5.d: Measure length using feet and yards	Topic 13: 377A-377H, 377, 391A-394B, 395A, 399A, 407A, 411-412C
MA 2.2.5.e: Compare and order objects using inches, feet and yards	Topic 13: 391A-394B (Extension for Lesson 13-5)
MA 2.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.3.1: Students will identify, describe, and extend relationships.	
MA 2.3.1.a: Create and describe patterns using concrete and pictorial representations	Topic 4: 97D, 127A-130B, 131A-134B, 139-140C Topic 6: 187A-190B Topic 11: 335, 337-338, 338B Topic 17: 543A-546B, 547-547C Topic 18: 568-569

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continued	Topic 19: 589-590 Topic 20: 635A-638
MA 2.3.2: Students will use objects, pictures, and symbols as models to represent mathematical situations.	
MA 2.3.2.a: Model situations that involve the addition and subtraction of whole numbers 0 - 100, using objects and number lines	Topic 1: 1A-1H, 1-2, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31-32 Topic 2: 33A-33H, 33-34, 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B, 67-68B Topic 3: 69A-69H, 69-70, 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B, 95-96 Topic 6: 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191-192 Topic 7: 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215-216 Topic 8: 217A-217H, 217-218, 219A-222, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239A-242B, 243A-246B, 247-248B Topic 9: 249A-249H, 249-250, 251A-254B, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279-280B Topic 10: 281A-281H, 281-282, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299A-302B, 303A-306B, 307A-310B, 311-312B Topic 18: 549A-549H, 549-550, 551A-554B, 555A-558B, 559A-562B, 563A-566B, 567A-570B, 571A-574B, 575A-578B, 579A-582B, 583A-586B, 587-588
MA 2.3.2.b: Describe and model quantitative change involving addition (e.g., a student grew 2 inches)	Topic 4: 97D, 127A-130B, 131A-134B, 139-140C Topic 5: 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B Topic 6: 187A-190B Topic 15: 449D, 463-466B, 467A (Problem of the Day), 474, 475-476 Topic 17: 543-546B, 547-547C Topic 18: 568-569 Topic 19: 589-590 Topic 20: 635A-638
MA 2.3.3: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.	
MA 2.3.3.a: Use symbolic representations of the commutative property of addition (e.g., $2 + 3 = \text{"Delta"} + 2$)	Topic 1: 23A-26, 31F Topic 2: 33B, 33E-33H, 33, 47A-50B, 51A (Spiral Review), 67-68A Topic 3: 69B
MA 2.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.4.1: Students will organize, display, compare, and interpret data.	

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MA 2.4.1.a: Represent data using pictographs	Topic 16: 477A, 477G-477H, 477, 483A-486B, 503A, 504, 506, 506B, 507-508B
MA 2.4.1.b: Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)	Topic 16: 477A, 477G-477H, 477, 483A-486B, 503A, 504, 506, 506B, 507-508B

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Nebraska Mathematics Standards Grade 3	Scott Foresman–Addison Wesley enVisionMATH
MA 3.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.1.1: Students will represent and show relationships among positive rational numbers within the base-ten number system.	
MA 3.1.1.a: Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)	Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 18A-21B, 22A-23B, 24A-25B, 26A-28 Topic 13: 304A-304F, 304-305, 306A-307B
MA 3.1.1.b: Count by multiples of 5 to 200	Topic 1: 15 Topic 5: 122A-123, 124, 125B (Intervention) Topic 9: 204, 208A-209B
MA 3.1.1.c: Count by multiples of 10 to 400	Topic 1: 15 Topic 5: 126A, 127B (Reteaching) Topic 9: 208A-209B
MA 3.1.1.d: Count by multiples of 100 to 1,000	Topic 1: 4A-5B, 6A-7B, 8A-9B, 12A-13
MA 3.1.1.e: Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)	Sample References: Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7B, 8A-9B, 10A-11B, 12A-15B, 16A-17B, 18A-21B, 22A-23B, 24A-25B, 26A-28 Topic 2: 30A-30F, 30-31, 32-33, 34A-35B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 60-62 Topic 5: 110-113, 125 Topic 13: 304A-304F, 304-305, 306A-307B Topic 18: 412-413, 416A-417B, 418A-419B, 420A-421B, 423 Topic 19: 436B-437A
MA 3.1.1.f: Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)	Topic 1: 2E, 18B-21B, 22A-23B, 26-29 Topic 13: 304A-304F, 304-305, 306A-307B, 308A-311B, 312A-315B, 316-317, 322-324
MA 3.1.1.g: Compare and order whole numbers through the thousands	Topic 1: 2B, 12A-15B, 16A-17B, 18A (Daily Spiral Review), 22A (Daily Spiral Review), 26, 28 Topic 2: 43 Topic 5: 114A-115B, 124, 131 Topic 8: 189 Topic 9: 222A-223B Topic 13: 315 Topic 18: 424
MA 3.1.1.h: Find parts of whole and parts of a set for $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$	Topic 12: 274A-274F, 274-275, 276A-277B, 278A-279B, 280A-281B, 282A-283B, 284A-287B, 288A-289B, 290A-293B, 294A-295B, 296A-297B, 298A-299B, 300-303C
MA 3.1.1.i: Round a given number to tens, hundreds, or thousands	Topic 2: 40A-42, 44A-46, 47A-47B, 48A (Daily Spiral Review), 48, 54 Topic 3: 74B-75, 79 Topic 4: 91 Topic 6: 146 Topic 8: 185

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continued	Topic 9: 215, 221 Topic 18: 414B-415B, 419 Topic 19: 438B-439B, 445
MA 3.1.2: Students demonstrate the meaning of multiplication with whole numbers.	
MA 3.1.2.a: Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., $3 \times 4 = 4 + 4 + 4$)	Topic 5: 106A-106B, 106-107, 108A-109B, 110-111, 115, 115B, 134, 135, 135A, 136-137
MA 3.1.2.b: Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$.)	Topic 8: 182A-182F, 182-183, 184A-185B, 186A-187, 189A-189B, 190A-191B, 192A-193B, 200-203C
MA 3.1.2.c: Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in $3 \times 4 = 12$, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)	Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136 Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160 Topic 18: 410A-410F, 410-411, 412A-413B, 414A-415B, 416A-417B, 418A-419B, 420A-421B, 422A-425B, 426A-429B, 430-432
MA 3.1.2.d: Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence $3 \times 4 = 12$)	Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136 Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160
MA 3.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 3.1.3.a: Compute whole number multiplication facts 0 - 10 fluently	Topic 5: 106A-106F, 106-107, 108A-109B, 110A-113B, 114A-115B, 116A-117B, 118A-121B, 122A-125B, 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134-136 Topic 6: 138A-138F, 138-139, 140A-141B, 142A-143B, 144A-147B, 148A-149B, 150A-151B, 152A-153B, 154A-157B, 158-160
MA 3.1.3.b: Add and subtract through four-digit whole numbers with regrouping	Topic 2: 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 40A-43B, 44A-47B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 58A-59B, 60-62 Topic 3: 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B, 74A-77B, 78A-79B, 80-82 Topic 4: 84A-84F, 84-85, 86A-87B, 88A-89B, 90A-91B, 92A-95B, 96A-97B, 98A-101B, 102-104
MA 3.1.3.c: Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)	Grade 3 students add and subtract 3-digit numbers; they multiply 3-digit by 1-digit factors. Topic 3: 50A-53B, 54A-55B Topic 4: 92A-95B, 96A-97B Topic 18: 422A-425B

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MA 3.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 3.1.4.a: Estimate the two-digit product of whole number multiplication and check the reasonableness	Topic 6: 146 (Ex. 29) Topic 9: 221 Topic 18: 414B-415B
MA 3.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.2.1: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.	
MA 3.2.1.a: Identify the number of sides, angles, and vertices of two-dimensional shapes	Topic 10: 232B, 232D-232E, 232-233, 246A-247B, 248A-249B, 250A-251B, 252A-253B, 254-256 Topic 11: 258A-258F, 258-259, 260A-263B, 264A-265B, 266A-267B, 268A-269B
MA 3.2.1.b: Identify congruent two-dimensional figures given multiple two-dimensional shapes	Topic 11: 258B, 258E-258F, 259, 260A-261, 263, 263A-263B, 264A (Problem of the Day), 270-272
MA 3.2.1.c: Identify lines, line segments, rays, and angles	Topic 10: 242A-243B, 244A-245B, 254-255
MA 3.2.1.d: Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)	Topic 10: 232A, 232C, 232-233, 234A-235, 236-237, 237A-237B, 238A-239, 240-241, 241A-241B, 254-257
MA 3.2.2: Students will identify distances on a number line.	
MA 3.2.2.a: Draw a number line and plot points	Topic 1: 2B Topic 2: 32-33A Topic 12: 290A-291, 292-293, 293A-293B, 300-302 Topic 14: 332B
MA 3.2.2.b: Determine the distance between two whole number points on a number line	Grade 3 students use a number line to compare and order numbers and to model addition. Topic 1: 2B Topic 2: 32-33A Topic 12: 290A-291, 292-293, 293A-293B, 300-302 Topic 14: 332B
MA 3.2.3: Students will draw all lines of symmetry.	
MA 3.2.3.a: Draw all possible lines of symmetry in two-dimensional shapes	Topic 11: 258B, 258D, 259, 264A-265B, 266A-267B, 268A-268B, 269A, 270-272
MA 3.2.4: Students will create two-dimensional shapes and three-dimensional objects.	
MA 3.2.4.a: Sketch and label lines, rays, line segments, and angles	Topic 10: 242B, 243B, 244B, 244
MA 3.2.4.b: Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)	Topic 10: 232C, 234B, 238B, 241
MA 3.2.5: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.	
MA 3.2.5.a: Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)	Topic 14: 334A (Problem of the Day) Topic 16: 366A, 366C-366E, 367, 368A-369B, 370A-371B, 372A-373B, 376A (Problem of the Day), 378A (Daily Spiral Review), 380A (Daily Spiral Review), 383, 384A (Daily Spiral Review), 386-389C

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MA 3.2.5.b: Count mixed coins and bills greater than \$1.00	Topic 1: 18A-21B, 22A-23B, 24A, 26A, 26-27A, 28-29 Topic 13: 304B, 304D-304F, 304-305, 307, 308A-311B, 312A-314, 315A-315B, 316B-318, 320-321, 322-324
MA 3.2.5.c: Identify time of day (e.g., am, pm, noon, midnight)	Topic 17: 390A-390F, 390-391, 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404B-404, 405B, 406-408
MA 3.2.5.d: State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)	Topic 17: 390A-390F, 390-391, 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404B-404, 405B, 406-408
MA 3.2.5.e: Identify the appropriate customary unit for measuring length, weight, and capacity/volume	Topic 14: 326A-326F, 326-327, 328A-331B, 332A-333B, 334A-337B, 338A-339B, 340A-341B, 344-347A
MA 3.2.5.f: Measure length to the nearest $\frac{1}{2}$ inch and centimeter (e.g., requires rounding)	Topic 14: 326A-326F, 326-327, 328A-331B, 332A-333B, 334A-337B, 344-346 Topic 15: 348A-348F, 348-349, 350A-351B, 352A-355B, 360-361, 362-364
MA 3.2.5.g: Compare and order objects according to length using centimeters and meters	Topic 15: 350, 351A, 355B, 362, 363A
MA 3.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.3.1: Students will represent relationships.	
MA 3.3.1.a: Identify, describe, and extend numeric and non-numeric patterns	Topic 1: 15 Topic 5: 106B, 122A-123, 124, 125B (Intervention), 126A, 127B (Reteaching), 128A, 129 Topic 9: 204A-204C, 204, 205, 208A-209B, 210A (Daily Spiral Review), 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-221B, 228-230 Topic 10: 238A (Daily Spiral Review), 247, 252A (Daily Spiral Review) Topic 12: 290A (Daily Spiral Review)
MA 3.3.1.b: Identify patterns using words, tables, and graphs	Topic 1: 15, 18A, 24A Topic 5: 106D, 122B-123, 125B, 127B, 128A-128 Topic 9: 204A-204D, 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218B-219, 220-221, 221A-221B, 227, 228-231 Topic 12: 298B-299B, 302, 303A Topic 15: 352, 354, 355A-355B, 360A-361B, 362-365 Topic 17: 398A-399, 399B (Enrichment), 402A (Daily Spiral Review) Topic 20: 483 (#14)
MA 3.3.2: Students will create and use models to represent mathematical situations.	
MA 3.3.2.a: Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols	Topic 1: 2B, 22A-23B Topic 2: 30A-30F, 30-31, 32A-33B, 34A-35B, 36A-39B, 48A-49B, 50A-53B, 54A-55B, 56A-57B, 60-62 Topic 3: 64A-64F, 64-65, 66A-67B, 68A-71B, 72A-73B

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MA 3.3.2.b: Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)	Topic 9: 205, 210B-211B, 212A-213, 214-215, 215A-215B, 218A-219, 220-221, 221A-B, 227, 228-231 Topic 12: 298B-299B, 302, 303A Topic 17: 402A (Daily Spiral Review) Topic 20: 483 (Ex. 14)
MA 3.3.3: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.	
MA 3.3.3.a: Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$)	Topic 2: 30E, 31, 32A-33B Topic 4: 95
MA 3.3.3.b: Solve simple one-step whole number equations involving addition and subtraction (e.g., "Delta" + 2 = 3)	Topic 2: 32-33 Topic 3: 66-67, 70-71 Topic 4: 94-95 Topic 5: 108-109 Topic 8: 192A (Daily Spiral Review), 200, 203A
MA 3.3.3.c: Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction	Topic 2: 32-33 Topic 3: 66-67, 70-71 Topic 4: 94-95 Topic 5: 108-109 Topic 8: 192A (Daily Spiral Review), 200, 203A
MA 3.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.4.1: Students will organize, display, compare, and interpret data.	
MA 3.4.1.a: Represent data using horizontal and vertical bar graphs	Topic 20: 456A-456F, 456-457, 460A-463B, 466-467, 482A-483B, 484-488
MA 3.4.1.b: Use comparative language to describe the data (e.g., increasing, decreasing)	Topic 20: 468A-469, 470-471, 471A-471B, 484-487, 487D
MA 3.4.1.c: Interpret data using horizontal and vertical bar graphs	Topic 20: 456A-456F, 456-457, 460A-463B, 466-467, 482A-483B, 484-488
MA 3.4.3: Students will find and describe experimental probability.	
MA 3.4.3.a: Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain	Topic 20: 456B, 456D, 472A-475B, 476A-477B, 478A-481B, 484-488

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to the
Nebraska Mathematics Standards
Grade 4**

Nebraska Mathematics Standards Grade 4	Scott Foresman–Addison Wesley enVisionMATH
MA 4.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.1.1: Students will represent and show relationships among positive rational numbers within the base-ten number system.	
MA 4.1.1.a: Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)	Topic 1: 2A-2H, 2-3, 4A-5, 6-7, 7A-7B, 8A-9B, 10A-11, 12-13, 13A-B, 14A-15B, 16A-17B, 18A-19B, 20A-21B, 22A-24
MA 4.1.1.b: Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 +.2 +.03)	Topic 1: 16A-17B, 18A-19B Topic 12: 266A-266F, 266-267, 268A-269B, 270A-271, 272-273, 273A-273B, 274A-275B, 276A-277, 278-279, 279A-279B, 280A-281B, 282A-283B, 284-287C
MA 4.1.1.c: Compare and order whole numbers and decimals through the hundredths place (e.g., money)	Topic 1: 10A-11, 12-13, 13A-13B, 22-25 Topic 10: 237 Topic 12: 270A-272, 273A-273B, 274A, 276A, 276-277, 278, 279A-279B, 280A-281B, 282A-283B, 284-287B Topic 18: 438A-439B, 443A
MA 4.1.1.d: Classify a number as even or odd	Topic 1: 21A
MA 4.1.1.e: Represent a fraction as parts of a whole and/or parts of a set	Topic 10: 214A-214F, 214-215, 216A-218, 219A-219B, 220A-221B, 222A-223B, 224A-226, 227A-227B, 228A-229B, 230A-232, 233, 233A-233B, 234A-235B, 236A-237B, 238A-239, 241, 241A-241B, 242-247
MA 4.1.1.f: Use visual models to find equivalent fractions (e.g., $2/4 = 1/2$, $2/8 = 1/4$, $1 = 2/2 = 5/5$, $3/3$)	Topic 10: 214B, 224A-226, 227A-227B, 228A-229B, 230A-231, 233A-233B, 241A-241B Topic 11: 248A-248C, 250A-250, 254A-255, 255B, 257, 257B, 262, 264
MA 4.1.1.g: Determine the size of a fraction relative to one half using equivalent forms (e.g., Is $3/8$ more or less than one half?)	Topic 10: 234A-235B, 236A-237B Topic 12: 276A, 276-277, 278, 279A-279B, 280A-281B, 282A, 287A-287B
MA 4.1.1.h: Locate fractions on a number line	Topic 10: 223 Topic 12: 276B-278, 279A-279B, 280-281B, 284-285A, 286-287
MA 4.1.1.i: Round a whole number to millions	Topic 2: 32A-33B Topic 5: 100A-101B, 102A-104, 105A-105B Topic 7: 144A-145B Topic 8: 166A-167B Topic 14: 316-317
MA 4.1.2: Students will demonstrate the meaning of division with whole numbers.	
MA 4.1.2.a: Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies.	Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C Topic 8: 162A-162F, 162-163, 164A-165B, 166A-167B, 168A-169B, 170A-171, 172-173,

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He wants to share them equally among his 6 friends. How many candies will each friend receive?)]	173A-173B, 174A-175, 176-177, 177A-177B, 178A-179B, 180A-181B, 182A-183B, 184A-185B, 186A-187B, 188-193C
MA 4.1.3: Students will compute fluently and accurately	using appropriate strategies and tools.
MA 4.1.3.a: Compute whole number division facts 0 - 10 fluently	Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C
MA 4.1.3.b: Add and subtract decimals to the hundredths place (e.g., money)	Topic 1: 18A-19B, 22-25 Topic 13: 288B-288D, 296A-298, 299A-299B, 300A-302, 303A-303B, 304A (Problem of the Day), 308B-309B, 310-313
MA 4.1.3.c: Multiply two-digit whole numbers	Topic 5: 94A-94F, 94-95, 96A-97B, 98A-99B, 102A-104, 105, 105A-105B, 106A-107, 108-109, 109A-109B, 110A-111, 112-113, 113A-113B, 114A-115B, 116A-117, 118-119, 119A-119B, 120-122 Topic 7: 140A-140F, 140-141, 142A-143B, 144A-145B, 146A-147, 148-149, 149A-149B, 150A-151B, 152A-153B, 154A-155B, 156A-157B, 158-160
MA 4.1.3.d: Divide a three-digit number with one digit divisor with and without a remainder	Topic 8: 178A-179B, 180B-181B, 188-193C
MA 4.1.3.e: Mentally compute multiplication and division involving powers of 10	Topic 3: 66A-67B Topic 5: 96A-97B Topic 7: 150A-151B
MA 4.1.3.f: Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)	Topic 2: 26A-26F, 26-27, 28A-29, 30-31, 31A-31B, 32A-33B, 34A-35B, 36A-37, 38-39, 39A-39B, 40A-41B, 42A-43B, 44A-45, 46-47, 47A-47B, 48-50 Topic 3: 52A-52F, 52-53, 54A-55, 56-57, 58A-59B, 60A-61B, 62A-63B, 64A-65B, 66A-67B, 68A-69B, 70-72 Topic 4: 74A-74F, 74-75, 76A-77, 78-79, 79A-79B, 80A-81B, 82A-83B, 84A-85B, 86A-87, 88-89, 89A-89B, 90-93C Topic 5: 94A-94F, 94-95, 96A-97B, 98A-99B, 100A-101B, 102A-103, 104-105, 105A-105B, 106A-107, 108-109, 109A-109B, 110A-111, 112-113, 113A-113B, 114A-115B, 116A-117, 118-119, 119A-119B, 120-122 Topic 7: 140A-140F, 140-141, 142A-143B, 144A-145B, 146A-147, 148-149, 149A-149B, 150A-151B, 152A-153B, 154A-155B, 156A-157B, 158-160 Topic 8: 162A-162F, 162-163, 164A-165B, 166A-167B, 168A-169B, 170A-171, 172-173, 173A-173B, 174A-175, 176-177, 177A-177B, 178A-179B, 180A-181B, 182A-183B, 184A-185B, 186A-187B, 188-193C

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MA 4.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 4.1.4.a: Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness	Topic 5: 100A-101B, 102A-104, 105A-105B Topic 7: 144A-145B Topic 8: 166A-167B Topic 14: 316-317
MA 4.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.2.1: Students will classify two-dimensional shapes and three-dimensional objects.	
MA 4.2.1.a: Identify two- and three-dimensional shapes according to their sides and angle properties	Topic 9: 194B-194F, 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210-212 Topic 15: 344A-344F, 344-345, 346A-347, 348-349, 349A-349B, 350A-351B, 352A-353B, 354A-355B, 358-360
MA 4.2.1.b: Classify an angle as acute, obtuse, and right	Topic 9: 194B, 200A-201B, 202A (Daily Spiral Review), 208B-209B, 210-213A
MA 4.2.1.c: Identify parallel, perpendicular, and intersecting lines	Topic 9: 194A-194B, 195, 196A-197B, 198A-199B, 200A-201B, 202A, 204A, 210-212
MA 4.2.1.d: Identify the property of congruency when dealing with plane geometric shapes	Topic 9: 208B Topic 19: 446B, 446-447, 448B-449B, 450B-451B, 452B-453B, 454A-455B, 456A (Daily Spiral Review), 462-464
MA 4.2.2: Students will describe locations using coordinate geometry.	
MA 4.2.2.a: Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)	Topic 17: 408A-409B, 410A-411B, 424, 426
MA 4.2.3: Students will identify simple transformations.	
MA 4.2.3.a: Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape	Topic 19: 446B, 446-447, 448A-449B, 450A-451B, 452A-453B, 454A-455B, 456A, 460A-461B, 462-464
MA 4.2.4: Student will use geometric models to solve problems.	
MA 4.2.4.a: Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)	Topic 9: 194B-194F, 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210-212 Topic 15: 344A-344F, 344-345, 346A-347, 348-349, 349A-349B, 350A-351B, 352A-353B, 354A-355B, 358-360
MA 4.2.5: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.	
MA 4.2.5.a: Select and use appropriate tools to measure perimeter of polygons	Topic 14: 314B-314F, 314-315, 328A-329, 330-331, 331A-331B, 332A-333B, 334A-335B, 336A-337, 340-342 Topic 16: 366A (Problem of the Day)
MA 4.2.5.b: Identify time to the minute on an analog clock	Topic 16: 362B, 362D, 370A (Problem of the Day), 384A-385B, 386A-387, 388-389, 389A-389B, 394-396
MA 4.2.5.c: Solve problems involving elapsed time	Topic 16: 362B, 362D, 386A-388, 389, 389A-389B, 390A, 394-399, 399F
MA 4.2.5.d: Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)	Topic 16: 362E, 363, 374A-375B, 376A-377B, 378A-379B, 380A-382, 383, 383A-383B, 390A (Daily Spiral Review), 394-399B

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MA 4.2.5.e: Estimate and measure length using customary (nearest $\frac{1}{2}$ inch) and metric (nearest centimeter) units	Topic 12: 268A (Daily Spiral Review) Topic 16: 364A-365B, 370B, 371-372, 374A-375B, 394-396
MA 4.2.5.f: Measure weight and temperature using customary units	Topic 16: 362B-362C, 362F, 368A-369B, 371-372, 390A-391B, 394-396
MA 4.2.5.g: Compute simple unit conversions for length within a system of measurement	Topic 16: 364A-365B, 366A-367B, 368A-369B, 370A-371, 372-373, 373A-373B, 374A-375B, 376A-377B, 378A-379B, 380A-381, 382, 383A-383B, 386A, 394-396
MA 4.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.3.1: Students will represent and analyze relationships.	
MA 4.3.1.a: Describe, extend, and apply rules about numeric patterns	Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 14: 336-338, 339A, 342
MA 4.3.1.b: Represent and analyze a variety of patterns using words, tables, and graphs	Topic 1: 20-21 Topic 3: 58B-59, 59B Topic 5: 108 Topic 6: 126D, 127, 128A-129B, 130A-131B, 132A-133B, 136-139 Topic 14: 336-338, 339A, 342
MA 4.3.1.c: Use "greater than or equal to", "less than or equal to" symbols to compare quantities	Topic 1: 10A-11, 12-13, 13A-13B, 22-25 Topic 10: 234A-235B, 236A-237B Topic 12: 270A-271, 272, 273A-273B, 274A, 276A, 276-277, 278, 279A-279B, 280A-281B, 282A-283B, 284-287B Topic 18: 438A-439B, 443A
MA 4.3.1.d: Select appropriate operational and relational symbols to make a number sentence true	Topic 1: 10A-11, 12-13, 13A-13B, 22-25 Topic 10: 237 Topic 18: 438A-439B, 443A
MA 4.3.2: Students will create and use models to represent mathematical situations.	
MA 4.3.2.a: Model situations that involve the multiplication of whole numbers using number lines and symbols	Topic 5: 96A-97B, 98A-99B, 110A-112, 113A-113B, 114A-115B, 121-122 Topic 7: 140-141, 142A-143B, 146A-147, 148-149, 149A-149B, 150A-151B, 152A-153B, 154A-155B, 158-160
MA 4.3.2.b: Describe and model quantitative change involving multiplication (e.g., money doubling)	Topic 6: 126D, 127, 128B-129B, 130A-131B, 132A-133B, 136-138 Topic 14: 336-338, 339A, 342
MA 4.3.3: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.	
MA 4.3.3.a: Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., $n + 3$, $b - 2$)	Topic 2: 35, 44B-46, 48-49, 50 Topic 3: 62, 64A (Daily Spiral Review), 64, 66, 70, 71A Topic 6: 126C, 126E-126F, 128B-129B, 130A-131B, 132A-133B, 135, 136-138 Topic 18: 434A-435B, 436A-437B, 438A-439B, 440B, 442-444

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MA 4.3.3.b: Use symbolic representation of the identity property of multiplication (e.g., $5 * 1 = 5$)	Topic 3: 52E-52F, 53, 60A-61B Topic 4: 79
MA 4.3.3.c: Use symbolic representations of the commutative property of multiplication (e.g., $2 * 3 = \text{"Delta"} * 2$)	Topic 3: 52E-52F, 53, 60A-61B Topic 4: 79
MA 4.3.3.d: Solve simple one-step whole number equations (e.g., $x + 2 = 3$, $3 * y = 6$)	Topic 2: 44B-46, 48-49, 50 Topic 3: 62B, 64, 66, 70, 71A Topic 6: 126F, 128-129B, 132A-133B, 136-138 Topic 18: 430B, 430E-430F, 432-433, 434A-435B, 436A-437B, 438A (Daily Spiral Review), 440B, 442-445A
MA 4.3.3.e: Explain the procedure(s) used in solving simple one-step whole number equations	Topic 2: 44B-46, 48-49, 50 Topic 3: 62B, 64, 66, 70, 71A Topic 6: 126F, 128-129B, 132A-133B, 136-138 Topic 18: 430B, 430E-430F, 432-433, 434A-435B, 436A-437B, 438A (Daily Spiral Review), 440B, 442-445A
MA 4.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.4.1: Students will organize, display, compare, and interpret data.	
MA 4.4.1.a: Represent data using dot/line plots	Topic 17: 406A-407B, 415, 424-427
MA 4.4.1.b: Compare different representations of the same data	Topic 17: 400D, 400E, 404B-405B, 410A-411B, 418A-419B, 420A-421, 423, 423A-423B, 424-429
MA 4.4.1.c: Interpret data and draw conclusions using dot/line plots	Topic 17: 406A-407B, 415, 424-427
MA 4.4.1.d: Find the mode and range for a set of whole numbers	Topic 17: 400D, 414A-415B, 424-425B
MA 4.4.1.e: Find the whole number mean for a set of whole numbers	Topic 17: 400D, 412A-413B, 424-425B
MA 4.4.2: Students will construct predictions based on data.	
MA 4.4.2.a: Make predictions based on data to answer questions from tables and bar graphs	Topic 6: 128B-129B, 130A-131B, 132A-133B Topic 14: 336-338, 339A, 342 Topic 17: 400D, 400E, 401, 402B-403B, 404B-405B, 411B, 413B (Reteaching), 417B (Enrichment), 418A (Problem of the Day), 420A-421, 422-423, 423A-423B, 424-429
MA 4.4.3: Students will find, describe, and compare experimental probabilities.	Topic 20: 466A-466F, 466-467, 468A-469B, 470A-471B, 472A-473, 474-475, 475A-475B, 476A-477B, 478-481C
MA 4.4.3.a: Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)	Topic 20: 466A-466F, 466-467, 468A-469B, 470A-471B, 472A-473, 474-475, 475A-475B, 476A-477B, 478-481C

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to the
Nebraska Mathematics Standards
Grade 5**

Nebraska Mathematics Standards Grade 5	Scott Foresman–Addison Wesley enVisionMATH
MA 5.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.1.1: Students will represent and show relationships among positive rational numbers.	
MA 5.1.1.a: Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is $3 + .1 + .02 + .005$)	Topic 1: 2A-2H, 2-3, 4A-5B, 6A-7, 8-9, 9A-9B, 10A-11B, 12A-13B, 14A-15B, 16-17, 17A-17B, 18-20 Topic 2: 28A-29B, 38A-39, 40-41, 41A-41B, 42A-43B, 44A-45B Topic 3: 64A-65, 68A-69B, 70A-71B Topic 4: 82B, 106-107, 109A-109B Topic 7: 170A-171B, 172A-173B, 176A-177B, 178A-179B, 180A-181, 183A-183B, 186A-187B Topic 8: 210A (Daily Spiral Review)
MA 5.1.1.b: Compare and order whole numbers, fractions, and decimals through the thousandths place	Topic 1: 2B, 6A-7, 8-9, 9A-9B, 10A, 12A-13B, 14A, 18-19 Topic 2: 27 Topic 9: 230A-231B, 232A, 248
MA 5.1.1.c: Identify and name fractions in their simplest form and find common denominators for fractions	Topic 9: 220A-221, 222, 223A-223B, 224A-225B, 226A-227B, 228A-229B, 230A-231B, 234A-235, 236-237, 237A-237B Topic 10: 256A-257, 258-259, 259A-259B Topic 11: 280A-281, 284A-285B
MA 5.1.1.d: Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)	Topic 9: 218B-218F, 219, 224-225B, 226A-227B, 228A-229B, 234A-236, 237A-237B, 238A-241B, 242A-243B, 244A-245B, 248-253 Topic 16: 394B, 398A-399B, 400A-401B, 402A-403B, 406-409B
MA 5.1.1.e: Classify a number as prime or composite	Topic 4: 82B, 106A-107, 108-109, 109A-109B, 114-115 Topic 9: 232-233
MA 5.1.1.f: Identify factors and multiples of any whole number	Topic 2: 33 Topic 3: 77 Topic 4: 82B, 102A-104, 105A-105B, 106A-108, 109, 109A-109B, 114-115 Topic 6: 148A, 151 Topic 8: 210A (Daily Spiral Review) Topic 9: 232A-233B, 234A, 234-235, 248-250 Topic 10: 254B, 254E, 255, 260A-261B, 262A, 272, 274 Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B
MA 5.1.1.g: Round whole numbers and decimals to any given place	Topic 2: 22B-22E, 22, 30A-31, 32, 33A-33B, 50-53 Topic 3: 56D, 56, 62A-63B, 64A, 66, 78-81 Topic 4: 82A, 82E, 85, 86A-87B, 89, 98, 114-119B

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continued	Topic 5: 120B-120C, 120, 124A-125B, 130-131, 140-143A Topic 6: 155, 157 Topic 7: 174A-175B, 176A, 184A-185B, 186A, 192-197 Topic 12: 297, 312 Topic 14: 352, 353, 357 Topic 15: 381, 385 Topic 18: 431, 451 Topic 19: 479
MA 5.1.2: Students will demonstrate the meaning of arithmetic operations with whole numbers.	
MA 5.1.2.a: Use words and symbols to explain the meaning of the identity properties for addition and multiplication	Topic 2: 24 Topic 3: 60A (Daily Spiral Review) Topic 9: 223
MA 5.1.2.b: Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication	Topic 2: 22A, 22E, 24A-26, 27A-27B, 50, 52 Topic 3: 56A, 58A-59B, 60A, 60, 80 Topic 9: 223
MA 5.1.2.c: Use words and symbols to explain the distributive property of multiplication over addition (e.g., $5(y + 2) = 5y + 5 \times 2$)	Topic 6: 144B, 156A-157B, 158A, 164, 166 Topic 9: 223
MA 5.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 5.1.3.a: Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)	Topic 2: 22C, 42A-43B, 44A-45B, 46-47, 49, 49A-49B, 50-54 Topic 10: 254A-F, 254-255, 256A-259B, 260A, 262A-263B, 264A-265B, 266A-267B, 268A-269B, 272-274
MA 5.1.3.b: Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)	Topic 2: 22A-22F, 22-23, 24A-27B, 28A-28B, 30B-32, 33A-33B, 34A-37B, 38A-40, 41A-41B, 42A-43B, 44A-45B, 46-47, 49, 49A-49B, 50-54 Topic 3: 56A-56F, 57, 58A-59B, 60A-61B, 62A-63B, 64A-66, 67A-67B, 68A-69B, 70A-71B, 73, 77, 78-80 Topic 4: 82A-F, 82-83, 84A-85B, 86A-89B, 90A-93B, 94A-97B, 98A-101B, 114-116 Topic 5: 120A-120F, 120-121, 122A-123B, 124A-127B, 128A-129B, 130A-133B, 134A-135B Topic 7: 168A, 168D, 168F, 170A-171B, 172A, 173, 173B (Reteaching), 175, 175B, 177, 177B, 192-194
MA 5.1.3.c: Multiply decimals	Topic 7: 168A-168F, 168-169, 170A-171B, 172A-173B, 174A-175B, 176A-177B, 188A-191B, 192-194
MA 5.1.3.d: Divide a decimal by a whole number	Topic 7: 168A-168F, 168-169, 178A-179B, 180A-183B, 184A-185B, 186A-187B, 188A-191B, 192-194
MA 5.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 5.1.4.a: Estimate the sums and differences of positive rational numbers to check the reasonableness of such results	Topic 2: 22B-22E, 22, 30A-31, 32, 33A-33B, 50-53

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MA 5.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.2.1: Students will describe relationships among two-dimensional shapes and three-dimensional objects.	
MA 5.2.1.a: Identify the number of edges, faces, and vertices of triangular and rectangular prisms	Topic 13: 320A-320F, 320-321, 322A-323, 324, 325A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-335B, 336A-339B, 340A-341B, 342-344
MA 5.2.1.b: Justify congruence of two-dimensional shapes	Topic 19: 465, 469, 470-471, 472A-473B, 474A, 480-483
MA 5.2.1.c: Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)	Topic 8: 198B-198D, 198F, 199, 200B, 203, 206B-207B, 208A-209B, 210A-211B, 212A-213B, 214-217 Topic 9: 217E-217G Topic 12: 294D, 300A-302, 303A-303B, 304A-305B, 306A-307B, 308A-309B, 310A-313B, 314A-315B, 316-319E Topic 19: 465, 469, 470-471, 472A-473B, 474A, 480-483
MA 5.2.1.d: Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)	Students explore rotations and rotational symmetry of geometric shapes. Topic 12: 310A Topic 19: 472B-473, 473B, 475, 477A-477B
MA 5.2.2: Students will identify locations using coordinate geometry.	
MA 5.2.2.a: Plot the location of an ordered pair in the first quadrant	Topic 17: 410B, 410E, 411, 414A-416, 417A-417B, 418A, 418-419B, 420A-421B, 422A, 424-427
MA 5.2.3: Students will identify and use simple transformations.	
MA 5.2.3.a: Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)	Topic 19: 462A-462F, 463, 464A-467B, 468A-469B, 470A-471B, 472A-473B, 474A, 480-483
MA 5.2.4: Students will create and use geometric models to solve problems.	
MA 5.2.4.a: Build or sketch a geometric model to solve a problem	Topic 8: 199, 203B (Enrichment), 212-213, 215B Topic 12: 300A (Daily Spiral Review), 300B, 304B-305, 306B, 306-307, 308B, 308-309, 314-315 Topic 13: 320A-320F, 320-321, 322A-324, 325A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-335B, 336A-339B, 340A-341B, 342-344
MA 5.2.4.b: Sketch congruent shapes	Topic 19: 465, 469, 470-471, 472A-473B, 474A, 480-483
MA 5.2.4.c: Build rectangular prisms using cubes	Topic 13: 328, 330B-331B, 332B-333, 335B, 336A, 339, 340B, 340, 341B, 342, 344
MA 5.2.5: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.	
MA 5.2.5.a: Select and use appropriate tools to measure perimeter and angles	Topic 8: 198A, 198C, 204A-205B, 206A, 207A, 208B-209B, 210A-211B, 212A, 214-217 Topic 12: 294A-F, 295, 300A-302, 303A-303B, 304A, 314B-315B, 316-319

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MA 5.2.5.b: Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)	Grade 5 students measure length, perimeter, area, volume, weight/mass, and capacity in both customary and also metric units of measure. Topic 12: 296A-297B, 298A-298B, 300A-302, 303A-303B, 304A-305B Topic 14: 348A-349B, 350A-351B, 352A-353B
MA 5.2.5.c: Estimate and measure length with customary units to the nearest $\frac{1}{4}$ inch	Topic 12: 296A-297B, 298A, 316, 318
MA 5.2.5.d: Measure capacity/volume with customary units	Topic 14: 348A-349B
MA 5.2.5.e: Measure weight (mass) and temperature using metric units	Topic 14: 352A-353B, 364A-365B
MA 5.2.5.f: Determine the area of rectangles and squares	Topic 12: 294A-F, 295, 304A-305B, 306A-307B, 308A-309B, 314B-315B, 316-319
MA 5.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.3.1: Students will represent, analyze, and generalize relationships.	
MA 5.3.1.a: Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns	Topic 1: 14A-15B, 17A-17B Topic 2: 33 Topic 3: 77 Topic 5: 122A-123B Topic 6: 148A-151B, 152B Topic 8: 203 Topic 13: 296-297, 314, 315A-315B, 325 Topic 14: 346B, 355, 355B (Reteaching), 358-359, 361B (Reteaching), 362-363, 363B (Reteaching), 366B-367B Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B, 406-407B
MA 5.3.1.b: Create and analyze numeric patterns using words, tables, and graphs	Topic 2: 33 Topic 3: 77 Topic 6: 148A-151B, 152B Topic 15: 382A-383, 384, 385A-385B, 386A, 390-392 Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A
MA 5.3.1.c: Communicate relationships using expressions and equations	Topic 6: 148A-151B, 152B Topic 15: 374A-374F, 374-375, 376A-377B, 378A-379B, 380A-381B, 382A-383, 384, 385A-385B, 386A-389B, 390-393B Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A
MA 5.3.2: Students will create, use, and compare models representing mathematical situations.	
MA 5.3.2.a: Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables	Sample references: Topic 2: 34A-36, 37A-37B, 49 Topic 3: 64B, 68B Topic 4: 90B-91, 102 Topic 5: 130B Topic 9: 224-225, 244B-245B Topic 14: 348B, 352B Topic 15: 380B-381B Topic 17: 418A-419B, 420A-421B

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MA 5.3.2.b: Represent a variety of quantitative relationships using tables and graphs	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B
MA 5.3.2.c: Compare different models to represent mathematical situations	Students use a variety of concrete objects and manipulatives, including counters and measuring tools, pattern blocks and geometric solids; pictures and graphs, including diagrams, pictographs, bar graphs, and line plots; and words and symbols, including word problems and variables, to model problem situations in every lesson throughout the curriculum. Sample References: Topic 6: 148A-151B, 152B Topic 15: 376A-377B, 378A-379B, 380A-381B, 382A-383, 384, 385A-385B, 386A-389B, 390-392 Topic 16: 404A-405B, 406-407B Topic 17: 410B, 420A-421B, 422A Topic 18: 428B-428C, 428E-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459
MA 5.3.3: Students will apply properties of simple positive rational numbers to solve one-step equations.	
MA 5.3.3.a: Explain the addition property of equality (e.g., if $a = b$, then $a + c = b + c$)	Topic 15: 374A, 374C, 376A-377B, 378A-379B, 380A, 386A-389B, 390-392
MA 5.3.3.b: Use symbolic representations of the associative property (e.g., $(2 + 3) + 4 = 2 + (3 + n)$, $(2 * 3) * 4 = 2 * (3 * n)$)	Topic 2: 22A, 22E, 24A-26, 27A-27B, 50 Topic 3: 56A, 58A-59B, 60, 80 Topic 9: 223
MA 5.3.3.c: Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., $6 + (3 * 5)$)	Topic 3: 67 Topic 6: 144B, 156A-157B, 158A, 164-165, 166, 167B Topic 7: 191 Topic 9: 223 Topic 15: 385
MA 5.3.3.d: Evaluate simple algebraic expressions involving addition and subtraction	Topic 6: 148-149, 151, 151A-151B, 152B, 153, 154, 155A-155B, 156A, 164-166
MA 5.3.3.e: Solve one-step addition and subtraction equations involving common positive rational numbers	Topic 15: 374A, 374C, 376A-377B, 378A-379B, 380A, 386A-389B, 390-392
MA 5.3.3.f: Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers	Topic 15: 374A, 374C, 376A-377B, 378A-379B, 380A, 386A-389B, 390-392
MA 5.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.4.1: Students will organize, display, compare, and interpret data.	
MA 5.4.1.a: Represent data using line graphs	Topic 18: 428B, 428F, 429, 436A-439, 440A, 443, 454B-455B, 456-459
MA 5.4.1.b: Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs)	Topic 18: 428B, 428E-428F, 429, 432A-435B, 436A-439, 440A, 443, 444B-445B, 446A-449B, 454A-455B, 456-459

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MA 5.4.1.c: Draw conclusions based on a set of data	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B Topic 20: 499F
MA 5.4.1.d: Find the mean, median, mode, and range for a set of whole numbers	Topic 18: 428C, 450A-451B, 452A-453B, 456-459
MA 5.4.1.e: Generate questions and answers from data sets and their graphical representations	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B Topic 20: 499F
MA 5.4.2: Students will construct predictions based on data.	
MA 5.4.2.a: Make predictions based on data to answer questions from tables, bar graphs, and line graphs	Topic 18: 428B-428F, 429, 430A-431B, 432A-435B, 436A-439B, 440A-443B, 444A-445B, 446A-449B, 450A, 454A-455B, 456-459, 461A-461B
MA 5.4.3: Students will determine theoretical probabilities.	
MA 5.4.3.a: Perform and record results of probability experiments	Topic 20: 484A-484F, 485, 488A-491B, 492A-493B, 496-499F Teacher Resource Masters: Topic 20: 26-35
MA 5.4.3.b: Generate a list of possible outcomes for a simple event	Topic 1: 9 Topic 20: 484B-484C, 486B-487B, 488A, 488-489, 494B-495B, 496-499
MA 5.4.3.c: Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)	Topic 20: 484A-484F, 485, 488A-491B, 492A-493B, 496-499F Teacher Resource Masters: Topic 20: 26-35

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Grade 6**

Nebraska Mathematics Standards Grade 6	Scott Foresman–Addison Wesley enVisionMATH
MA 6.1: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.1.1: Students will represent and show relationships among positive rational numbers and integers.	
MA 6.1.1.a: Show equivalence among common fractions and non-repeating decimals and percents	Topic 6: 142A-142F, 143, 146A-147B, 148A-149B, 150A-152, 153A-153B, 156-159 Topic 14: 342A-342F, 343, 344A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-357B, 358A-361B
MA 6.1.1.b: Compare and order positive and negative integers	Topic 1: 8A-9A, 27A, 28 Topic 10: 222A-223B, 224A-225B, 226A, 254-257
MA 6.1.1.c: Identify integers less than 0 on a number line	Topic 10: 220A-220F, 221, 222A-223B, 224A-225B, 230A-233B, 234A-237B, 238A-239B, 240A-241B, 242A-244, 245A-245B, 246A-249B, 250A-253B, 254-257
MA 6.1.1.d: Represent large numbers using exponential notation (e.g., $1,000 = 10^3$)	Topic 1: 10A-12, 13A-13B Topic 2: 36A-38, 39, 39A-39B Topic 3: 82A-83B Topic 4: 109
MA 6.1.1.e: Identify the prime factorization of numbers (e.g., $12 = 2 \times 2 \times 3$ or $2^2 \times 3$)	Topic 5: 118A, 124A-125B, 126A-127B, 138-141
MA 6.1.1.f: Classify numbers as natural, whole, or integer	Topic 5: 128A-130, 131A-131B Topic 6: 142B, 150A-152, 153A-153B Topic 10: 220B, 222A-223B, 226A-228, 229A-229B
MA 6.1.2: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.	
MA 6.1.2.a: Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions	Topic 7: 162A-163B, 164A-165B, 166A-169B, 170A-171B, 172A-173B, 174A-177B, 180-183
MA 6.1.2.b: Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals	Topic 3: 62A-63B, 64A-65B, 66A, 70A, 88-91
MA 6.1.3: Students will compute fluently and accurately using appropriate strategies and tools.	
MA 6.1.3.a: Multiply and divide positive rational numbers	Topic 3: 70A-72, 73A-73B, 74A-75B, 76A-77B, 78A-79B Topic 8: 186A-187B, 188A-189B, 190A-191B, 192A-193B Topic 9: 202A-203B, 204A-205B 206A-207B, 208A-209B, 210A-211B
MA 6.1.3.b: Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)	Topic 3: 64A-65B, 70A-73B, 74A-75B, 76A-77B, 78A-79B Topic 7: 162A-163B, 166A-169B, 172A-173B, 174A-177B Topic 8: 190A-191B, 192A-193B Topic 9: 202A-203B, 204A-205B, 206A-207B, 210A-211B

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MA 6.1.4: Students will estimate and check reasonableness of answers using appropriate strategies and tools.	
MA 6.1.4.a: Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers	Topic 1: 25 Topic 3: 62A-63B, 66A-69B, 74, 77, 81 Topic 10: 244 Topic 12: 312 Topic 13: 325, 327 Topic 17: 436, 440 Topic 18: 469 Topic 19: 482 Topic 20: 523
MA 6.2: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.2.1: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.	
MA 6.2.1.a: Justify the classification of three dimensional objects	Topic 18: 452A-452F, 453, 454A-457B, 458A-461B, 462A-463B, 464A-465B, 466A-469B, 470-473
MA 6.2.2: Students will label points using coordinate geometry.	
MA 6.2.2.a: Identify the ordered pair of a plotted point in the coordinate plane	Topic 10: 246A-249B, 250A, 254 Topic 15: 380A-381B, 382A-385B, 386A-388, 389A-389B, 391-391B, 392-397B Topic 19: 478B-479B
MA 6.2.3: Students will use and describe results of transformations on geometric shapes.	
MA 6.2.3.a: Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane	Topic 11: 284A-287B, 288A, 292-295
MA 6.2.4: Students will use visualization of geometric models to solve problems.	
MA 6.2.4.a: Identify two-dimensional drawings of three-dimensional objects	Topic 18: 452A-452F, 453, 454A-457B, 458A-461B, 462A-463B, 464A-465B, 466A-469B, 470-473
MA 6.2.5: Students will apply appropriate procedures, tools, and formulas to determine measurements.	
MA 6.2.5.a: Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm	Topic 16: 398B, 400B, 408B-410, 411B, 412B Topic 17: 429B (Enrichment)
MA 6.2.5.b: Measure volume/capacity using the metric system	Topic 16: 404-405, 407B
MA 6.2.5.c: Convert length, weight (mass), and liquid capacity from one unit to another within the same system	Topic 16: 398A-398F, 400A-402, 403A-403B, 404A-407B, 412A, 420-423
MA 6.2.5.d: Determine the perimeter of polygons	Topic 17: 424A, 424F, 426A-429B, 430A, 448-451
MA 6.2.5.e: Determine the area of parallelograms and triangles	Topic 17: 424A, 424C, 424E, 430A-433B, 434A-437B, 438A, 448-451
MA 6.2.5.f: Determine the volume of rectangular prisms	Topic 18: 452B, 452D, 452F, 453, 462A-463B, 464A, 469, 470-473
MA 6.3: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.3.1: Students will represent, analyze, and use relationships to make generalizations.	

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MA 6.3.1.a: Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables	Topic 2: 32B-33B, 46A (Daily Spiral Review), 46B-47B, 48A (Daily Spiral Review), 48-49B, 50A-52, 53A-53B, 54-57
MA 6.3.1.b: Use a variable to describe a situation with an equation (e.g., one-step, one variable)	Topic 15: 370A-370F, 371, 372A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-385B, 386A-389B, 390A-391B, 392-397B
MA 6.3.1.c: Identify relationships as increasing, decreasing, or constant	Topic 15: 370B, 370D-370E, 371, 376A-377B, 378B-379B, 380B-381B, 382B-384, 385, 385A-385B, 386-388, 391A-391B, 397C-397D Topic 19: 474D, 476B, 476-479B, 487, 488-489B
MA 6.3.2: Students will create, use, and interpret models of quantitative relationships.	
MA 6.3.2.a: Model contextualized problems using various representations (e.g., graphs, tables)	Topic 6: 153 Topic 15: 370B, 370D-370E, 376A-377B, 378A-379B, 380A, 380-381B, 382-383, 385A-385B, 386A-388, 389A-389B, 390B-391, 392-397 Topic 18: 461, 468 Topic 20: 518A-518F, 519, 520A-523B, 524A-527B, 528A-529B, 530A-533B, 534A-535B, 536A-537B, 538-541
MA 6.3.2.b: Represent a variety of quantitative relationships using symbols and words	Topic 1: 8A-9A, 22A-23B, 24A, 26, 27A, 28 Topic 6: 148B-149B, 150 Topic 10: 222A-223B, 224A-225B, 226A-228, 229A-229B, 230A, 254-257 Topic 15: 370A-370F, 371, 372A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-385B, 386A-389B, 390A-391B, 392-397B
MA 6.3.3: Students will apply properties to solve equations.	
MA 6.3.3.a: Explain the multiplication property of equality (e.g., if $a = b$, then $ac = bc$)	Topic 4: 96A-97B, 106A-108, 109A-109B, 110A-113B, 114-117 Topic 15: 372A-375B
MA 6.3.3.b: Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., $2 + 4 \times 5$)	Topic 2: 30B, 36A-38, 39, 39A-39B, 40A, 50A, 54-57 Topic 3: 80A-81B, 82A Topic 10: 224A
MA 6.3.3.c: Evaluate simple algebraic expressions involving multiplication and division	Topic 2: 32B-33B, 42A (Daily Spiral Review), 46B-47B, 48A-49B, 50A-52, 53A-53B, 54-55B, 58-59 Topic 7: 169
MA 6.3.3.d: Solve one-step equations involving positive rational numbers	Topic 4: 94A-94F, 95, 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-113B, 114-117B
MA 6.3.3.e: Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)	Topic 4: 94A-94F, 95, 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-113B, 114-117B
MA 6.4: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.4.1: Students will organize, display, compare, and interpret data.	
MA 6.4.1.a: Represent data using stem and leaf plots, histograms, and frequency charts	Topic 19: 474A-474F, 475, 476A-479B, 480A-483B, 484A-487B, 488A-489B, 493B, 494A-497B, 498A-499B, 512-515 Topic 20: 530B

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MA 6.4.1.b: Compare and interpret data sets and their graphical representations	Topic 19: 474A-474F, 475, 476A-479B, 480A-483B, 484A-487B, 488A-489B, 493B, 494A-497B, 498A-499B, 512-515 Topic 20: 530B
MA 6.4.1.c: Find the mean, median, mode, and range for a set of data	Topic 19: 474C, 490A-493B, 494A, 500B-501B, 510A-511B, 512-517
MA 6.4.1.d: Compare the mean, median, mode, and range from two sets of data	Topic 19: 474C, 490A-493B, 494A, 500B-501B, 510A-511B, 512-517
MA 6.4.2: Students will construct predictions based on data.	
MA 6.4.2.a: Make predictions based on data and create questions to further investigate the quality of the predictions	Topic 19: 474A-474F, 475, 476A-479B, 480A-483B, 484A-487B, 488A-489B, 490A-493B, 494A-497B, 498A-499B, 500A-501B, 502A-505B, 506A-509B, 512-517C Topic 20: 543E
MA 6.4.3: Students will apply basic concepts of probability.	
MA 6.4.3.a: Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio	Topic 20: 518A-518F, 528A-529B, 530A-533B, 534A-535B, 538-543E
MA 6.4.3.b: Compute theoretical probabilities for independent events	Topic 20: 518A-518F, 528A-529B, 530A-533B, 534A-535B, 538-543E
MA 6.4.3.c: Find experimental probability for independent events	Topic 20: 518A-518F, 528A-529B, 530A-533B, 534A-535B, 538-543E