

A Correlation of

# enVisionmath<sup>®</sup> 2.0

**Grade 5**



To the  
**MAISA CCSS Mathematics  
Curriculum  
Grade 5**

**SAVVAS**

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

## **Introduction**

It's on! New enVisionmath2.0 is a math program that empowers every teacher and learner. Prioritize learning, emphasize content connections, and invite in-depth student exploration on major topics, with the innovative new content organization focused on clusters of Common Core standards within each grade. Get to know the new enVisionmath2.0 program. Fully powered to support print, blended, and 1:1 digital learning experiences.

### **Effective**

Accomplish more, worry less.

The organization promotes focus and coherence every day! The major work at every grade is the priority for earlier in the year, enabling extensive exposure prior to assessments.

- Focuses on Common Core Clusters
- Develops in-depth understanding
- Connects mathematical content and processes

### **Engaging**

Everything right for every learner.

Problem-based learning and visual learning paired with personalized learning! The new enVisionmath2.0 program engages every learner in every way.

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RTI activities and supports

### **Efficient**

Comprehensive not complicated.

Everyone craves simplicity. The new enVisionmath2.0 program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily.

- Upload district content or your own content
- Edit lessons, assessments, and resources
- Assess in the format of high-stakes tests

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

**Table of Contents**

<b>Grade 5 Overview.....</b>	<b>1</b>
<b>Grade 5 .....</b>	<b>7</b>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5 Overview</b>	<b>enVisionmath2.0 Grade 5 Lessons</b>
<p><b>Unit 1</b> Number, Estimation, &amp; Computation</p>	<p><b>Lesson 1-1:</b> Patterns with Exponents and Powers of 10  <b>Lesson 1-2:</b> Understand Whole-Number Place Value  <b>Lesson 1-3:</b> Decimals to Thousandths  <b>Lesson 1-4:</b> Understand Decimal Place Value  <b>Lesson 1-5:</b> Compare Decimals  <b>Lesson 1-6:</b> Round Decimals  <b>Lesson 1-7:</b> Math Practices and Problem Solving: Look For and Use Structure  <b>Lesson 2-1:</b> Mental Math  <b>Lesson 2-2:</b> Estimate Sums and Differences  <b>Lesson 2-3:</b> Use Models to Add and Subtract Decimals  <b>Lesson 2-4:</b> Add Decimals  <b>Lesson 2-5:</b> Subtract Decimals  <b>Lesson 2-6:</b> Add and Subtract Decimals  <b>Lesson 2-7:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 3-1:</b> Multiply Greater Numbers by Powers of 10  <b>Lesson 4-1:</b> Multiply Decimals by Powers of 10  <b>Lesson 4-2:</b> Estimate the Product of a Decimal and a Whole Number  <b>Lesson 4-3:</b> Use Models to Multiply a Decimal and a Whole Number  <b>Lesson 4-4:</b> Multiply a Decimal by a Whole Number  <b>Lesson 8-8:</b> Multiplication as Scaling  <b>Lesson 8-9:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 11-4:</b> Convert Metric Units of Length  <b>Lesson 11-5:</b> Convert Metric Units of Capacity  <b>Lesson 11-6:</b> Convert Metric Units of Mass  <b>Lesson 11-7:</b> Solve Word Problems Using Measurement Conversions  <b>Lesson 11-8:</b> Math Practices and Problem Solving: Precision</p>
<p><b>Unit 2</b> Using Mathematical Tools to Reason about Shape</p>	<p><b>Lesson 14-1:</b> The Coordinate System  <b>Lesson 14-2:</b> Graph Data Using Ordered Pairs  <b>Lesson 14-3:</b> Solve Problems Using Ordered Pairs  <b>Lesson 14-4:</b> Math Practices and Problem Solving: Reasoning  <b>Lesson 15-3:</b> Analyze and Graph Relationships  <b>Lesson 16-1:</b> Classify Triangles  <b>Lesson 16-2:</b> Classify Quadrilaterals</p>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5 Overview</b>	<b>enVisionmath2.0 Grade 5 Lessons</b>
<p>(Continued) <b>Unit 2</b> Using Mathematical Tools to Reason about Shape</p>	<p><b>Lesson 16-3:</b> Continue to Classify Quadrilaterals <b>Lesson 16-4:</b> Math Practices and Problem Solving: Construct Arguments</p>
<p><b>Unit 3</b> Extending Multiplication &amp; Division with Whole Numbers to Decimals</p>	<p><b>Lesson 1-1:</b> Patterns with Exponents and Powers of 10 <b>Lesson 1-2:</b> Understand Whole-Number Place Value <b>Lesson 1-3:</b> Decimals to Thousandths <b>Lesson 1-4:</b> Understand Decimal Place Value <b>Lesson 1-5:</b> Compare Decimals <b>Lesson 1-6:</b> Round Decimals <b>Lesson 1-7:</b> Math Practices and Problem Solving: Look For and Use Structure <b>Lesson 2-2:</b> Estimate Sums and Differences <b>Lesson 3-1:</b> Multiply Greater Numbers by Powers of 10 <b>Lesson 3-2:</b> Estimate Products <b>Lesson 3-3:</b> Multiply 3-Digit by 2-Digit Numbers <b>Lesson 3-4:</b> Multiply Whole Numbers with Zeros <b>Lesson 3-5:</b> Multiply Multi-Digit Numbers <b>Lesson 3-6:</b> Solve Word Problems Using Multiplication <b>Lesson 3-7:</b> Math Practices and Problem Solving: Critique Reasoning <b>Lesson 4-1:</b> Multiply Decimals by Powers of 10 <b>Lesson 4-2:</b> Estimate the Product of a Decimal and a Whole Number <b>Lesson 4-3:</b> Use Models to Multiply a Decimal and a Whole Number <b>Lesson 4-4:</b> Multiply a Decimal by a Whole Number <b>Lesson 4-5:</b> Use Models to Multiply a Decimal and a Decimal <b>Lesson 4-6:</b> Multiply Decimals Using Partial Products <b>Lesson 4-7:</b> Use Properties to Multiply Decimals <b>Lesson 4-8:</b> Use Number Sense to Multiply Decimals <b>Lesson 4-9:</b> Multiply Decimals <b>Lesson 4-10:</b> Math Practices and Problem Solving: Model with Math <b>Lesson 5-1:</b> Use Patterns and Mental Math to Divide</p>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<p align="center"><b>MAISA CCSS Mathematics Curriculum Grade 5 Overview</b></p>	<p align="center"><b>enVisionmath2.0 Grade 5 Lessons</b></p>
<p>(Continued) <b>Unit 3</b> Extending Multiplication &amp; Division with Whole Numbers to Decimals</p>	<p><b>Lesson 5-2:</b> Estimate Quotient with 2-Digit Divisors  <b>Lesson 5-3:</b> Use Models to Divide with 2-Digit Divisors  <b>Lesson 5-4:</b> Use Partial Quotients to Divide  <b>Lesson 5-5:</b> Divide by Multiples of 10  <b>Lesson 5-6:</b> Use Estimation to Place the First Digit of the Quotient  <b>Lesson 5-7:</b> Divide by 2-Digit Divisors  <b>Lesson 5-8:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 6-1:</b> Patterns for Dividing with Decimals  <b>Lesson 6-2:</b> Estimate Decimal Quotients  <b>Lesson 6-3:</b> Use Models to Divide by a 1-Digit Whole Number  <b>Lesson 6-4:</b> Divide by a 1-Digit Whole Number  <b>Lesson 6-5:</b> Divide by a 2-Digit Whole Number  <b>Lesson 6-6:</b> Use Number Sense to Divide Decimals  <b>Lesson 6-7:</b> Divide by a Decimal  <b>Lesson 6-8:</b> Continue to Divide with Decimals  <b>Lesson 6-9:</b> Math Practices and Problem Solving: Reasoning  <b>Lesson 11-1:</b> Convert Customary Units of Length  <b>Lesson 11-2:</b> Convert Customary Units of Capacity  <b>Lesson 11-3:</b> Convert Customary Units of Capacity  <b>Lesson 11-4:</b> Convert Metric Units of Length  <b>Lesson 11-5:</b> Convert Metric Units of Capacity  <b>Lesson 11-6:</b> Convert Metric Units of Mass</p>
<p><b>Unit 4</b> Connecting Fractions to Decimals</p>	<p><b>Lesson 1-4:</b> Understand Decimal Place Value  <b>Lesson 1-5:</b> Compare Decimals  <b>Lesson 1-7:</b> Math Practices and Problem Solving: Look For and Use Structure  <b>Lesson 7-1:</b> Estimate Sums and Differences of Fractions  <b>Lesson 7-2:</b> Find Common Denominators  <b>Lesson 7-3:</b> Add Fractions with Unlike Denominators  <b>Lesson 7-4:</b> Subtract Fractions with Unlike Denominators  <b>Lesson 7-5:</b> Add and Subtract Fractions  <b>Lesson 7-6:</b> Estimate Sums and Differences of Mixed Numbers</p>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<p style="text-align: center;"><b>MAISA CCSS Mathematics Curriculum Grade 5 Overview</b></p>	<p style="text-align: center;"><b>enVisionmath2.0 Grade 5 Lessons</b></p>
<p>(Continued) <b>Unit 4</b> Connecting Fractions to Decimals</p>	<p><b>Lesson 7-7:</b> Use Models to Add Mixed Numbers  <b>Lesson 7-8:</b> Add Mixed Numbers  <b>Lesson 7-9:</b> Use Models to Subtract Mixed Numbers  <b>Lesson 7-10:</b> Subtract Mixed Numbers  <b>Lesson 7-11:</b> Add and Subtract Mixed Numbers  <b>Lesson 7-12:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 8-8:</b> Multiplication as Scaling  <b>Lesson 8-9:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 9-1:</b> Fractions and Division  <b>Lesson 9-2:</b> Fractions and Mixed Numbers as Quotients  <b>Lesson 12-3:</b> Solve Word Problems Using Measurement Data  <b>Lesson 12-4:</b> Math Practices and Problem Solving: Critique Reasoning</p>
<p><b>Unit 5</b> Operations with Fractions (and Decimals)</p>	<p><b>Lesson 7-1:</b> Estimate Sums and Differences of Fractions  <b>Lesson 7-2:</b> Find Common Denominators  <b>Lesson 7-3:</b> Add Fractions with Unlike Denominators  <b>Lesson 7-4:</b> Subtract Fractions with Unlike Denominators  <b>Lesson 7-5:</b> Add and Subtract Fractions  <b>Lesson 7-6:</b> Estimate Sums and Differences of Mixed Numbers  <b>Lesson 7-7:</b> Use Models to Add Mixed Numbers  <b>Lesson 7-8:</b> Add Mixed Numbers  <b>Lesson 7-9:</b> Use Models to Subtract Mixed Numbers  <b>Lesson 7-10:</b> Subtract Mixed Numbers  <b>Lesson 7-11:</b> Add and Subtract Mixed Numbers  <b>Lesson 7-12:</b> Math Practices and Problem Solving: Model with Math  <b>Lesson 8-1:</b> Use Models to Multiply a Whole Number by a Fraction  <b>Lesson 8-2:</b> Use Models to Multiply a Fraction by a Whole Number  <b>Lesson 8-3:</b> Multiply Fractions and Whole Numbers  <b>Lesson 8-4:</b> Use Models to Multiply Two Fractions  <b>Lesson 8-5:</b> Multiply Two Fractions</p>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<p style="text-align: center;"><b>MAISA CCSS Mathematics Curriculum Grade 5 Overview</b></p>	<p style="text-align: center;"><b>enVisionmath2.0 Grade 5 Lessons</b></p>
<p>(Continued) <b>Unit 5</b> Operations with Fractions (and Decimals)</p>	<p><b>Lesson 8-6:</b> Area of a Rectangle  <b>Lesson 8-7:</b> Multiply Mixed Numbers  <b>Lesson 8-8:</b> Multiplication as Scaling  <b>Lesson 8-9:</b> Math Practices and Problem Solving: Make Sense and Persevere  <b>Lesson 9-3:</b> Use Multiplication to Divide  <b>Lesson 9-4:</b> Divide Whole Numbers by Unit Fractions  <b>Lesson 9-5:</b> Divide Unit Fractions by Non-Zero Whole Numbers  <b>Lesson 9-6:</b> Divide Whole Numbers and Unit Fractions  <b>Lesson 9-7:</b> Solve Problems Using Division  <b>Lesson 9-8:</b> Math Practices and Problem Solving: Repeated Reasoning  <b>Lesson 11-1:</b> Convert Customary Units of Length  <b>Lesson 11-2:</b> Convert Customary Units of Capacity  <b>Lesson 11-3:</b> Convert Customary Units of Capacity  <b>Lesson 11-4:</b> Convert Metric Units of Length  <b>Lesson 11-5:</b> Convert Metric Units of Capacity  <b>Lesson 11-6:</b> Convert Metric Units of Mass  <b>Lesson 11-7:</b> Solve Word Problems Using Measurement Conversions  <b>Lesson 11-8:</b> Math Practices and Problem Solving: Precision  <b>Lesson 12-1:</b> Analyze Line Plots  <b>Lesson 12-2:</b> Make Line Plots  <b>Lesson 12-3:</b> Solve Word Problems Using Measurement Data  <b>Lesson 12-4:</b> Math Practices and Problem Solving: Critique Reasoning</p>
<p><b>Unit 6</b> Extending Measurement to Volume</p>	<p><b>Lesson 10-1:</b> Model Volume  <b>Lesson 10-2:</b> Develop a Volume Formula  <b>Lesson 10-3:</b> Volume of Prisms  <b>Lesson 10-4:</b> Combine Volumes of Prisms  <b>Lesson 10-5:</b> Solve Word Problems Using Volume  <b>Lesson 10-6:</b> Math Practices and Problem Solving: Use Appropriate Tools  <b>Lesson 11-1:</b> Convert Customary Units of Length  <b>Lesson 11-2:</b> Convert Customary Units of Capacity  <b>Lesson 11-3:</b> Convert Customary Units of Capacity  <b>Lesson 11-4:</b> Convert Metric Units of Length</p>



**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5 Overview</b>	<b>enVisionmath2.0 Grade 5 Lessons</b>
<p>(Continued) <b>Unit 6</b> Extending Measurement to Volume</p>	<p><b>Lesson 11-5:</b> Convert Metric Units of Capacity  <b>Lesson 11-6:</b> Convert Metric Units of Mass  <b>Lesson 11-7:</b> Solve Word Problems Using Measurement Conversions  <b>Lesson 11-8:</b> Math Practices and Problem Solving: Precision  <b>Lesson 13-1:</b> Order of Operations  <b>Lesson 13-2:</b> Evaluate Expressions  <b>Lesson 13-3:</b> Write Numerical Expressions  <b>Lesson 13-4:</b> Interpret Numerical Expressions  <b>Lesson 13-5:</b> Math Practices and Problem Solving: Reasoning</p>
<p><b>Unit 7</b> Algebra Concepts and Skills</p>	<p><b>Lesson 13-1:</b> Order of Operations  <b>Lesson 13-2:</b> Evaluate Expressions  <b>Lesson 13-3:</b> Write Numerical Expressions  <b>Lesson 13-4:</b> Interpret Numerical Expressions  <b>Lesson 13-5:</b> Math Practices and Problem Solving: Reasoning  <b>Lesson 14-1:</b> The Coordinate System  <b>Lesson 14-2:</b> Graph Data Using Ordered Pairs  <b>Lesson 14-3:</b> Solve Problems Using Ordered Pairs  <b>Lesson 14-4:</b> Math Practices and Problem Solving: Reasoning  <b>Lesson 15-1:</b> Numerical Patterns  <b>Lesson 15-2:</b> More Numerical Patterns  <b>Lesson 15-3:</b> Analyze and Graph Relationships  <b>Lesson 15-4:</b> Math Practices and Problem Solving: Make Sense and Persevere</p>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>Unit 1 - Number, Estimation, &amp; Computation</b>	
<b>Content Expectations</b>	
<b>5.NBT.A. Understand the place value system.</b>	
5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<b>SE: Topic 1:</b> 11–16, 17–22, 49 <b>TE: Topic 1:</b> 11A–16, 17A–22, 49
5.NBT.A.3. Read, write, and compare decimals to thousandths.	<b>SE: Topic 1:</b> 23–28, 29–34, 41–46 <b>TE: Topic 1:</b> 23A–28, 29A–34, 41A–46
5.NBT.A.3a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	<b>SE: Topic 1:</b> 17–22, 23–28, 41–46, 49–50 <b>TE: Topic 1:</b> 17A–22, 23A–28, 41A–46, 49–50
5.NBT.A.3b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<b>SE: Topic 1:</b> 29–34, 41–46, 50 <b>TE: Topic 1:</b> 29A–34, 41A–46, 50
5.NBT.A.4. Use place value understanding to round decimals to any place.	<b>SE: Topic 1:</b> 35–40, 50; <b>Topic 2:</b> 65–70, 103 <b>TE: Topic 1:</b> 35A–40, 50; <b>Topic 2:</b> 65A–70, 103
<b>Unit Level Standards</b>	
<b>5.NBT.A. Understand the place value system.</b>	
<b>5.NBT.A.2.</b> 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 <b>or divided</b> by a power of 10. Use whole-number exponents to denote powers of 10.	<b>SE: Topic 1:</b> 5–10, 49; <b>Topic 3:</b> 113–118, 157; <b>Topic 4:</b> 165–170, 227; <b>Topic 11:</b> 657–662, 663–668, 669–674, 689–690 <b>TE: Topic 1:</b> 5A–10, 49; <b>Topic 3:</b> 113A–118, 157; <b>Topic 4:</b> 165A–170, 227; <b>Topic 11:</b> 657A–662, 663A–668, 669A–674, 689–690

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>5.NBT.B. Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	
<b>5.NBT.B.7.</b> 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.	<b>SE: Topic 2:</b> 59–64, 65–70, 71–76, 77–82, 83–88, 89–94, 95–100, 103–104  <b>TE: Topic 2:</b> 59A–64, 65A–70, 71A–76, 77A–82, 83A–88, 89A–94, 95A–100, 103–104
<b>5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>	
<b>5.NF.B.4.</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a decimal fraction.	<b>SE: Topic 4:</b> 165-170, 171-176, 177-182, 183-188  <b>TE: Topic 4:</b> 165A-170, 171A-176, 177A-182, 183A-188
<b>5.NF.B.5.</b> Interpret multiplication as scaling (resizing), by:	<b>SE: Topic 8:</b> 499-504, 505-510  <b>TE: Topic 8:</b> 499A-504, 505A-510
<b>5.NF.B.5a.</b> Comparing the size of a product to the size of one factor on the basis of the size of the other factor [assuming one factor is a power of ten], without performing the indicated multiplication.	<b>SE: Topic 1:</b> 5-10; <b>Topic 3:</b> 113-118; <b>Topic 4:</b> 165-170  <b>TE: Topic 1:</b> 5A-10; <b>Topic 3:</b> 113A-118; <b>Topic 4:</b> 165A-170
<b>5.MD.A. Convert like measurement units within a given measurement system.</b>	
<b>5.MD.A.1.</b> Convert among different-sized standard measurement units within a given [the metric] measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	<b>SE: Topic 11:</b> 657–662, 663–668, 669–674, 675–680, 681–686, 689–690  <b>TE: Topic 11:</b> 657A–662, 663A–668, 669A–674, 675A–680, 681A–686, 689–690

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>Unit 2 - Using Mathematical Tools to Reason about Shape</b>	
<b>Content Expectations</b>	
<b>Geometry</b>	
<b>5.G.A. Graph points on the coordinate plane to solve real-world and mathematical problems.</b>	
5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	<b>SE: Topic 14:</b> 777–782, 783–788, 789–794, 795–800, 803–804  <b>TE: Topic 14:</b> 777A–782, 783A–788, 789A–794, 795A–800, 803–804
5.G.A.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.	<b>SE: Topic 14:</b> 789–794, 795–800, 803–804; <b>Topic 15:</b> 825–830, 840  <b>TE: Topic 14:</b> 789A–794, 795A–800, 803–804; <b>Topic 15:</b> 825A–830, 840
<b>5.G.B. Classify two-dimensional figures into categories based on their properties.</b>	
5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	<b>SE: Topic 16:</b> 851–856, 857–862, 863–868, 869–874, 877–878  <b>TE: Topic 16:</b> 851A–856, 857A–862, 863A–868, 869A–874, 877–878
5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.	<b>SE: Topic 16:</b> 851–856, 857–862, 863–868, 869–874, 877–878  <b>TE: Topic 16:</b> 851A–856, 857A–862, 863A–868, 869A–874, 877–878
<b>Unit Level Standards</b>	
Not Applicable	

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

MAISA CCSS Mathematics Curriculum Grade 5	enVisionmath2.0 Grade 5
<b>Unit 3 - Extending Multiplication &amp; Division with Whole Numbers to Decimals</b>	
<b>Content Expectations</b>	
<b>Number &amp; Operations in Base Ten</b>	
<b>5.NBT.A. Understand the place value system.</b>	
5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<b>SE: Topic 1:</b> 11–16, 17–22, 49 <b>TE: Topic 1:</b> 11A–16, 17A–22, 49
5.NBT.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.	<b>SE: Topic 1:</b> 5–10, 49; <b>Topic 3:</b> 113–118, 157; <b>Topic 4:</b> 165–170, 227; <b>Topic 6:</b> 301–306, 357; <b>Topic 11:</b> 657–662, 663–668, 669–674, 689–690 <b>TE: Topic 1:</b> 5A–10, 49; <b>Topic 3:</b> 113A–118, 157; <b>Topic 4:</b> 165A–170, 227; <b>Topic 6:</b> 301A–306, 357; <b>Topic 11:</b> 657A–662, 663A–668, 669A–674, 689–690
5.NBT.A.3. Read, write, and compare decimals to thousandths.	<b>SE: Topic 1:</b> 23–28, 29–34, 41–46 <b>TE: Topic 1:</b> 23A–28, 29A–34, 41A–46
5.NBT.A.4. Use place value understanding to round decimals to any place.	<b>SE: Topic 1:</b> 35–40, 50; <b>Topic 2:</b> 65–70, 103 <b>TE: Topic 1:</b> 35A–40, 50; <b>Topic 2:</b> 65A–70, 103
<b>5.NBT.B. Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	
5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.	<b>SE: Topic 3:</b> 119–124, 125–130, 131–136, 137–142, 143–148, 149–154, 157–158; <b>Topic 11:</b> 639–644, 645–650, 651–656, 675–680, 681–686, 689–690 <b>TE: Topic 3:</b> 119A–124, 125A–130, 131A–136, 137A–142, 143A–148, 149A–154, 157–158; <b>Topic 11:</b> 639A–644, 645A–650, 651A–656, 675A–680, 681A–686, 689–690
5.NBT.B.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.	<b>SE: Topic 5:</b> 239–244, 245–250, 251–256, 257–262, 263–268, 269–274, 275–280, 281–286, 289–292; <b>Topic 11:</b> 639–644, 645–650, 651–656, 689 <b>TE: Topic 5:</b> 239A–244, 245A–250, 251A–256, 257A–262, 263A–268, 269A–274, 275A–280, 281A–286, 289–292; <b>Topic 11:</b> 639A–644, 645A–650, 651A–656, 689

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

MAISA CCSS Mathematics Curriculum Grade 5	enVisionmath2.0 Grade 5
<b>Unit Level Standards</b>	
<b>5.NBT.B. Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>	
<p><b>5.NBT.B.7.</b> 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.</p>	<p><b>SE: Topic 4:</b> 171–176, 177–182, 183–188, 189–194, 195–200, 201–206, 207–212, 213–218, 219–224, 227–230; <b>Topic 6:</b> 307–312, 313–318, 319–324, 325–330, 331–336, 337–342, 343–348, 349–354, 357–360</p> <p><b>TE: Topic 4:</b> 171A–176, 177A–182, 183A–188, 189A–194, 195A–200, 201A–206, 207A–212, 213A–218, 219A–224, 227–230; <b>Topic 6:</b> 307A–312, 313A–318, 319A–324, 325A–330, 331A–336, 337A–342, 343A–348, 349A–354, 357–360</p>
<b>Unit 4 - Connecting Fractions to Decimals</b>	
<b>Content Expectations</b>	
<b>Number &amp; Operations in Base Ten</b>	
<b>5.NBT.A. Understand the place value system.</b>	
<p>5.NBT.A.3. Read, write, and compare decimals to thousandths.</p>	<p><b>SE: Topic 1:</b> 23-28, 29-34, 41-46</p> <p><b>TE: Topic 1:</b> 23A-28, 29A-34, 41A-46</p>
<b>Number &amp; Operations—Fractions</b>	
<b>5.NF.A. Use equivalent fractions as a strategy to add and subtract fractions.</b>	
<p>5.NF.A.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, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</p>	<p><b>SE: Topic 7:</b> 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 445–448</p> <p><b>TE: Topic 7:</b> 371A–376, 377A–382, 383A–388, 389A–394, 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 445–448</p>
<p>5.NF.A.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 <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p>	<p><b>SE: Topic 7:</b> 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 437–442, 445–448; <b>Topic 12:</b> 711–716, 717–722, 726</p> <p><b>TE: Topic 7:</b> 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 437–442, 445–448; <b>Topic 12:</b> 711–716, 717–722, 726</p>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<b>5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>	
<p>5.NF.B.3. Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). 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.</p> <p>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p>	<p><b>SE: Topic 9:</b> 527–532, 533–538, 577</p> <p><b>TE: Topic 9:</b> 527A–532, 533A–538</p>
5.NF.B.5. Interpret multiplication as scaling (resizing), by:	<p><b>SE: Topic 8:</b> 499–504, 505–510</p> <p><b>TE: Topic 8:</b> 499A–504, 505A–510</p>
5.NF.B.5b. 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.	<p><b>SE: Topic 8:</b> 499–504, 505–510, 516</p> <p><b>TE: Topic 8:</b> 499A–504, 505A–510, 516</p>
<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 5 - Operations with Fractions (and Decimals)</b>	
<b>Content Expectations</b>	
<b>Number &amp; Operations—Fractions</b>	
<b>5.NF.A. Use equivalent fractions as a strategy to add and subtract fractions.</b>	
<p>5.NF.A.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.</p> <p>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</p>	<p><b>SE: Topic 7:</b> 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 445–448</p> <p><b>TE: Topic 7:</b> 371A–376, 377A–382, 383A–388, 389A–394, 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 445–448</p>



**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p>5.NF.A.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 <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p>	<p><b>SE: Topic 7:</b> 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 437–442, 445–448; <b>Topic 12:</b> 711–716, 717–722, 726</p> <p><b>TE: Topic 7:</b> 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 437–442, 445–448; <b>Topic 12:</b> 711–716, 717–722, 726</p>
<b>5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>	
<p>5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	<p><b>SE: Topic 8:</b> 457-462, 463-468, 469-474, 475-480, 481-486, 487-492, 499-504</p> <p><b>TE: Topic 8:</b> 457A-462, 463A-468, 469A-474, 475A-480, 481A-486, 487A-492, 499A-504</p>
<p>5.NF.B.4a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</p>	<p><b>SE: Topic 8:</b> 457–462, 463–468, 469–474, 475–480, 481–486, 513–514</p> <p><b>TE: Topic 8:</b> 457A–462, 463A–468, 469A–474, 475A–480, 481A–486</p>
<p>5.NF.B.4b. 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.</p>	<p><b>SE: Topic 8:</b> 487–492, 514</p> <p><b>TE: Topic 8:</b> 487A–492</p>
<p>5.NF.B.5. Interpret multiplication as scaling (resizing), by:</p>	<p><b>SE: Topic 8:</b> 499-504, 505-510</p> <p><b>TE: Topic 8:</b> 499A-504, 505A-510</p>
<p>5.NF.B.5a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>	<p><b>SE: Topic 8:</b> 499–504, 505–510, 516</p> <p><b>TE: Topic 8:</b> 499A–504, 505A–510, 516</p>



**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
5.NF.B.5b. 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.	<b>SE: Topic 8:</b> 499–504, 505–510, 516 <b>TE: Topic 8:</b> 499A–504, 505A–510, 516
5.NF.B.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.	<b>SE: Topic 8:</b> 457–462, 463–468, 493–498, 505–510, 513–516; <b>Topic 12:</b> 711–716, 717–722, 726 <b>TE: Topic 8:</b> 457A–462, 463A–468, 493A–498, 505A–510, 513–516; <b>Topic 12:</b> 711A–716, 717A–722
5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	<b>SE: Topic 9:</b> 539–544, 545–550, 551–556, 557–562, 563–568, 569–574 <b>TE: Topic 9:</b> 539A–544, 545A–550, 551A–556, 557A–562, 563A–568, 569A–574
5.NF.B.7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. 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. For example, create a story context for $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$ .	<b>SE: Topic 9:</b> 551–556, 557–562, 569–574, 577–578 <b>TE: Topic 9:</b> 551A–556, 557A–562, 569A–574, 577–578

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p>5.NF.B.7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p>	<p><b>SE: Topic 9:</b> 539–544, 545–550, 557–562, 569–574, 577–578</p> <p><b>TE: Topic 9:</b> 539A–544, 545A–550, 557A–562, 569A–574, 577–578</p>
<p>5.NF.B.7c. 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 <math>1/2</math> lb. of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p>	<p><b>SE: Topic 9:</b> 539–544, 545–550, 551–556, 557–562, 563–568, 569–574, 577–578</p> <p><b>TE: Topic 9:</b> 539A–544, 545A–550, 51A–556, 557A–562, 563A–568, 569A–574, 577–578</p>
<b>Measurement &amp; Data</b>	
<b>5.MD.A. Convert like measurement units within a given measurement system.</b>	
<p>5.MD.A.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.</p>	<p><b>SE: Topic 11:</b> 639–644, 645–650, 651–656, 657–662, 663–668, 669–674, 675–680, 681–686, 689–690</p> <p><b>TE: Topic 11:</b> 639A–644, 645A–650, 651A–656, 657A–662, 663A–668, 669A–674, 675A–680, 681A–686, 689–690</p>
<b>5.MD.B. Represent and interpret data.</b>	
<p>5.MD.B.2. Make a line plot to display a data set of measurements in fractions of a unit (<math>1/2</math>, <math>1/4</math>, <math>1/8</math>). 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.</p>	<p><b>SE: Topic 12:</b> 699–704, 705–710, 711–716, 717–722, 725–726</p> <p><b>TE: Topic 12:</b> 699A–704, 705A–710, 711A–716, 717A–722, 725–726</p>
<b>Unit Level Standards</b>	
Not Applicable	

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

MAISA CCSS Mathematics Curriculum Grade 5	enVisionmath2.0 Grade 5
<b>Unit 6 - Extending Measurement to Volume</b>	
<b>Content Expectations</b>	
<b>Operations &amp; Algebraic Thinking</b>	
<b>5.OA.A. Write and interpret numerical expressions.</b>	
5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	<b>SE: Topic 13:</b> 735–740, 741–746, 747–752, 759–764, 767–768  <b>TE: Topic 13:</b> 735A–740, 741A–746, 747A–752, 759A–764, 767–768
5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product.	<b>SE: Topic 13:</b> 747–752, 753–758, 759–764, 767–768  <b>TE: Topic 13:</b> 747A–752, 753A–758, 759A–764, 767–768
<b>Measurement &amp; Data</b>	
<b>5.MD.A. Convert like measurement units within a given measurement system.</b>	
5.MD.A.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.	<b>SE: Topic 11:</b> 639–644, 645–650, 651–656, 657–662, 663–668, 669–674, 675–680, 681–686, 689–690  <b>TE: Topic 11:</b> 639A–644, 645A–650, 651A–656, 657A–662, 663A–668, 669A–674, 675A–680, 681A–686, 689–690
<b>5.MD.C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>	
5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	<b>SE: Topic 10:</b> 587-592, 617-622  <b>TE: Topic 10:</b> 587A-592, 617A-622
5.MD.C.3a. 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.	<b>SE: Topic 10:</b> 587–592, 617–622, 625–626  <b>TE: Topic 10:</b> 587A–592, 617A–622, 625–626
5.MD.C.3b. 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.	<b>SE: Topic 10:</b> 587–592, 617–622, 625–626  <b>TE: Topic 10:</b> 587A–592, 617A–622, 625–626

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	<b>SE: Topic 10:</b> 587–592, 593–598, 617–622, 625 <b>TE: Topic 10:</b> 587A–592, 593A–598, 617A–622, 625
5.MD.C.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	<b>SE: Topic 10:</b> 593-598, 599-604, 605-610, 611-616 <b>TE: Topic 10:</b> 593A-598, 599A-604, 605A-610, 611-616
5.MD.C.5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	<b>SE: Topic 10:</b> 593–598, 599–604, 625 <b>TE: Topic 10:</b> 593A–598, 599A–604, 625
5.MD.C.5b. 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.	<b>SE: Topic 10:</b> 593–598, 599–604, 625 <b>TE: Topic 10:</b> 593A–598, 599A–604, 625
5.MD.C.5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	<b>SE: Topic 10:</b> 605–610, 611–616, 626 <b>TE: Topic 10:</b> 605A–610, 611A–616, 626
<b>Unit Level Standards</b>	
Not Applicable	
<b>Unit 7 - Algebraic Concepts and Skills</b>	
<b>Content Expectations</b>	
<b>Operations &amp; Algebraic Thinking</b>	
<b>5.OA.A. Write and interpret numerical expressions.</b>	
5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	<b>SE: Topic 13:</b> 735–740, 741–746, 747–752, 759–764, 767–768 <b>TE: Topic 13:</b> 735A–740, 741A–746, 747A–752, 759A–764, 767–768

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
<p>5.OA.A.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p>	<p><b>SE: Topic 13:</b> 747–752, 753–758, 759–764, 767–768</p> <p><b>TE: Topic 13:</b> 747A–752, 753A–758, 759A–764, 767–768</p>
<b>5.OA.B. Analyze patterns and relationships.</b>	
<p>5.OA.B.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.</p> <p>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.</p>	<p><b>SE: Topic 15:</b> 813–818, 819–824, 825–830, 831–836, 839–840</p> <p><b>TE: Topic 15:</b> 813A–818, 819A–824, 825A–830, 831A–836, 839–840</p>
<b>Geometry</b>	
<b>5.G.A. Graph points on the coordinate plane to solve real-world and mathematical problems.</b>	
<p>5.G.A.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>	<p><b>SE: Topic 14:</b> 777–782, 783–788, 789–794, 795–800, 803–804</p> <p><b>TE: Topic 14:</b> 777A–782, 783A–788, 789A–794, 795A–800, 803–804</p>

**A Correlation of enVisionmath2.0, ©2016  
To the MAISA CCSS Mathematics Curriculum**

<b>MAISA CCSS Mathematics Curriculum Grade 5</b>	<b>enVisionmath2.0 Grade 5</b>
5.G.A.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.	<b>SE: Topic 14:</b> 789–794, 795–800, 803–804; <b>Topic 15:</b> 825–830, 840  <b>TE: Topic 14:</b> 789A–794, 795A–800, 803–804; <b>Topic 15:</b> 825A–830, 840
<b>Unit Level Standards</b>	
Not Applicable	