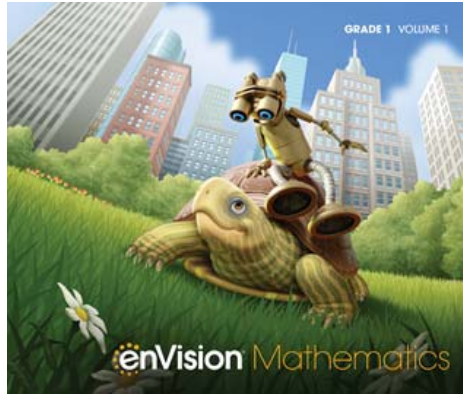


A Correlation of

enVision[®] Mathematics

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To the

Missouri Learning Standards: Grade-Level Expectations Kindergarten – Grade 5

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Introduction

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

UNDERSTANDING

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

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

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

DIAGNOSTIC Assessment

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

FORMATIVE Assessment

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

SUMMATIVE Assessment

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Missouri Learning Standards Grade-Level Expectations Kindergarten	enVision Mathematics, ©2020 Kindergarten
Number Sense	
A Know the number names and the count sequence.	
1 Count to 100 by ones and tens.	<p>SE: 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455-456 Sets A-C; 465–468, 469–472, 473–476, 477–480</p> <p>TE: 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455-456 Sets A-C; 465A–468B, 469A–472B, 473A–476B, 477A–480B</p>
2 Count forward beginning from a given number between 1 and 20.	<p>SE: 92, 117–120, Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 456 Set D</p> <p>TE: 92–92C, 117A–120B, Reteaching: 129–130 Set G; 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 456 Set D</p>
3 Count backward from a given number between 10 and 1.	MDIS: A14, A15
4 Read and write numerals and represent a number of objects from 0 to 20.	<p>SE: 3, 4, 13–16, 25–28, 33–36, Reteaching: 47, 49 Sets B, E; 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 121–124, Reteaching: 127-129 Sets A, C, E; 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching: 379 Set A</p>

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Missouri Learning Standards Grade-Level Expectations Kindergarten	enVision Mathematics, ©2020 Kindergarten
(Continued) 4 Read and write numerals and represent a number of objects from 0 to 20.	TE: 3–3A, 4–4C, 13A–16B, 25A–28B, 33A–36B, Reteaching: 47–50 Sets B, E; 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 121A–124B, Reteaching: 127–130 Sets A, C, E; 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 379 Set A
B Understand the relationship between numbers and quantities; connect counting to cardinality.	
1 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	SE: 3, 4, 5–8, 17–20, 29–32, 37–40, 41–44, Reteaching: 47–50 Sets A, C, F; 91, 92, 93–96, 101–104, 109–112, Reteaching: 127–128 Sets B, D TE: 3–3A, 4–4C, 5A–8B, 17A–20B, 29A–32B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, Reteaching: 127–128 Sets B, D
2 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.	SE: 3, 4, 9–12, 21–24, 41–44, Reteaching: 50 Set F; 91, 109–112, 121–124, Reteaching: 127–128 Sets B, D TE: 3–3A, 4–4C, 9A–12B, 21A–24B, 41A–44B, Reteaching: 49–50 Set F; 91–91A, 109A–112B, 121A–124B, Reteaching: 127–128 Sets B, D
3 Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.	SE: 3, 4, 37–40, 91, 117–120, 139–140, 157–160, 347, 365–368 TE: 3–3A, 4–4C, 37A–40B, 91–91A, 117A–120B, 139–140A, 157A–160B, 347–347A, 365A–368B

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4 Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.	SE: 201-204, 205-208, 229-232 TE: 201A-204B, 205A-208B, 229A-232B
5 Demonstrate that a number can be used to represent “how many” are in a set.	SE: 3, 4, 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 41-44, Reteaching: 47- 50 Sets A, C, F; 59-60, 61-64, 65-68, 69-72, 73-76, 91, 92, 93-96, 97-100, 101-104, 105-108, 113-116, 139-140, 141-144, 171, 173-176, 177-180, 199-200, 201-204, 247, 249-252, 347, 348, 349-352, 353-356, 357-360, 361-364, 369-372, 373-376, Reteaching: 379-380 Sets A, C, D; 387-388, 389-392, 393-396, 397-400, 401-404, 405-408, 409-412, 413-416, 513-516, 525-528, 529-532, 533-536 TE: 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 41A-44B, Reteaching: 47-50 Sets A, C, F; 59-60A, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 91-91A, 92-92C, 93A-96B, 97A-100B, 101A-104B, 105A-108B, 113A-116B, 139-140A, 141A-144B, 171-171A, 173A-176B, 177A-180B, 199-200A, 201A-204B, 247-247A, 249A-252B, 347-347A, 348-348C, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 369A-372B, 373A-376B, Reteaching: 379-380 Sets A, C, D; 387-388A, 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B, 413A-416B, 513A-516B, 525A-528B, 529A-532B, 533A-536B
C Compare numbers.	
1 Compare two or more sets of objects and identify which set is equal to, more than or less than the other.	SE: 61-64, 65-68, 69-72, 73-76, 77-80, Reteaching: 83-84 Sets A-D; 92, 117-120, 139-140, 141-144, 145-148, 149-152, 153-156, Reteaching: 163-164 Sets A-D; 171, 181-184, 185-188, 509-512 TE: 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, Reteaching: 83-84 Sets A-D; 92-92C, 117A-120B, 139-140A, 141A-144B, 145A-148B, 149A-152B, 153A-156B, Reteaching: 163-164 Sets A-D; 171-171A, 181A-184B, 185A-188B, 509A-512B

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2 Compare two numerals, between 1 and 10, and determine which is more than or less than the other.	SE: 139–140, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets B, C; 171, 181–184, 185–188 TE: 139–140A, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets B, C; 171–171A, 181A–184B, 185A–188B
Number Sense and Operations in Base Ten	
A Work with numbers 11 – 19 to gain foundations for place value.	
1 Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	SE: 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419-422 Sets A-G TE: 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G
Relationships and Algebraic Thinking	
A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.	
1 Represent addition and subtraction within 10.	SE: 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 225–228, 229–232, Reteaching: 235-236 Sets A-D; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 269–272, 273–276, Reteaching: 279-280 Sets A-D; 291–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, 317–320, 321–324, Reteaching: 335-338 Sets A, C, E-G TE: 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 225A–228B, 229A–232B, Reteaching: 235–236 Sets A–D; 247-247A, 248-248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, 273A–276B, Reteaching: 279-280 Sets A-D; 291–292A, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313A–316B, 317A–320B, 321A–324B, Reteaching: 335–338 Sets A, C, E-G

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Missouri Learning Standards Grade-Level Expectations Kindergarten	enVision Mathematics, ©2020 Kindergarten
2 Demonstrate fluency for addition and subtraction within 5.	SE: 199–200, 225–228, Reteaching: 238 Set H; 247, 269–272, Reteaching: 282 Set G; 291–292, 297–300, 301–304, 305–308, Reteaching: 335–336 Sets B, D TE: 199–200A, 225A–228B, Reteaching: 237–238 Set H; 247–247A, 269A–272B, Reteaching: 281–282 Set G; 291–292A, 297A–300B, 301A–304B, 305A–308B, Reteaching: 335–336 Sets B, D
3 Decompose numbers less than or equal to 10 in more than one way.	SE: 293–296, 309–312, 313–316, 321–324, 325–328, 329–332 TE: 293A–296B, 309A–312B, 313A–316B, 321A–324B, 325A–328B, 329A–332B
4 Make 10 for any number from 1 to 9.	SE: 291–292, 325–328, 329–332, Reteaching: 338 Set H TE: 291–292A, 325A–328B, 329A–332B, Reteaching: 337–338 Set H
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Describe several measurable attributes of objects.	SE: 547–548, 549–552, 553–556, 557–560, 561–564, 565–568 TE: 547–548A, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B
2 Compare the measurable attributes of two objects.	SE: 547–548, 549–552, 553–556, 557–560, 565–568, 569–572, Reteaching: 575–576 Sets A–D TE: 547–548A, 549A–552B, 553A–556B, 557A–560B, 565A–568B, 569A–572B, Reteaching: 575–576 Sets A, B, D
B Work with time and money.	
1 Demonstrate an understanding of concepts of time and devices that measure time.	MDIS: D1, D6

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2 Name the days of the week.	This standard is outside the scope of enVision Mathematics, ©2020
3 Identify pennies, nickels, dimes and quarters.	MDIS: A61, A62, A63, A64, A65, A66, A67
C Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.	
1 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	SE: 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 495–497 Sets B-E; 508 TE: 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 495–498 Sets B-E; 508–508C
2 Describe the relative positions of objects in space.	SE: 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 497–498 Sets F, G; 507, 508, 525–528 TE: 463–464A, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 497–498 Sets F, G; 507–507A, 508–508C, 525A–528B
3 Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.	SE: 463–464, 465–468, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching: 539–540, Sets A-D TE: 463–464A, 465A–468B, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching: 539–540, Sets A-D
4 Draw or model simple two-dimensional shapes.	SE: 507, 513–516, 525–528, 529–532, 533–536, Reteaching: 540 Set D TE: 507–507A, 513A–516B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 540 Set D

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5 Compose simple shapes to form larger shapes using manipulatives.	SE: 463-464, 507, 508, 525-528, 533-536 TE: 463-464A, 507-507A, 508-508C, 525A-528B, 533A-536B
Data and Statistics	
A Classify objects and count the number of objects in each category.	
1 Classify objects into given categories; count the number of objects in each category.	SE: 171, 172, 173-176, 177-180, 181-184, 185-188, Reteaching: 191-192 Sets A-D; 465-468 TE: 171-171A, 172-172C, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 191-192 Sets A-D; 465A-468B
2 Compare category counts using appropriate language.	SE: 171, 172, 181-184, 185-188, Reteaching: 192 Sets C, D TE: 171-171A, 181A-184B, 185A-188B, Reteaching: 192 Sets C, D

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Number Sense	
A Understand and use numbers up to 120.	
1 Count to 120, starting at any number less than 120.	SE: 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588 TE: 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B
2 Read and write numerals and represent a number of objects with a written numeral.	SE: 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588 TE: 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B
3 Count backward from a given number between 20 and 1.	MDIS: A14, A15
4 Count by 5s to 100 starting at any multiple of five.	MDIS: A20
Number Sense and Operations in Base Ten	
A Understand place value of two-digit numbers.	
1 Understand that 10 can be thought of as a bundle of 10 ones – called a “ten”.	SE: 284, 285–288, 305–308, 309–312, 323–324, 325–328, 329–332, Reteaching: 355 Set A; 405–408, 421–424, 425–428, 433–436, 573–576 TE: 284–284C, 285A–288B, 305A–308B, 309A–312B, 323–324A, 325A–328B, 329A–332B, Reteaching: 355 Set A; 405A–408B, 421A–424B, 425A–428B, 433A–436B, 573A–576B

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3 Compare two two-digit numbers using the symbols $>$, $=$ or $<$.	SE: 363, 364, 365–368, 369–372, 373–376, 377–380, 381–384, 385–388, Reteaching: 392 Sets C, D TE: 363–363A, 364–364C, 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B, Reteaching: 392 Sets C, D
4 Count by 10s to 120 starting at any number.	SE: 283, 284, 285–288, 297–300, Reteaching: 315 Set B TE: 283–283A, 284–284C, 285A–288B, 297A–300B, Reteaching: 315 Set B
B Use place value understanding to add and subtract.	
1 Add within 100.	SE: 399–400, 401–404, 409–412, 413–416, 417–420, 421–424, 425–428, 429–432, 433–436, Reteaching: 439–442 Sets A, C–H; 452 TE: 399–400A, 401A–404B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, 433A–436B, Reteaching: 439–442 Sets A, C–H; 452–452C
2 Calculate 10 more or 10 less than a given number mentally without having to count.	SE: 363, 365–368, 369–372, Reteaching: 391 Sets A, B; 399–400, 405–408, 429–432, Reteaching: 439 Set B; 452, 453–456, 457–460, 461–464, 469–472, 473–476, 477–480, Reteaching: 484 Set C TE: 363–363A, 365A–368B, 369A–372B, Reteaching: 391 Sets A, B; 399–400A, 405A–408B, 429A–432B, Reteaching: 439–440 Set B; 452–452C, 453A–456B, 457A–460B, 461A–464B, 469A–472B, 473A–476B, 477A–480B, Reteaching: 484 Set C
3 Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	SE: 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, Reteaching: 483–484 Sets A, B, D TE: 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, Reteaching: 483–484 Sets A, B, D

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Relationships and Algebraic Thinking	
A Represent and solve problems involving addition and subtraction.	
1 Use addition and subtraction within 20 to solve problems.	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, Reteaching: 43–46 Sets A–H; 55–56, 57–60, 61–64, 81–84, 85–88, Reteaching: 98 Set H; 107, 108, 113–116, 117–120, 121–124, 137–140, 141–144, Reteaching: 149–150 Sets F, G; 161–164, 189–192, 193–196, Reteaching: 202 Sets F, G; 211, 233–236, 261–264, 265–268, 269–272</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, Reteaching: 43–46 Sets A–H; 55–56A, 57A–60B, 61A–64B, 81A–84B, 85A–88B, Reteaching: 97–98 Set H; 107–107A, 108–108C, 113A–116B, 117A–120B, 121A–124B, 137A–140B, 141A–144B, Reteaching: 149–150 Sets F, G; 161A–164B, 189A–192B, 193A–196B, Reteaching: 201–202 Sets F, G; 211–211A, 233A–236B, 261A–264B, 265A–268B, 269A–272B</p>
2 Solve problems that call for addition of three whole numbers whose sum is within 20.	<p>SE: 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572</p> <p>TE: 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251–252A, 261A–264B, 569A–572B</p>
3 Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	<p>SE: 4, 5–8, 9–12, 13–16, 17–20, 211, 212, 217–220, 221–224, 237–240, Reteaching: 243–244 Sets A, D</p> <p>TE: 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 211–211A, 212–212C, 217A–220B, 221A–224B, 237A–240B, Reteaching: 243–244 Sets A, D</p>
4 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	<p>SE: 211, 212, 213–216, 221–224, 237–240, Reteaching: 243 Set B</p> <p>TE: 211–211A, 212–212C, 213A–216B, 221A–224B, 237A–240B, Reteaching: 243 Set B</p>

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B Understand and apply properties of operations and the relationship between addition and subtraction.	
1 Use properties as strategies to add and subtract.	<p>SE: 73–76, 89–92, Reteaching: 97 Set E; 108, 109–112, 141–144, 169–172, 211, 212, 225–228, 229–232, Reteaching: 244 Set C</p> <p>TE: 73A–76B, 89A–92B, Reteaching: 97–98 Set E; 108–108C, 109A–112B, 141A–144B, 169A–172B, 211–211A, 212–212C, 225A–228B, 229A–232B, Reteaching: 244 Set C</p>
2 Demonstrate that subtraction can be solved as an unknown-addend problem.	<p>SE: 4, 29–32, 33–36, 81–84, Reteaching: 98 Set G; 108, 159–160, 173–176, 177–180, 181–184, 185–188, Reteaching: 200–201 Sets C–E</p> <p>TE: 4–4C, 29A–32B, 33A–36B, 81A–84B, Reteaching: 97–98 Set G; 108–108C, 159–160A, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 199–202 Sets C–E</p>
C Add and subtract within 20.	
1 Add and subtract within 20.	<p>SE: 57–60, 61–64, 65–68, 77–80, Reteaching: 95–97 Sets A, C, F; 107, 108, 109–112, 113–116, 117–120, 121–124, Reteaching: 147 Sets A, B, 159–160, 161–164, 185–188, Reteaching: 199, 201 Sets A, E; 211, 213–216, 217–220, 221–224, 251–252, 253–256, 257–260, 533–536, 537–540</p> <p>TE: 57A–60B, 61A–64B, 65A–68B, 77A–80B, Reteaching: 95–98 Sets A, C, F; 107–107A, 108–108C, 109A–112B, 113A–116B, 117A–120B, 121A–124B, Reteaching: 147–148 Sets A, B, 159–160A, 161A–164B, 185A–188B, Reteaching: 199–202 Sets A, E; 211–211A, 213A–216B, 217A–220B, 221A–224B, 251–252A, 253A–256B, 257A–260B, 533A–536B, 537A–540B</p>

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2 Demonstrate fluency with addition and subtraction within 10.	<p>SE: 55–56, 57–60, 61–64, 65–68, 69–72, 77–80, 81–84, 85–88, 89–92, Reteaching: 95–96 Sets B, D; 107, 108, 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, Reteaching: 148–149 Sets C–E; 159–160, 165–168, 169–172, 173–176, 177–180, 181–184, 185–188, Reteaching: 200–201 Sets B, E; 211, 213–216, 251–252</p> <p>TE: 55–56A, 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, Reteaching: 95–96 Sets B, D; 107–107A, 108–108C, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, Reteaching: 147–150 Sets C–E; 159–160A, 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 199–202 Sets B, E; 211–211A, 213A–216B, 251–252A</p>
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.	<p>SE: 555–556, 557–560, 561–564, 565–568, 577–580, 581–584, 589–592, Reteaching: 595–598 Sets A, B, E, G, H; 608</p> <p>TE: 555–556A, 557A–560B, 561A–564B, 565A–568B, 577A–580B, 581A–584B, 589A–592B, Reteaching: 595–598 Sets A, B, E, G, H; 608–608C</p>
2 Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	<p>SE: 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608</p> <p>TE: 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C</p>
3 Recognize two- and three-dimensional shapes from different perspectives and orientations.	<p>SE: 555–556, 589–592</p> <p>TE: 555–556A, 589A–592B</p>

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4 Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	SE: 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D TE: 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D
B Measure lengths in non-standard units.	
1 Order three or more objects by length.	SE: 491–492, 493–496, 497–500, 505–508, Reteaching: 511 Sets A, B TE: 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching: 511 Sets A, B
2 Compare the lengths of two objects indirectly by using a third object.	SE: 497–500, Reteaching: 511 Set B TE: 497A–500B, Reteaching: 511 Set B
3 Demonstrate the ability to measure length or distance using objects.	SE: 491–492, 501–504, 505–508, Reteaching: 512 Sets C, D; 557–560, 561–564, 581–584 TE: 491–492A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 557A–560B, 561A–564B, 581A–584B
C Work with time and money.	
1 Tell and write time in hours and half-hours using analog and digital clocks.	SE: 520, 529–532, 533–536, 537–540, 541–544, Reteaching: 547–548 Sets B–D TE: 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching: 547–548 Sets B–D
2 Know the value of a penny, nickel, dime and quarter.	SE: 519, 521–524, 525–528, Reteaching: 547 Set A TE: 519–519A, 521A–524B, 525A–528B, Reteaching: 547 Set A

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Data and Statistics	
A Represent and interpret data.	
1 Collect, organize and represent data with up to three categories.	<p>SE: 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B; 364, 520</p> <p>TE: 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B; 364–364C, 520–520C</p>
2 Draw conclusions from object graphs, picture graphs, T-charts and tallies.	<p>SE: 251–252, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B; 520</p> <p>TE: 251–252A, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B; 520–520C</p>

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Number Sense and Operations in Base Ten	
A Understand place value of three digit numbers.	
1 Understand three-digit numbers are composed of hundreds, tens and ones.	SE: 376, 381–384, 385–388, 389–392, 405–408, 409–412, Reteaching: 419–422 Sets B, C, G TE: 376–376C, 381A–384B, 385A–388B, 389A–392B, 405A–408B, L409A–412B, Reteaching: 419–422 Sets B, C, G
2 Understand that 100 can be thought of as 10 tens – called a “hundred”.	SE: 377–380, 393–396, Reteaching: 419–420 Sets A, D TE: 377A–380B, 393A–396B, Reteaching: 419–420 Sets A, D
3 Count within 1000 by 1s, 10s and 100s starting with any number.	SE: 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, Reteaching: 363–366 Sets A, B, D–F; 375, 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 437–440, 477–480 TE: 329A–332B, 333A–336B, 337A–340B, 349A–352B, 353A–356B, 357A–360B, Reteaching: 363–366 Sets A, B, D–F; 375–375A, 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 437A–440B, 477A–480B
4 Read and write numbers to 1000 using number names, base-ten numerals and expanded form.	SE: 376, 381–384, 385–388, 389–392, 393–396, Reteaching: 419–420 Sets B, C, D TE: 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 419–420 Sets B, C, D
5 Compare two three-digit numbers using the symbols $>$, $=$ or $<$.	SE: 375, 405–408, 409–412, 413–416, Reteaching: 422 Sets G, H TE: 375–375A, 405A–408B, 409A–412B, 413A–416B, Reteaching: 421–422 Sets G, H

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B Use place value understanding and properties of operations to add and subtract.	
1 Demonstrate fluency with addition and subtraction within 100.	<p>SE: 92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120, Reteaching: 123–125 Sets A–F; 136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 165–168, 169–172, Reteaching: 175–178 Sets A–H; 187, 188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 217–220, Reteaching: 223–226 Sets A–H; 236, 237–240, 241–244, 245–248, 249–252, 253–256, 257–260, Reteaching: 267–269 Sets A–F; 279, 280, 281–284, 285–288, 289–292, 293–296, 297–300, 305–308, Reteaching: 315–318 Sets A–D, G</p> <p>TE: 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, 117A–120B, Reteaching: 123–126 Sets A–F; 136–136A, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 175–178 Sets A–H; 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, Reteaching: 223–226 Sets A–H; 236–236A, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 257A–260B, Reteaching: 267–270 Sets A–F; 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 305A–308B, Reteaching: 315–318 Sets A–D, G</p>
2 Add up to four two-digit numbers.	<p>SE: Reteaching: 124–125 Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, Reteaching: 177–178 Sets F–H; 279, Reteaching: 318 Set G</p> <p>TE: Reteaching: 124–125 Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 177–178 Sets F–H; 279–279A, Reteaching: 317–318 Set G</p>

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<p style="text-align: center;">Missouri Learning Standards: Grade-Level Expectations Grade 2</p>	<p style="text-align: center;">enVision Mathematics, ©2020 Grade 2</p>
<p>3 Add or subtract within 1000, and justify the solution.</p>	<p>SE: 432, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching: 463–464 Sets B–D; 472, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching: 499–200 Sets B–D</p> <p>TE: 432–432A, 437–440B, 441–444B, 445–448B, 449–452B, 453–456B, 457–460B, Reteaching: 463–464 Sets B–D; 472–472C, 477–480B, 481–484B, 485–488B, 489A–492B, 493A–496B, Reteaching: 499–200 Sets B–D</p>
<p>4 Use the relationship between addition and subtraction to solve problems.</p>	<p>SE: 4, 25–28, Reteaching: 49 Set E; 197–200, 213–216</p> <p>TE: 4–4C, 25A–28B, Reteaching: 49 Set E; 197A–200B, 213A–216B</p>
<p>5 Add or subtract mentally 10 or 100 to or from a given number within 1000.</p>	<p>SE: 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 433–436, Reteaching: 463 Set A; 473–476, Reteaching: 499 Set A</p> <p>TE: 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 433A–436B, Reteaching: 463 Set A; 473A–476B, Reteaching: 499 Set A</p>

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C Represent and solve problems involving addition and subtraction.	
1 Write and solve problems involving addition and subtraction within 100.	<p>SE: 37–40, 41–44, Reteaching: 50 Sets G, H; 77–80, Reteaching: 84 Sets C, D; 92, 113–116, 117–120, Reteaching: 123–125 Set E; 136, 141–144, 145–148, 165–168, 169–172, Reteaching: 175–178 Sets G, H; 187, 188, 213–216, 217–220, Reteaching: 226 Sets F-H; 236, 245–248, 257–260, 261–264, Reteaching: 268–269 Sets F-G; 279, 280, 281–284, 285–288, 289–292, 309–312, Reteaching: 315–316 Sets A–C, H; 341–344, 345–348, Reteaching: 364–365 Sets B, C; 609–612, 613–616, 617–620, 621–624, 625–628, Reteaching: 631–632 Sets A–D; 649–652, 657–660, 661–664, Reteaching: 668, 670 Sets B, D</p> <p>TE: 37A–40B, 41A–44B, Reteaching: 49–50 Sets G, H; 77A–80B, Reteaching: 84 Sets C, D; 92–92C, 113A–116B, 117A–120B, Reteaching: 123–126 Set E; 136–136A, 141A–144B, 145A–148B, 165A–168B, 169A–172B, Reteaching: 175–178 Sets G, H; 187–187A, 188–188C, 213A–216B, 217A–220B, Reteaching: 225–226 Sets F-H; 236–236A, 245A–248B, 257A–260B, 261A–264B, Reteaching: 267–270 Sets F-G; 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 309A–312B, Reteaching: 315–316 Set A–C, H; 341A–344B, 345A–348B, Reteaching: 363–366 Sets B, C; 609A–612B, 613A–616B, 617A–620B, 621A–624B, 625A–628B, Reteaching: 631–632 Sets A–D; 649A–652B, 657A–660B, 661A–664B, Reteaching: 668, 670 Sets B, D</p>
Relationships and Algebraic Thinking	
A Add and subtract within 20.	
1 Demonstrate fluency with addition and subtraction within 20.	<p>SE: 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 45, 81, 121, 173, 221, 313, 361, 497</p> <p>TE: 1N, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 45, 81, 121, 173, 221, 313, 361, 497</p>

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B Develop foundations for multiplication and division.	
1 Determine if a set of objects has an odd or even number of members.	SE: 60, 61–64, 65–68, Reteaching: 83 Set A TE: 60–60A, 61A–64B, 65A–68B, Reteaching: 83 Set A
a. Count by 2s to 100 starting with any even number.	MDIS: A20
b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.	SE: 60, 61–64, 65–68, Reteaching: 83 Set A TE: 60–60A, 61A–64B, 65A–68B, Reteaching: 83 Set A
c. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	SE: 61–64, 65–68, Reteaching: 83 Set A TE: 61A–64B, 65A–68B, Reteaching: 83 Set A
2 Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.	SE: 69–72, 73–76, 77–80, Reteaching: 83–84 Sets B–D; 92, 136, 577–580, 585–588, 589–592, Reteaching: 597–598 Sets E, G, H TE: 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets B–D; 92–92C, 135–136A, 577A–580B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets E, G, H
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides.	SE: 560, 561–564, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets A–D TE: 560–560C, 561A–564B, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets A–D
a. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes.	SE: 560, 561–564, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets A, B, D TE: 560–560C, 561A–564B, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets A, B, D

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b. Identify the faces of three-dimensional objects.	SE: 559, 573–576, Reteaching: 596 Set D TE: 559-559A, 573A–576B, Reteaching: 596 Set D
2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	SE: 566-580, 589-592, Reteaching: 597-598 Sets E, H TE: 566A-580B, 589A-592B, Reteaching: 597-598 Sets E, H
3 Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole.	SE: 581–584, 585–588, 589–592, Reteaching: 597–598 Sets F, G, H TE: 581A–584B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets F, G, H
a. Demonstrate that equal shares of identical wholes need not have the same shape.	SE: 585-588, 589-592, Reteaching: 597-598 Set F-H TE: 585A-588B, 589A-592B, Reteaching: 597-598 Set F-H
B Measure and estimate lengths in standard units.	
1 Measure the length of an object by selecting and using appropriate tools.	SE: 513–516, 517–520, 521–524, 525–528, 529–532, 533–536, 541–544, Reteaching: 547–550 Sets B–F, H; 560, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets B–D; 641–644, 645–648, Reteaching: 667 Set A TE: 513A–516B, 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 541A–544B, Reteaching: 547–550 Sets B–F, H; 560–560C, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets B–D; 641A–644B, 645A–648B, Reteaching: 667–668 Set A
2 Analyze the results of measuring the same object with different units.	SE: 521–524, 533–536, Reteaching: 548–549 Sets C, F; 581–584, Reteaching: 597 Set F TE: 521A–524B, 533A–536B, Reteaching: 548–549 Sets C, F; 581A–584B, Reteaching: 597–598 Set F

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3 Estimate lengths using units of inches, feet, yards, centimeters and meters.	SE: 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, Reteaching: 547–550 Sets A, B, D, E, H TE: 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, Reteaching: 547–550 Sets A, B, D, E, H
4 Measure to determine how much longer one object is than another.	SE: 537–540, 541–544, Reteaching: 550 Sets G, H; 560 TE: 537A–540B, 541A–544B, Reteaching: 549–550 Sets G, H; 560–560
C Relate addition and subtraction to length.	
1 Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.	SE: 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D TE: 537A–540B, Reteaching: 549–550 Sets F, G; 560–560C, 609A–612B, 613A–616B, 617A–620B, 625A–628B, Reteaching: 631–632 Sets A–D
2 Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.	SE: Reteaching: 124–125 Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, Reteaching: 177–178 Sets F–H; 279, Reteaching: 318 Set G TE: Reteaching: 124–125 Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 177–178 Sets F–H; 279–279A, Reteaching: 317–318 Set G

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D Work with time and money.	
1 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	SE: 328, 349–352, 353–356, 357–360, Reteaching: 365–366 Sets D–F TE: 328–328A, 349A–352B, 353A–356B, 357A–360B, Reteaching: 365–366 Sets D–F
2 Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.	SE: 349–352, 353–356, 357–360, Reteaching: 365–366 Sets D–E TE: 349A–352B, 353A–356B, 357A–360B, Reteaching: 365–366 Sets D–E
3 Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.	SE: 327, 376, 337–340, 341–344, 345–348 TE: 327–327C, 376–376C, 337A–340B, 341A–344B, 345A–348B
4 Find combinations of coins that equal a given amount.	SE: 327, 376, 329–332, 333–336 TE: 327–327C, 376–376C, 329A–332B, 333A–336B
Data and Statistics	
A Represent and interpret data.	
1 Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.	SE: 640, 641–644, 645–648, Reteaching: 667 Set A TE: 640–640C, 641A–644B, 645A–648B, Reteaching: 667 Set A
2 Generate measurement data to the nearest whole unit, and display the data in a line plot. Break out from above	SE: 640, 641–644, 645–648, Reteaching: 667 Set A TE: 640–640C, 641A–644B, 645A–648B, Reteaching: 667 Set A

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3 Draw a picture graph or a bar graph to represent a data set with up to four categories.	SE: 640, 641–644, 645–648, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–670 Sets A–D TE: 640–640C, 641A–644B, 645A–648B, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–670 Sets A–D
4 Solve problems using information presented in line plots, picture graphs and bar graphs.	SE: 639, 640, 641–644, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–670 Sets B–D TE: 639–639A, 640–640C, 641A–644B, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–670 Sets B–D
5 Draw conclusions from line plots, picture graphs and bar graphs.	SE: 640, 657–660 TE: 640–640C, 657A–660B

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVision Mathematics, ©2020 Grade 3
Number Sense and Operations in Base Ten	
A Use place value understanding and properties of operations to perform multi-digit arithmetic.	
1 Round whole numbers to the nearest 10 or 100.	SE: 287–288, 305–308, 309–312, Reteaching: 324–325 Sets E, F; 336 TE: 287–288A, 305A–308B, 309A–312B, Reteaching: 323–326 Sets E, F; 336–336C
2 Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	MDIS: A74, A75, A76
3 Demonstrate fluency with addition and subtraction within 1000.	SE: 287–288, 289–292, 297–300, 301–304, 309–312, 313–316, 317–320, Reteaching: 323–326 Sets A, C, D, F–H; 335, 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364 TE: 287–288A, 289A–292B, 297A–300B, 301A–304B, 309A–312B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C, D, F–H; 335–335A, 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B
4 Multiply whole numbers by multiples of 10 in the range 10-90.	SE: 379–380, 381–384, 385–388, 389–392, 393–396, Reteaching: 399–400 Sets A–D TE: 379–380A, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 399–400 Sets A–D

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVision Mathematics, ©2020 Grade 3
Number Sense and Operations in Fractions	
A Develop understanding of fractions as numbers.	
1 Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.	SE: 435-436, 437-440, 441-444, 445-448, 465-468, Reteaching: 471-474 Sets A-C, H; 484, 485-488, 489-492, Reteaching: 519-522 Sets A, B; 585-588, 589-592 TE: 435-436A, 437A-440B, 441A-444B, 445A-448B, 465A-468B, Reteaching: 471-474 Sets A-C, H; 484-484C, 485A-488B, 489A-492B, Reteaching: 519-522 Sets A, B; 585A-585B, 589A-592B
2 Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.	SE: 441-444, 445-448, 449-452, 465-468, Reteaching: 471-472 Sets B, C TE: 441A-444B, 445A-448B, 449A-452B, 465A-468B, Reteaching: 471-472 Sets B, C
a. Describe the numerator as representing the number of pieces being considered.	SE: 435-436, 445-448, 453-456, 509-512 TE: 435A-436B, 445A-448B, 453A-456B, 509A-512B
b. Describe the denominator as the number of pieces that make the whole.	SE: 445-448, 493-496, 509-512 TE: 445A-448B, 493A-496B, 509A-512B
3 Represent fractions on a number line.	SE: 435-436, 437-440, 441-444, 445-448, 465-468, Reteaching: 471-474 Sets A-C, H; 484, 585-588, 589-592, Reteaching: 603 Sets A, B TE: 435-436A, 437A-440B, 441A-444B, 445A-448B, 465A-468B, Reteaching: 471-474 Sets A-C, H; 484-484C, 585A-588B, 589A-592B, Reteaching: 603 Sets A, B

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a. Understand the whole is the interval from 0 to 1.	SE: 435-436, 449-452, 453-456, 457-460, 461-464, Reteaching: 472-474 Sets D-G TE: 435-436A, 449A-452B, 453A-456B, 457A-460B, 461A-464B, Reteaching: 472-474 Sets D-G
b. Understand the whole is partitioned into equal parts.	SE: 435-436, 437-440, 441-444, 445-448, 465-468, Reteaching: 471-474 Sets A-C, H; 484, 485-488, 489-492, Reteaching: 519-522 Sets A, B; 585-588, 589-592 TE: 435-436A, 437A-440B, 441A-444B, 445A-448B, 465A-468B, Reteaching: 471-474 Sets A-C, H; 484-484C, 485A-488B, 489A-492B, Reteaching: 519-522 Sets A, B; 585A-585B, 589A-592B
c. Understand a fraction represents the endpoint of the length a given number of partitions from 0.	SE: 449-452, 453-456, 457-460, 461-464, Reteaching: 472-474 Sets D-G TE: 449A-452B, 453A-456B, 457A-460B, 461A-464B, Reteaching: 471-474 Sets D-G
4 Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.	SE: 483, 484, 485-488, 489-492, 505-508, 509-512, Reteaching: 519-522 Sets A, B, F, G TE: 483-483A, 484-484C, 485A-488B, 489A-492B, 505A-508B, 509A-512B, Reteaching: 519-522 Sets A, B, F, G
5 Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.	SE: 483, 485-488, 489-492, 513-516, Reteaching: 519-522 Sets A, B, H TE: 483-483A, 485A-488B, 489A-492B, 513A-516B, Reteaching: 519-522 Sets A, B, H

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6 Compare two fractions with the same numerator or denominator using the symbols $>$, $=$ or $<$, and justify the solution.	SE: 483, 493–496, 497–500, 501–504, 513–516, Reteaching: 520–522 Sets C–E, H TE: 483–483A, 493A–496B, 497A–500B, 501A–504B, 513A–516B, Reteaching: 519–522 Sets C–E, H
7 Explain why fraction comparisons are only valid when the two fractions refer to the same whole.	SE: 493–496, 497–500 TE: 493A–496B, 497A–500B
Relationships and Algebraic Thinking	
A Represent and solve problems involving multiplication and division.	
1 Interpret products of whole numbers.	SE: 3, 4, 5–8, 9–12, 13–16, 25–28, Reteaching: 31–32 Sets A–C, E; 41–44, 45–48, 49–52, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 185–188, Reteaching: 197–198 Set E TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 25A–28B, Reteaching: 31–32 Sets A–C, E; 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 185A–188B, 197–198
2 Interpret quotients of whole numbers.	SE: 4, 17–20, 21–24, 25–28, Reteaching: 32 Sets D, E; 185–188, Reteaching: 197–198 Set E TE: 4–4C, 17A–20B, 21A–24B, 32, Reteaching: 25A–28B Sets D, E; 185A–188B, Reteaching: 197–198 Set E

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<p>3 Describe in words or drawings a problem that illustrates a multiplication or division situation.</p>	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, Reteaching: 31–32 Sets B, C, E; 39–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, Reteaching: 68 Set F; 76, 81–84, 85–88, 89–92, 93–96, 97–100, 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, Reteaching: 158 Set I; 167, 168, 177–180, 181–184, 185–188, 189–192, Reteaching: 197–198 Sets E, F; 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 277–278 Sets C, D; 385–388, 408, 561–564, Reteaching: 574 Set H; 617–620, Reteaching: 640 Set D</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, Reteaching: 31–32 Sets B, C, E; 39–40A, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, Reteaching: 68 Set F; 76–76C, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, Reteaching: 158 Set I; 167–167A, 168–168C, 177A–180B, 181A–184B, 185A–188B, 189A–192B, Reteaching: 197–198 Sets E, F; 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 277–278 Sets C, D; 385A–388B, 408–408C, 561A–564B, Reteaching: 574 Set H; 617A–620B, Reteaching: 640 Set D</p>

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<p>4 Use multiplication and division within 100 to solve problems.</p>	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, Reteaching: 31–32 Sets A–E; 39–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, Reteaching: 67–68 Sets A–F; 76, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets B–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, Reteaching: 155–158 Sets A–I; 167, 168, 177–180, 181–184, 185–188, 189–192, Reteaching: 196–198 Sets C–F; 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 385–388, Reteaching: 399 Set B; 408, 561–564, Reteaching: 574 Set H; 617–620</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, Reteaching: 31–32 Sets A–E; 39–40A, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, Reteaching: 67–68 Sets A–F; 76–76C, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets B–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, Reteaching: 155–158 Sets A–I; 167–167A, 168–168C, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 195–198, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 385A–388B, Reteaching: 399 Set B; 408–408C, 561A–564B, Reteaching: 573–574 Set H; 617A–620B</p>
<p>5 Determine the unknown number in a multiplication or division equation relating three whole numbers.</p>	<p>SE: 141–144, 145–148, Reteaching: Sets 157–158, G, H; 168, 221–224, Reteaching: 240 Set D</p> <p>TE: 141A–144B, 145A–148B, Reteaching: 157–158 Sets G, H; 168–168C, 221A–224B, Reteaching: 239–240 Set D</p>

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B Understand properties of multiplication and the relationship between multiplication and division.	
1 Apply properties of operations as strategies to multiply and divide.	<p>SE: 4, 13–16, Reteaching: 31–32 Set C; 49–52, Reteaching: 67 Set C; 75, 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, Reteaching: 107–108 Sets A–F; 137–140, Reteaching: 157 Set F; 389–392, Reteaching: 400 Set C</p> <p>TE: 4-4C, 13A–16B, Reteaching: 31–32 Set C; 49A–52B, Reteaching: 67 Set C; 75–75A, 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, Reteaching: 107–108 Sets A–F; 137A–140B, Reteaching: 157–158 Set F; 389A–392B, Reteaching: 400 Set C</p>
C Multiply and divide within 100.	
1 Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	<p>SE: 49–52, Reteaching: 67 Set C; 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets A–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, 155–Reteaching: 158 Sets A–H; 167, 168, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, 195–Reteaching: 198 Sets A–F; 221–224, 225–228, 229–232, 233–236, Reteaching: 240–242 Sets D–G; 297–300, 313–316, Reteaching: 324–325 Sets C, G; 345–348, 349–352, Reteaching: 368–369 Sets C, D; 413–416, 417–420, 421–424, Reteaching: 427–428 Sets B–D; 561–564, Reteaching: 574 Set H; 617–620–625–628, 629–632, Reteaching: 639–640 Sets A, C</p>

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<p>(Continued)</p> <p>1 Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.</p>	<p>TE: 49A–52B, Reteaching: 67 Set C; 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets A–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, Reteaching: 155–158 Sets A–H; 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, Reteaching: 195–198 Sets A–F; 221A–224B, 225A–228B, 229A–232B, 233A–236B, 239–242, 297A–300B, 313A–316B, Reteaching: 323–326 Sets C, G; 345A–348B, 349A–352B, Reteaching: 367–370 Sets C, D; 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets B–D; 561A–564B, Reteaching: 574 Set H; 617A–620B, 625A–628B, 629A–632B, Reteaching: 639–640 Sets A, C</p>
<p>2 Demonstrate fluency with products within 100.</p>	<p>SE: 41-44, 45-48, 49-52, 53-56, 57-60, Reteaching: 67-68 Sets A-E; 85-88, 89-92, 93-96, Reteaching: 107 Sets B-D; 193, 237, 273, 321, 397, 425, 469, 517, 569, 601, 637</p> <p>TE: 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, Reteaching: 67-68 Sets A-E; 85A-88B, 89A-92B, 93A-96B, Reteaching: 107 Sets B-D; 193, 237, 273, 321, 397, 425, 469, 517, 569, 601, 637</p>

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D Use the four operations to solve word problems.	
1 Write and solve two-step problems involving variables using any of the four operations.	<p>SE: 149–152, Reteaching: 158 Set I; 168, 253–256, 265–268, Reteaching: 275–277 Sets A, C; 287– 288, 289–292, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–326 Sets A, C–E, G, H; 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 381–384, Reteaching: 399 Set A; 407, 408, 409–412, 413–416, 417–420, 421–424, Reteaching: 427–428 Sets A–D; 621–624, 639</p> <p>TE: 149A–152B, Reteaching: 157–158 Set I; 168–168C, 253A–256B, 265A–268B, Reteaching: 275–278 Sets A, C; 287–288A, 289A–292B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C–E, G, H; 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 381A–384B, Reteaching: 399 Set A; 407–407A, 408–408C, 409A–412B, 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A–D; 621A–624B, Reteaching: 639 Set B</p>
2 Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.	<p>SE: 309–312, 313–316, Reteaching: 325 Sets F, G; 341–344, 345–348, 357–360, Reteaching: 367–370 Sets B–F; 409–412, 421–424, Reteaching: 427 Set A</p> <p>TE: 309A–312B, 313A–316B, Reteaching: 325 Sets F, G; 341A–344B, 345A–348B, 357A–360B, Reteaching: 367–370 Sets B–F; 409A–412B, 421A–424B, Reteaching: 427 Set A</p>

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E Identify and explain arithmetic patterns.	
1 Identify arithmetic patterns and explain the patterns using properties of operations.	<p>SE: 41–44, 45–48, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 81–84, 85–88, 89–92, Reteaching: 107–108 Sets B–D; 133–136, Reteaching: 157 Set E; 169–172, 189–192, 195–198, 293–296, Reteaching: Set B; 393–396, Reteaching: 400 Set D</p> <p>TE: 41A–44B, 45A–48B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 81A–84B, 85A–88B, 89A–92B, Reteaching: 107–108 Sets B–D; 133A–136B, Reteaching: 157–158 Set E; 169A–172B, 189A–192B, Reteaching: 195–198 Sets A, F; 293A–296B, Reteaching: 323–324 Set B; 393A–396B, Reteaching: 400 Set D</p>
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	<p>SE: 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D</p> <p>TE: 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, Reteaching: 603–604 Sets A–D</p>
2 Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.	<p>SE: 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D</p> <p>TE: 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, Reteaching: 603–604 Sets A–D</p>
3 Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.	<p>SE: 435–436, 437–440, 441–444, Reteaching: 471 Sets A, B; 584, 585–588, 589–592, Reteaching: 603 Sets A, B</p> <p>TE: 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 584–584C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B</p>

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B Solve problems involving the measurement of time, liquid volumes and weights of objects.	
1 Tell and write time to the nearest minute.	SE: 531–532, 533–536, 565–568, Reteaching: 571 Set A TE: 531–532A, 533A–536B, 565A–568B, Reteaching: 571 Set A
2 Estimate time intervals in minutes.	SE: 531–532, 537–540, Reteaching: 571 Set B TE: 531–532A, 537A–540B, Reteaching: 571 Set B
3 Solve problems involving addition and subtraction of minutes.	SE: 531–532, 541–544, Reteaching: 572 Set C TE: 531–532A, 541A–544B, Reteaching: 572 Set C
4 Measure or estimate length, liquid volume and weight of objects.	SE: 309–312, Reteaching: 325 Set F; 531–532, 545–548, 549–552, 553–556, 557–560, 561–564, Reteaching: 572–574 Sets D–H TE: 309A–312B, Reteaching: 325–326 Set F; 531–532A, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, Reteaching: 571–574 Sets D–H
5 Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.	SE: 309–312, Reteaching: 325 Set F; 531–532, 545–548, 549–552, 553–556, 557–560, 561–564, Reteaching: 572–574 Sets D–H TE: 309A–312B, Reteaching: 325–326 Set F; 531–532A, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, Reteaching: 571–574 Sets D–H

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C Understand concepts of area.	
1 Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.	SE: 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C; 593–596, Reteaching: 604 Set C TE: 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C; 593A–596B, Reteaching: 604 Set C
2 Label area measurements with squared units.	SE: 207–208, 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C TE: 207–208A, 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C
3 Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.	SE: 221–224, 233–236, Reteaching: 242 Set G TE: 221A–224B, 233A–236B, Reteaching: 241–242 Set G
4 Multiply whole-number side lengths to solve problems involving the area of rectangles.	SE: 221–224, 233–236, Reteaching: 242 Set G; 597–600, Reteaching: 604 Set D; 625–628, 629–632, Reteaching: 640 Set C TE: 221A–224B, 233A–236B, Reteaching: 241–242 Set G; 597A–600B, Reteaching: 604 Set D; 625A–628B, 629A–632B, Reteaching: 640 Set C
5 Find rectangular arrangements that can be formed for a given area.	SE: 207–208 TE: 207–208A
6 Decompose a rectangle into smaller rectangles to find the area of the original rectangle.	SE: 229–232, 233–236, Reteaching: 242 Sets F–G TE: 229A–232B, 233A–236B, Reteaching: 241–242 Sets F–G

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D Understand concepts of perimeter.	
1 Solve problems involving perimeters of polygons.	SE: 611–612, 613–616, 617–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D TE: 611–612A, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching: Sets A–D
2 Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.	SE: 611–612, 625–628, 629–632, Reteaching: 640 Set C TE: 611–612A, 625A–628B, 629A–632B, Reteaching: 640 Set C
Data and Statistics	
A Represent and analyze data.	
1 Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.	SE: 251, 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 417–420, Reteaching: 428 Set C TE: 251–251A, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 417A–420B, Reteaching: 428, Set C
2 Solve one- and two-step problems using information presented in bar and/or picture graphs.	SE: 251, 252, 253–256, 261–264, 265–268, 269–272, Reteaching: 275, 277, 278 Sets A, C, D; 417–420 TE: 251–251A, 252–252C, 253A–256B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275, 277, 278 Sets A, C, D; 417–420
3 Create a line plot to represent data.	SE: 435–436, 457–460, 461–464, Reteaching: 473–474 Sets F, G TE: 435–436A, 457A–460B, 461A–464B, Reteaching: 473–474 Sets F, G

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4 Use data shown in a line plot to answer questions.	SE: 435–436, 457–460, 461–464, Reteaching: 473 Set F TE: 435–436A, 457A–460B, 461A–464B, Reteaching: 473 Set F

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Missouri Learning Standards: Grade-Level Expectations Grade 4	enVision Mathematics, ©2020 Grade 4
Number Sense and Operations in Base Ten	
A Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.	
1 Round multi-digit whole numbers to any place.	SE: 4, 17–20, 21–24, Reteaching: 28 Sets D, E TE: 4–4C, 17A–20B, 21A–24B, Reteaching: 28 Sets D, E
2 Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.	SE: 3, 4, 5–8, 13–16, 21–24, Reteaching: 27 Sets A–C; 35–36 TE: 3–3A, 4–4C, 5A–8B, 13A–16B, 21A–24B, Reteaching: 27 Sets A–C; 35–36A
3 Compare two multi-digit numbers using the symbols $>$, $=$ or $<$, and justify the solution.	SE: 4, 13–16, 21–24, Reteaching: 27 Set C TE: 4–4C, 13A–16B, 21A–24B, Reteaching: 27 Set C
4 Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right.	SE: 4, 9–12, 21–24, Reteaching: 27 Set B TE: 4–4C, 9A–12B, 21A–24B, Reteaching: 27 Set B
5 Demonstrate fluency with addition and subtraction of whole numbers.	SE: 35–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 80, 233–236, 237–240, 241–244, 521–524, 565–568 TE: 35–36A, 37A–40B, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 80–80C, 233A–236B, 237A–240B, 241A–244B, 521A–524B, 565A–568B

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<p>6 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution.</p>	<p>SE: , 80, 81–84, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, Reteaching: 115–118 Sets A–G; 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 159–160 Sets A–F; 168, 173–176, 177–180, 223–224, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 301–304, 313–316, 525–528</p> <p>TE: 79–79A, 80–80C, 81A–84B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets A–G; 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 159–160 Sets A–F; 168–168C, 173A–176B, 177A–180B, 223–224A, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 301A–304B, 313A–316B, 525A–528B</p>
<p>7 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution.</p>	<p>SE: 167, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, Reteaching: 211–214 Sets A, C, H; 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 260, 305–308, 525–528, 529–532</p> <p>TE: 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, Reteaching: 211–214 Sets A, C, H; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 260–260C, 305A–308B, 525A–528B, 529A–532B</p>

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Number Sense and Operations in Fractions	
A Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)	
1 Explain and/or illustrate why two fractions are equivalent.	SE: 291–292, 293–296, 297–300, 317–320, 421–424 TE: 291–292, 293A–296B, 297A–300B, 317A–320B, 421A–424B
2 Recognize and generate equivalent fractions.	SE: 291–292, 293–296, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–324 Sets A, B; 553–556 TE: 291–292, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–324 Sets A, B; 553A–556B
3 Compare two fractions using the symbols $>$, $=$ or $<$, and justify the solution.	SE: 259, 309–312, 313–316, 317–320, Reteaching: 324 Sets C, D; 332, 415, 416, 421–424 TE: 259–259A, 309A–312B, 313A–316B, 317A–320B, Reteaching: 324 Sets C, D; 332–332A, 415–415A, 416–416C, 421A–424B
B Extend understanding of operations on whole numbers to fraction operations.	
1 Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.	SE: 331, 332, 333–336, 341–344, 345–348, 349–352, 353–356, 369–372, Reteaching: 375–376 Sets A, C, D TE: 331–331A, 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B, Reteaching: 375–376 Sets A, C, D
2 Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.	SE: 332, 337–340, Reteaching: 375 Sets A, B; 416, 553–556 TE: 332–332A, 337A–340B, Reteaching: 375 Sets A, B; 416–416C, 553A–556B

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3 Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.	SE: 331, 332, 57–360, 361–364, 365–368, 369–372, Reteaching: 376 Set E; Reteaching: 407 Set C; 429–432, 569–572 TE: 331–331A, 332–332C, 357A–360B, 361A–364B, 365A–368B, 369A–372B, 376, Reteaching: 376 Set E; Reteaching: 407 Set C; 429A–432B, 569A–572B
4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	SE: 383–384, 385–388, 89–392, 393–396, Reteaching: 407 Sets A, B TE: 383–384A, 385A–388B, 389A–392B, 393A–396B, Reteaching: 407 Sets A, B
5 Solve problems involving multiplication of a fraction by a whole number.	SE: 383–384, 389–392, 393–396, 397–400, 401–404, Reteaching: 407–408 Sets C, E; 481–484, 485–488, 489–492, 501–504, 505–508 TE: 383–384A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, Reteaching: 407–408 Sets C, E; 481A–484B, 485A–488B, 489A–492B, 501A–504B, 505A–508B
C Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100)	
1 Use decimal notation for fractions with denominators of 10 or 100.	SE: 443–444, 445–448, 449–452, Reteaching: 471 Sets A, B TE: 443A–444B, 445A–448B, 449A–452B, Reteaching: 471 Sets A, B
2 Understand that fractions and decimals are equivalent representations of the same quantity.	SE: 445–448, 449–452, Reteaching: 471 Sets A, B TE: 445A–448B, 449A–452B, Reteaching: 471 Sets A, B

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3 Read, write and identify decimals to the hundredths place using number names, base ten numerals and expanded form.	SE: 445–448, 449–452, 453–456, 457–460, 465–468, Reteaching: 471–472 Sets A–F TE: 445A–448B, 449A–452B, 453A–456B, 457A–460B, 465A–468B, Reteaching: 471–472 Sets A–F
4 Compare two decimals to the hundredths place using the symbols $>$, $=$ or $<$, and justify the solution.	SE: 443–444, 453–456, 65–468, Reteaching: 471 Set C; 493–496 TE: 443–444A, 453A–456B, 465A–468B, Reteaching: 471 Set C; 493A–496B
Relationships and Algebraic Thinking	
A Use the four operations with whole numbers to solve problems.	
1 Multiply or divide to solve problems involving a multiplicative comparison.	SE: 85–88, 223–224, 260, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D, H; 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572 TE: 85A–88B, 223–224A, 260–260C, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D, H; 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B

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2 Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.	<p>SE: 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets B, F; 80, 85–88, 97–100, 105–108, 109–112, Reteaching: 115–118 Sets B, G, H; 137–140, 141–144, 149–152, 153–156, Reteaching: 159–160 Set C; 168, 173–176, 177–180, 181–184, 197–200, 205–208</p> <p>TE: 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets B, F; 80–80C, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets B, G, H; 137A–140B, 141A–144B, 149A–152B, 153A–156B, Reteaching: 159–160 Set C; 168–168C, 173A–176B, 177A–180B, 181A–184B, 197A–200B, 205A–208B</p>
3 Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.	<p>SE: 168, 181–184, 189–192, Reteaching: 212 Set C</p> <p>TE: 168–168C, 181A–184B, 189A–192B, Reteaching: 212 Set C</p>
B Work with factors and multiples.	
1 Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number.	<p>SE: 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528</p> <p>TE: 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B</p>
2 Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100.	<p>SE: 259, 273–276, Reteaching: 274 Set D</p> <p>TE: 259–259A, 273A–276B, Reteaching: 274 Set D</p>

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C Generate and analyze patterns.	
1 Generate a number pattern that follows a given rule.	SE: 519–520, 521–524, 525–528, 529–532, 533–536, Reteaching: 539–540 Sets A–D; 589–592 TE: 519–520A, 521A–524B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 539–540 Sets –D; 589A–592B
2 Use words or mathematical symbols to express a rule for a given pattern.	SE: 519–520, 521–524, 525–528, 529–532, 533–536 TE: 519–520A, 521A–524B, 525A–528B, 529A–532B, 533A–536B
Geometry and Measurement	
A Classify 2-dimensional shapes by properties of their lines and angles.	
1 Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines.	SE: 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A TE: 547–547A, 548–548C, 549A–552B, Reteaching: 575 Set A; 583–584A, 585A–588B, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611 Set A
2 Classify two-dimensional shapes by their sides and/or angles.	SE: 589–592, 593–596, 605–608, 610, Reteaching: 611–612 Sets B, C, F TE: 589–592, 593A–596B, 605A–608B, 610, Reteaching: 611–612 Sets B, C, F
3 Construct lines of symmetry for a two-dimensional figure.	SE: 583–584, 597–600, 601–604, Reteaching: 612 Sets D, E TE: 583–584A, 597A–600B, 601A–604B, Reteaching: 612 Sets D, E

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B Understand the concepts of angle and measure angles.	
1 Identify and estimate angles and their measure.	SE: 549-552, 553-556, 557-560, 561-564, Reteaching: 575-576 Sets A-D TE: 549A-552B, 553A-556B, 557A-560B, 561A-564B, Reteaching: 575-576 Sets A-D
2 Draw and measure angles in whole-number degrees using a protractor.	SE: 547, 548, 561-564, 569-572, Reteaching: 576 Sets D, F TE: 547-547A, 548-548C, 561A-564B, 569A-572B, Reteaching: 576 Sets D, F
C Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
1 Know relative sizes of measurement units within one system of units.	SE: 493-496, 497-500, Reteaching: 511 Sets A, B TE: 493A-496B, 497A-500B, Reteaching: 511 Sets A, B
a. Convert measurements in a larger unit in terms of a smaller unit.	SE: 493-496, 497-500, Reteaching: 511 Sets A, B TE: 493A-496B, 497A-500B, Reteaching: 511 Sets A, B
2 Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.	SE: 383-384, 397-400, 401-404, Reteaching: 408 Set D; 449-452, 453-456, 461-464, 465-468, Reteaching: 472 Set E; 480, 481-484, 485-488, 489-492, 493-496, 497-500, 501-504, 505-508, Reteaching: 511 Set A TE: 383-384A, 397A-400B, 401A-404B, Reteaching: 408 Set D; 449A-452B, 453A-456B, 461A-464B, 465A-468B, Reteaching: 472 Set E; 480-480C, 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 505A-508B, Reteaching: 511 Set A

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3 Apply the area and perimeter formulas for rectangles to solve problems.	SE: 153–156, 168, 479, 501–504, 505–508, Reteaching: 512 Sets C, D; 605–608 TE: 153A–156B, 168–168C, 479–479A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 605A–608B
Data and Statistics	
A Represent and analyze data.	
1 Create a frequency table and/or line plot to display measurement data.	SE: 416, 421–424, 425–428, 429–432, Reteaching: 435–436 Set B TE: 416, 421A–424B, 425A–428B, 429A–432B, Reteaching: 435–436 Set B
2 Solve problems involving addition and subtraction by using information presented in a data display.	SE: 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets B, C TE: 415-415A, 416-416C, 417A–420B, 421A–424B, 425A–428B, 429A–432B, Reteaching: 435–436 Sets B, C
3 Analyze the data in a frequency table, line plot, bar graph or picture graph.	SE: 417-420, 421–424, 425–428, 429–432, Reteaching: 435–436 Set A TE: 417A–420B, 421A–424B, 425A–428B, 429A–432B, Reteaching: 435–436 Set A

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Number Sense and Operations in Base Ten	
A Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths.	
1 Read, write and identify numbers from billions to thousandths using number names, base ten numerals and expanded form.	MDIS: F12, F15
2 Compare two numbers from billions to thousandths using the symbols $>$, $=$ or $<$, and justify the solution.	MDIS: F11, F14
3 Understand that in a multi-digit number, a digit represents $\frac{1}{10}$ times what it would represent in the place to its left.	SE: 4, 9–12, 13–16, Reteaching: 35 Sets B, C; 80, 81–84, Reteaching: 119 Set A TE: 4–4C, 9A–12B, 13A–16B, Reteaching: 35 Sets B, C; 80–80C, 81A–84B, Reteaching: 119 Set A
4 Evaluate the value of powers of 10 and understand the relationship to the place value system.	SE: 3, 5–8, Reteaching: 35 Set A; 80, 81–84, Reteaching: 119 Set A; 127–128, 129–132, Reteaching: 167 Set A; 229–232, Reteaching: 255 Set A; 267, 268, 501–504, 505–508, 509–512, Reteaching: 527–528 Sets D–F TE: 3–3A, 5A–8B, Reteaching: 35 Set A; 80–80C, 81A–84B, Reteaching: 119 Set A; 127–128A, 129A–132B, Reteaching: 167–168 Set A; 229A–232B, Reteaching: 255–256 Set A; 267–267A, 268–268C, 501A–504B, 505A–508B, 509A–512B, Reteaching: 527–528 Sets D–F
5 Round numbers from billions to thousandths place.	MDIS: F13

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<p>6 Add and subtract multi-digit whole numbers and decimals to the thousandths place, and justify the solution.</p>	<p>SE: 43–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 79, 81–84, 85–88, 89–92, 93–96, 97–100, 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, Reteaching: 167–170 Sets A–F; 227–228, 229–232, 233–236, 237–240, 241–244, 245–248, 248–252, Reteaching: 255–258 Sets A–F; 268</p> <p>TE: 43–44A, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 79–79A, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, Reteaching: 167–170 Sets A–F; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, 249A–252B, Reteaching: 255–258 Sets A–F; 268–268C</p>
<p>7 Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution.</p>	<p>SE: 80, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, Reteaching: 119–120 Sets B–G; 129–132, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, Reteaching: 167–170 Sets A, C–F; 487–488, 489–492, 493–496, 497–500, 513–516, 517–520, 521–524, 527, Reteaching: 528 Sets A, B, C, G, H</p> <p>TE: 80–80C, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, Reteaching: 119–120 Sets B–G; 129A–132B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, Reteaching: 167–170 Sets A, C–F; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A, B, C, G, H</p>

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<p>8 Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.</p> <p>(Continued)</p> <p>8 Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.</p>	<p>SE: 179, 179, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 09–212, Reteaching: 215–218 Sets A–H; 229–232, 237–240, 241–244, 245–248, 249–252, Reteaching: 255 Sets A, C–F; 487–488, 489–492, 493–496, 497–500, 513–516</p> <p>TE: , 179–179A, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, Reteaching: 215–218 Sets A–H; 229A–232B, 237A–240B, 241A–244B, 245A–248B, 249A–252B, Reteaching: 255 Sets A, C–F; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B</p>
Number Sense and Operations in Fractions	
A Understand the relationship between fractions and decimals (denominators that are factors of 100).	
1 Understand that parts of a whole can be expressed as fractions and/or decimals.	MDIS: H1, H2, H3, H4, H5, H6, H7
2 Convert decimals to fractions and fractions to decimals.	MDIS: H32, H33, H34, H35
3 Compare and order fractions and/or decimals to the thousandths place using the symbols $>$, $=$ or $<$, and justify the solution.	<p>SE: 4, 21–24, 29–32, Reteaching: 36 Sets D, F</p> <p>TE: 4–4C, 21A–24B, 29A–32B, Reteaching: 36 Sets D, F</p>
B Perform operations and solve problems with fractions and decimals.	
1 Estimate results of sums, differences and products with fractions and decimals to the thousandths.	<p>SE: 49–52, Reteaching: 71 Set B; 133–136, Reteaching: 167 Set B; 269–272, Reteaching: 319 Set</p> <p>TE: 49A–52B, Reteaching: 71 Set B; 133A–136B, Reteaching: 167 Set B; 269A–272B, Reteaching: 319 Set A</p>

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2 Justify the reasonableness of a product when multiplying with fractions.	SE: 333-336, 337-340, 345-348, 349-352, 353-356 TE: 333A-336B, 337A-340B, 345A-348B, 349A-352B, 353A-356B
a. Estimate the size of the product based on the size of the two factors.	SE: 361–364, Reteaching: 374 Set G TE: 361A–364B, Reteaching: 374 Set G
b. Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.	SE: 361–364, Reteaching: 374 Set G TE: 361A–364B, Reteaching: 374 Set G
c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	SE: 361–364, Reteaching: 374 Set G TE: 361A–364B, Reteaching: 374 Set G
d. Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.	SE: 361–364, Reteaching: 374 Set G TE: 361A–364B, Reteaching: 374 Set G
3 Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.	SE: 268, 269–272, 273–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 319–322 Sets A–G TE: 268–268C, 269A–272B, 272A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 319–322 Sets A–G

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4 Extend the concept of multiplication to multiply a fraction or whole number by a fraction.	SE: 331–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 371–372 Sets A–D TE: 331–332A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 371–372 Sets A–D
a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.	SE: 331–332, 353–356, Reteaching: 372 Set E TE: 331–332, 353A–356B, Reteaching: 371–372 Set E
b. Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.	SE: 331–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 371–372 Sets A–D TE: 331–332A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 371–372 Sets A–D
c. Calculate and interpret the product of two fractions less than one.	SE: 345–348, 349–352, Reteaching: 372 Sets C, D TE: 345A–348B, 349A–352B, Reteaching: 372 Sets C, D
5 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.	SE: 383, 401–404, 405–408, 413–416, Reteaching: 419–420 Sets C, E TE: 383–383A, 401A–404B, 405A–408B, 413A–416B, Reteaching: 419–420 Sets C, E
a. Calculate and interpret the quotient of a unit fraction by a non-zero whole number.	SE: 383, 393–396, 397–400, 405–408, 409–412, Reteaching: 419–420 Sets B–D TE: 383–383A, 393A–396B, 397A–400B, 405A–408B, 409A–412B, Reteaching: 419–420 Sets B–D

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b. Calculate and interpret the quotient of a whole number by a unit fraction.	SE: 383, 393–396, 397–400, 401–404, 405–408, 409–412, Reteaching: 419–420 Sets B–D TE: 383–383A, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 9A–412B, Reteaching: 419–420 Sets B–D
Relationships and Algebraic Thinking	
A Represent and analyze patterns and relationships.	
1 Investigate the relationship between two numeric patterns.	SE: 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching: 611–612 Sets A–D TE: 591, 592, 593A–596B, 597A–600B, 601A–604B, 605A–608B, Reteaching: 611–612 Sets A–D
a. Generate two numeric patterns given two rules.	SE: 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching: 611–612 Sets A–D TE: 591, 592, 593A–596B, 597A–600B, 601A–604B, 605A–608B, Reteaching: 611–612 Sets A–D
b. Translate two numeric patterns into two sets of ordered pairs.	SE: 597–600, 601–604, 605–608, Reteaching: 612 Set C, D TE: 597A–600B, 601A–604B, 605A–608B, Reteaching: 612 Set C, D
c. Graph numeric patterns on the Cartesian coordinate plane.	SE: 592, 601–604, 605–608, Reteaching: 612, Set D TE: 592–592C, 601A–604B, 605A–608B, Reteaching: 612, Set D

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d. Identify the relationship between two numeric patterns.	SE: 591, 592, 593-596, 597-600, 601-604, 605-608; Reteaching: 611-612 Sets A-C TE: 591-591A, 592-592C, 593A-596B, 597A-600B, 601A-604B, 605A-608B; Reteaching: 611-612 Sets A-C
2 Write a rule to describe or explain a given numeric pattern.	For related content, please see: SE: 591, 592, 593-596, 597-600, 601-604, 605-608, Reteaching: 611-612 Sets A-D TE: 591, 592, 593A-596B, 597A-600B, 601A-604B, 605A-608B, Reteaching: 611-612 Sets A-D
B Write and interpret numerical expressions.	
1 Write, evaluate and interpret numeric expressions using the order of operations.	SE: 535, 537-540, 541-544, 549-552, Reteaching: 555-556 Sets A, B, D TE: 535-535A, 537A-540B, 541A-544B, 549A-552B, Reteaching: 555-556 Sets A, B, D
2 Translate written expressions into algebraic expressions.	SE: 535, 536, 541-544, 545-548, Reteaching: 555 Set B TE: 535-535A, 536-536C, 541A-544B, 545A-548B, Reteaching: 555 Sets B
C Use the four operations to represent and solve problems.	
1 Solve and justify multi-step problems involving variables, whole numbers, fractions and decimals. (Continued) 1 Solve and justify multi-step problems involving variables, whole numbers, fractions and decimals.	SE: 65-68, 161-164, 237-240, 249-252, 269-272, 277-280, 281-284, 285-288, 293-296, 297-300, 301-304, 305-308, 309-312, 313-316, 409-412, 413-416, 469-472, 473-476, 549-552, 577-580 TE: 65A-68B, 161A-164B, 237A-240B, 249A-252B, 269A-272B, 277A-280B, 281A-284B, 285A-288B, 293A-296B, 297A-300B, 301A-304B, 305A-308B, 309A-312B, 313A-316B, 409A-412B, 413A-416B, 469A-472B, 473A-476B, 549A-552B, 577A-580B

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Geometry and Measurement	
A Classify two- and three-dimensional geometric shapes.	
1 Understand that attributes belonging to a category of figures also belong to all subcategories.	SE: 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D TE: 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 639–Reteaching: 640 Sets A–D
2 Classify figures in a hierarchy based on properties.	SE: 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets B, C, D TE: 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 639–Reteaching: 640 Sets B, C, D
3 Analyze and describe the properties of prisms and pyramids.	MDIS: I1, I11
B Understand and compute volume.	
1 Understand the concept of volume and recognize that volume is measured in cubic units.	SE: 455, 456, 457–460, 473–476, Reteaching: 479 Set A TE: 455–455A, 456–456C, 457A–460B, 473A–476B, Reteaching: 479 Set A
a. Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume.	SE: 455, 457–460, 473–476, Reteaching: 479 Set A TE: 455–455A, 457A–460B, 473A–476B, Reteaching: 479 Set A
b. Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.	SE: 461–464, Reteaching: 479–480 Set B TE: 461–464, Reteaching: 479–480 Set B
2 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths.	SE: 455, 461–464, Reteaching: 479 Set B TE: 455–455A, 461A–464B, Reteaching: 479 Set B

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C Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.	
1 Define a first quadrant Cartesian coordinate system.	SE: 563–564, 565–568, 569–572, 577–580, Reteaching: 583–584 Sets A, B, C TE: 563–564A, 565A–568B, 569A–572B, 577A–580B, Reteaching: 583–584 Sets A, B, C
a. Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin.	SE: 565–568, 569–572, Reteaching: 583 Sets A, B TE: 565A–568B, 569A–572B, Reteaching: 583 Sets A, B
b. Identify any point on the Cartesian coordinate plane by its ordered pair coordinates.	SE: 565–568, 569–572, Reteaching: 583 Sets A, B TE: 565A–568B, 569A–572B, Reteaching: 583 Sets A, B
c. Define the first number in an ordered pair as the horizontal distance from the origin.	SE: 565–568, 569–572, Reteaching: 583 Sets A, B TE: 565A–568B, 569A–572B, Reteaching: 583 Sets A, B
d. Define the second number in an ordered pair as the vertical distance from the origin.	SE: 565–568, 569–572, Reteaching: 583 Sets A, B TE: 565A–568B, 569A–572B, Reteaching: 583 Sets A, B
2 Plot and interpret points in the first quadrant of the Cartesian coordinate plane.	SE: 563–564, 569–572, 573–576, 577–580, Reteaching: 583–584 Sets B, C; 592, 601–604, Reteaching: 612 Set C TE: 563–564A, 569A–572B, 573A–576B, 577A–580B, Reteaching: 583–584 Sets B, C; 592–592C, 601A–604B, Reteaching: 612 Set C

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D Solve problems involving measurement and conversions within a measurement system.	
1 Convert measurements of capacity, length and weight within a given measurement system.	SE: 487–488, 489–492, 493–496, 497–500, 501–504, 505–508, 509–512, 513–516, 517–520, 521–524, Reteaching: 527–528 Sets A–H; 536 TE: 487–488A, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A–H; 536–536C
2 Solve multi-step problems that require measurement conversions.	SE: 487–488, 489–492, 493–496, 497–500, 501–504, 505–508, 509–512, 513–516, 517–520, 521–524, Reteaching: 528 Sets G, H; 536 TE: 487–488A, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 528 Sets G, H; 536–536C
Data and Statistics	
A Represent and analyze data.	
1 Create a line graph to represent a data set, and analyze the data to answer questions and solve problems.	SE: 569–572, 573–576, 577–580, Reteaching: 583–584 Sets B, C; 592, 601–604, 605–608, Reteaching: 612 Sets C, D TE: 569A–572B, 573A–576B, 577A–580B, Reteaching: 583–584 Sets B, C; 592–592C, 601A–604B, 605–608, Reteaching: 612 Set C
2 Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.	SE: 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C TE: 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 447–448 Sets A–C