

A Correlation of

# enVisionMATH

## Common Core

©2012



To the

# Montana Common Core Standards for Mathematical Content

## Grades K-6

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

**Introduction**

This document demonstrates how *enVisionMATH Common Core*, ©2012, aligns to the Montana Common Core Standards for Mathematical Content, Grades K-6. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

*enVisionMATH Common Core* was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent. *enVisionMATH Common Core* teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

*enVisionMATH Common Core* provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The *enVisionMATH Common Core* Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The *enVisionMATH Common Core* Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in *enVisionMATH Common Core* is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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**Table of Contents**

|                           |           |
|---------------------------|-----------|
| <b>Kindergarten .....</b> | <b>1</b>  |
| <b>Grade 1 .....</b>      | <b>8</b>  |
| <b>Grade 2 .....</b>      | <b>14</b> |
| <b>Grade 3 .....</b>      | <b>21</b> |
| <b>Grade 4 .....</b>      | <b>29</b> |
| <b>Grade 5 .....</b>      | <b>37</b> |
| <b>Grade 6 .....</b>      | <b>45</b> |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| Montana Common Core Standards<br>for Mathematical Content<br>Kindergarten   | enVisionMATH Common Core, ©2012<br>Kindergarten  |
|---|--|
| <b>Counting and Cardinality K.CC</b>  |  |
| <b>Know number names and the count sequence.</b>  |  |
| 1. Count to 100 by ones and by tens.  | <b>SE/TE:</b> Topic 6: 109-110, 113-114, 115-116, 117-118, 119-120<br><br><b>TE:</b> Topic 6: 109A, 110A-110C, 113A, 114A-114C, 115A, 116A-116C, 117A, 118A-118C, 119A, 120A-120C  |
| 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).                           | <b>SE/TE:</b> Topic 2: 37-38; Topic 4: 81-82, 83-84; Topic 5: 101-102, Topic 6: 109-110, 113-114, 119-120<br><br><b>TE:</b> Topic 4: 81A, 82A-82C, 83A, 84A-84C; Topic 5: 101A, 102A-102C; Topic 6: 109A, 110A-110C, 113A, 114A-114C, 119A, 120A-120C  |
| 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | <b>SE/TE:</b> Topic 1: 7-8, 13-14; Topic 2: 29-30, 31-32, 49-50, 53-54, 57-58; Topic 5: 93-94, 95-96, 97-98, 99-100<br><br><b>TE:</b> Topic 1: 7A, 8A-8C, 13A, 14A-14C; Topic 2: 29A, 30A-30C, 31A, 32A-32C, 49A, 50A-50C, 53A, 54A-54C, 57A, 58A-58C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C   |
| <b>Count to tell the number of objects.</b>   |  |
| 4. Understand the relationship between numbers and quantities; connect counting to cardinality.                                       | <b>SE/TE:</b> Topic 1: 5-6, 7-8, 9-10, 11-12 13-14, 15-16; Topic 2: 31-32, 35-36, 37-38, 39-40; Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56 57-58, 59-60; Topic 4: 81-82; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 109-110, 113-114<br><br><b>TE:</b> Topic 1: 5A, 6A-6C, 7A, 8A-8C, 9A, 10A-10C, 13A, 14A-14C; Topic 2: 31A, 32A-32C, 35A, 36A-36B, 37A, 38A-38C, 39A, 40A-40C; Topic 3: 49A, 50A-50C, 53A, 54A-54C, 57A, 58A-58C, 59A, 60A-60C; Topic 4: 81A, 82A-82C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C; Topic 6: 109A, 110A-110C, 113A, 114A-114C |

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| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Kindergarten</b>  | <b>enVisionMATH Common Core, ©2012<br/>Kindergarten</b>  |
|---|--|
| a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object from a variety of cultural contexts, including those of Montana American Indians.   | For related content, please see:<br><b>SE/TE:</b> Topic 1: 3-4, 9-10; Topic 2: 37-38; Topic 3: 59-60<br><br><b>TE:</b> Topic 1: 3A, 4A-4C, 9A, 10A-10C; Topic 2: 37A, 38A-38C; Topic 3: 59A, 60A-60C   |
| b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  | <b>SE/TE:</b> Topic 1: 5-6, 11-12, 15-16; Topic 2: 39-40; Topic 3: 47-48, 51-52, 55-56, 59-60; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 109-110<br><br><b>TE:</b> Topic 1: 5A, 6A-6C, 11A, 12A-12C; Topic 2: 39A, 40A-40C; Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C, 59A, 60A-60C; Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C; Topic 6: 109A, 110A-110C  |
| c. Understand that each successive number name refers to a quantity that is one larger.   | <b>SE/TE:</b> Topic 2: 35-36, 37-38, 39-40; Topic 3: 59-60; Topic 4: 81-82; Topic 6: 113-114<br><br><b>TE:</b> Topic 2: 35A, 36A-36C, 37A, 38A-38C, 39A, 40A-40C; Topic 3: 59A, 60A-60C; Topic 4: 81A, 82A-82C; Topic 6: 113A, 114A-114C   |
| 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects from a variety of cultural contexts, including those of Montana American Indians. | For related content, please see:<br><b>SE/TE:</b> Topic 1: 5-6, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 31-32; Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56, 57-58; Topic 6: 111-112<br><br><b>TE:</b> Topic 1: 5A, 6A-6C, 7A, 8A-8C, 9A, 10A-10C, 11A, 12A-12C, 13A, 14A-14C, 15A, 16A-16C; Topic 2: 31A, 32A-32C; Topic 3: 47A, 48A-48C, 49A, 50A-50C, 51A, 52A-52C, 53A, 54A-54C, 55A, 56A-56C, 57A, 58A-58C; Topic 6: 111A, 112A-112C |

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|---|--|
| <b>Compare numbers.</b>   |  |
| 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)                                     | <p><b>SE/TE:</b> Topic 2: 23-24, 25-26, 27-28, 33-34, 39-40; Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80</p> <p><b>TE:</b> Topic 2: 23A, 24A-24C, 25A, 26A-26C, 27A, 28A-28C, 33A, 34A-34C, 39A, 40A-40C; Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C</p>   |
| 7. Compare two numbers between 1 and 10 presented as written numerals.  | <p><b>SE/TE:</b> Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86</p> <p><b>TE:</b> Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C, 85A, 86A-86C</p>   |
| <b>Operations and Algebraic Thinking K.OA</b>   |  |
| <b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>   |  |
| 1. Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | <p><b>SE/TE:</b> Topic 4: 73-74, 75-76, 77-78, 79-80; Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p><b>TE:</b> Topic 4: 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C; Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C, 161A, 162A-162C</p> |

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|---|---|
| <p>2. Solve addition and subtraction word problems from a variety of cultural contexts, including those of Montana American Indians, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>       | <p>For related content, please see:<br/> <b>SE/TE:</b> Topic 7: 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 160-161, 161-162</p> <p><b>TE:</b> Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 160A-160C, 161A, 162A-162C</p> |
| <p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> | <p><b>SE/TE:</b> Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 183-184</p> <p><b>TE:</b> Topic 9: 169A, 170A-170C, 171A, 172A-172C, 173A, 174A-174C, 175A, 176A-176C, 177A, 178A-178C, 179A, 180A-180C, 183A, 184A-184C</p>  |
| <p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>   | <p><b>SE/TE:</b> Topic 9: 181-182, 183-184</p> <p><b>TE:</b> Topic 9: 181A, 182A-182C, 184A-184C</p>  |
| <p>5. Fluently add and subtract within 5.</p>   | <p><b>SE/TE:</b> Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160</p> <p><b>TE:</b> Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C; Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C</p>  |

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|--|---|
| <b>Number and Operations in Base Ten K.NBT</b>   |   |
| <b>Work with numbers 11-19 to gain foundations for place value.</b>  |   |
| 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | <b>SE/TE:</b> Topic 10: 193-194, 195-196, 197-198, 199-200; Topic 11: 207-208, 209-210, 211-212, 213-214, 215-216<br><br><b>TE:</b> Topic 10: 193A, 194A-194C, 195A, 196A-196C, 197A, 198A-198C, 199A, 200A-200C; Topic 11: 207A, 208A-208C, 209A, 210A-210C, 211A, 212A-212C, 213A, 214A-214C, 215A, 216A-216C         |
| <b>Measurement and Data K.MD</b>   |   |
| <b>Describe and compare measurable attributes.</b>   |   |
| 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.   | <b>SE/TE:</b> Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238<br><br><b>TE:</b> Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C, 237A, 238A-238C   |
| 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>  | <b>SE/TE:</b> Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236<br><br><b>TE:</b> Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C   |
| <b>Classify objects and count the number of objects in each category.</b>  |   |
| 3. Classify objects from a variety of cultural contexts, including those of Montana American Indians, into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10)  | For related content, please see:<br><b>SE/TE:</b> Topic 9: 185-186; Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258<br><br><b>TE:</b> Topic 9: 185A, 186A-186C; Topic 13: 245A, 246A-246C, 247A, 248A-248C, 249A, 250A-250C, 251A, 252A-252C, 253A, 254A-254C, 255A, 256A-256C, 257A, 258A-258C |



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|---|---|
| <b>Geometry K.G</b>   |   |
| <b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>  |   |
| 1. Describe objects, including those of Montana American Indians, in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .                                | For related content, please see:<br><b>SE/TE:</b> Topic 13: 253-254; Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 277-278; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296<br><br><b>TE:</b> Topic 13: 253A, 254A-254C; Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 271A, 272A-272C, 273A, 274A-274C, 277A, 278A-278C; Topic 15: 287A, 288A-288C, 289A, 290A-290C, 291A, 292A-292C, 293A, 294A-294C, 295A, 296A-296C |
| 2. Correctly name shapes regardless of their orientations or overall size.  | <b>SE/TE:</b> Topic 14: 265-266, 267-268, 269-270, 273-274, 277-278; Topic 16: 303-304, 309-310, 311-313<br><br><b>TE:</b> Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 273A, 274A-274C, 277A, 278A-278C; Topic 16: 303A, 304A-304C, 309A, 310A-310C, 311A, 313A-313C   |
| 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").  | <b>SE/TE:</b> Topic 14: 275-276, 277-278, 282; Topic 16: 311-312, 313-314, 315-317<br><br><b>TE:</b> Topic 14: 275A, 276A-276C; 277A, 278A-278C; Topic 16: 311A, 312A-312C, 315A, 317A-317C   |
| <b>Analyze, compare, create, and compose shapes.</b>  |   |
| 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). | <b>SE/TE:</b> Topic 14: 275-276; Topic 16: 303-304, 305-306, 307-308, 311-312, 313-314<br><br><b>TE:</b> Topic 14: 275A, 276A-276C; Topic 16: 303A, 304A-304C, 305A, 306A-306C, 307A, 308A-308C, 311A, 312A-312C  |

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|--|---|
| <p>5. Model shapes in the world from a variety of cultural contexts, including those of Montana American Indians, by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> | <p>For related content, please see:<br/> <b>SE/TE:</b> Topic 14: 271-272; Topic 16: 303-304, 309-310<br/><br/> <b>TE:</b> Topic 14: 271A, 272A-272C; Topic 16: 303A, 304A-304C, 309A, 310A-310C</p> |
| <p>6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>  | <p><b>SE/TE:</b> Topic 16: 305-306, 309-310<br/><br/> <b>TE:</b> Topic 16: 305A, 306A-306C, 309A, 310A-310C</p>   |

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|---|---|
| <b>Operations and Algebraic Thinking 1.OA</b>   |   |
| <b>Represent and solve problems involving addition and subtraction.</b>   |   |
| 1. Use addition and subtraction within 20 to solve word problems within a cultural context, including those of Montana American Indians, involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem | For related content, please see:<br><b>SE/TE:</b> Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 31-34; Topic 2: 53-56, 57-60, 61-64, 65-68, 69-72, 81-84; Topic 4: 137-140, 153-156; Topic 5: 163-166, 167-170, 171-174, 175-178; Topic 6: 205-208, 209-212, 229-232<br><br><b>TE:</b> Topic 1: 3A, 6A-6B, 7A, 10A-10B, 11A, 14A-14B, 15A, 18A-18B, 19A, 22A-22B, 23A, 26A-26B, 31A, 34A-34B; Topic 2: 53A, 56A-56B, 57A, 60A-60B, 61A, 64A-64B, 65A, 68A-68B, 69A, 72A-72B, 81A, 84A-84B; Topic 4: 137A, 140A-140B, 153A, 156A-156B; Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 175A, 178A-178B; Topic 6: 205A, 208A-208C, 209A, 212A-212B, 229A, 232A-232B |
| 2. Solve word problems within a cultural context, including those of Montana American Indians, that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  | For related content, please see:<br><b>SE/TE:</b> Topic 5: 191-194, 195-198, 199-200<br><br><b>TE:</b> Topic 5: 191A, 194A-194B, 195A, 198A-198B  |
| <b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>   |   |
| 3. Apply properties of operations as strategies to add and subtract. <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i>             | <b>SE/TE:</b> Topic 1: 27-30; Topic 4: 117-120; Topic 5: 179-182, 183-186, 187-190, 191-194, 195-198<br><br><b>TE:</b> Topic 1: 27A, 30A-30B; Topic 4: 117A, 120A-120B; Topic 5: 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B  |
| 4. Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i>   | <b>SE/TE:</b> Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72; Topic 3: 103-106; Topic 4: 141-144, 145-148, 149-152; Topic 6: 213-216, 217-220, 221-224, 225-228<br><br><b>TE:</b> Topic 2: 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B, 65A, 68A-68B, 69A, 72A-72B; Topic 3: 103A, 106A-106B; Topic 4: 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B; Topic 6: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B  |

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|--|---|
| <b>Add and subtract within 20.</b>   |   |
| 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  | <b>SE/TE:</b> Topic 3: 91-94, 95-98, 111-112; Topic 4: 117-120, 137-140, 157-158<br><br><b>TE:</b> Topic 3: 91A, 94A-94B, 95A, 98A-98B; Topic 4: 117A, 120A-120B, 137A, 140A-140B   |
| 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ). | <b>SE/TE:</b> Topic 2: 41-44, 45-48, 49-52, 53-56, 61-64, 65-68, 69-72, 73-76; Topic 3: 99-102, 103-106, 107-110, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 145-148, 149-152, 153-156; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190; Topic 6: 205-208, 209-212, 213-216, 217-220, 221-224, 225-228<br><br><b>TE:</b> Topic 2: 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 61A, 64A-64B, 65A, 68A-68B, 69A, 72A-72B, 73A, 76A-76B; Topic 3: 99A, 102A-102B, 103A, 106A-106B, 107A, 110A-110B, 117A, 120A-120B, 121A, 124A-124B, 125A, 128A-128B, 129A, 132A-132B, 133A, 136A-136B, 137A, 142A-140B, 145A, 148A-148B, 149A, 152A-152B, 153A, 156A-156B; Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B; Topic 6: 205A, 208A-208B, 209A, 212A-212B, 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B |
| <b>Work with addition and subtraction equations.</b>   |   |
| 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .  | <b>SE/TE:</b> Topic 1: 19-22, 31-34, 35-36; Topic 2: 77-80, 86; Topic 4: 117-120, 157-158<br><br><b>TE:</b> Topic 1: 19A, 22A-22B, 31A, 34A-34B; Topic 2: 77A, 80A-80B; Topic 4: 117A, 120A-120B  |

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|---|---|
| 8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i> | <p><b>SE/TE:</b> Topic 1: 19-22; Topic 2: 61-64, 77-80; Topic 3: 103-106; Topic 4: 121-124, 125-128, 129-132, 133-136, 141-144, 145-148, 149-152; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190; Topic 6: 205-208, 209-212, 217-220, 221-224, 225-228</p> <p><b>TE:</b> Topic 1: 19A, 22A-22B; Topic 2: 61A, 64A-64B, 77A, 80A-80B; Topic 3: 103A, 106A-106B; Topic 4: 121A, 124A-124B, 125A, 128A-128B, 129A, 132A-132B, 133A, 136A-136B, 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B; Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B; Topic 6: 205A, 208A-208B, 209A, 212A-212B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B</p> |
| <b>Number and Operations in Base Ten 1.NBT</b>  |   |
| <b>Extend the counting sequence.</b>  |   |
| 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.   | <p><b>SE/TE:</b> Topic 7: 243-246, 251-254, 255-258, 259-262, 263-264; Topic 9: 315-318</p> <p><b>TE:</b> Topic 7: 243A, 246A-246B, 251A, 254A-254B, 255A, 258A-258B, 259A, 262A-262B; Topic 9: 315A, 318A-318B</p>   |
| <b>Understand place value.</b>  |   |
| 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  | <p><b>SE/TE:</b> Topic 7: 243-246, 269-272, 273-276, 277-280, 281-284, 285-288, 289-292, 303-306</p> <p><b>TE:</b> Topic 7: 243A, 246A-246B, 269A, 272A-272B, 273A, 276A-276B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B, 303A, 306A-306B</p>  |
| a. 10 can be thought of as a bundle of ten ones — called a “ten.”   | <p><b>SE/TE:</b> Topic 7: 239-242, 255-258; Topic 8: 269-272, 277-280, 281-284, 285-288, 289-292</p> <p><b>TE:</b> Topic 7: 239A, 242A-242B, 255A, 258A-258B; Topic 8: 269A, 272A-272B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B</p>  |

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|---|---|
| b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  | <b>SE/TE:</b> Topic 7: 239-242, 263<br><br><b>TE:</b> Topic 7: 237D, 239A, 242A-242B, 243A  |
| c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).   | <b>SE/TE:</b> Topic 7: 247-250; Topic 8: 273-276, 277-280, 285-288, 289-292<br><br><b>TE:</b> Topic 7: 247A, 250A-250B; Topic 8: 273A, 276A-276B, 277A, 280A-280B, 285A, 288A-288B, 289A, 292A-292B   |
| 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .   | <b>SE/TE:</b> Topic 9: 307-310, 311-314, 319-320<br><br><b>TE:</b> Topic 9: 307A, 310A-310B, 311A, 314A-314B  |
| <b>Use place value understanding and properties of operations to add and subtract.</b>  |   |
| 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | <b>SE/TE:</b> Topic 9: 299-302, 303-306; Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344, 345-348<br><br><b>TE:</b> Topic 9: 299A, 302A-302B, 303A, 306A-306B; Topic 10: 325A, 328A-328B, 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B, 341A, 344A-344B, 345A, 348A-348B |
| 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.   | <b>SE/TE:</b> Topic 9: 299-302; Topic 10: 329-332, 333-336, 337-340; Topic 11: 359-362, 367-370<br><br><b>TE:</b> Topic 9: 299A, 302A-302B; Topic 10: 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B; Topic 11: 359A, 362A-362B, 367A, 370A-370B                                 |

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|--|--|
| 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  | <b>SE/TE:</b> Topic 11: 355-358, 359-362, 363-366, 367-370, 371-374, 375-378<br><br><b>TE:</b> Topic 11: 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B, 371A, 374A-374B, 375A, 378A-378B                          |
| <b>Measurement and Data 1.MD</b>   |  |
| <b>Measure lengths indirectly and by iterating length units.</b>   |  |
| 1. Order three objects from a variety of cultural contexts, including those of Montana American Indians, by length; compare the lengths of two objects indirectly by using a third object.   | For related content, please see:<br><b>SE/TE:</b> Topic 12: 385-388, 389-392, 409-410<br><br><b>TE:</b> Topic 12: 385A, 388A-388B, 389A, 392A-392B   |
| 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> | <b>SE/TE:</b> Topic 12: 393-396, 397-400, 401-404, 405-408<br><br><b>TE:</b> Topic 12: 393A, 396A-396B, 397A, 400A-400B, 401A, 404A-404B, 405A, 408A-408B  |
| <b>Tell and write time.</b>  |  |
| 3. Tell and write time in hours and half-hours using analog and digital clocks.  | <b>SE/TE:</b> Topic 13: 415-418, 419-422, 423-426, 427-430<br><br><b>TE:</b> Topic 13: 415A, 418A-418B, 419A, 422A-422B, 423A, 426A-426B, 427A, 430A-430B  |
| <b>Represent and interpret data.</b>   |  |
| 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  | <b>SE/TE:</b> Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464<br><br><b>TE:</b> Topic 14: 437A, 440A-440B, 441A, 444A-444B, 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B, 461A, 464A-464 |

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|--|--|
| <b>Geometry 1.G</b>  |  |
| <b>Reason with shapes and their attributes.</b>  |  |
| <p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>  | <p><b>SE/TE:</b> Topic 15: 471-474, 479-482, 491-494, 495-498, 499-502, 507-510</p> <p><b>TE:</b> Topic 15: 471A, 474A-474B, 479A, 482A-482B, 491A, 494A-494B, 495A, 498A-498B, 499A, 502A-502B, 507A, 510A-510B</p> |
| <p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism".)</p> | <p><b>SE/TE:</b> Topic 15: 475-478, 483-486, 487-490, 503-506</p> <p><b>TE:</b> Topic 15: 475A, 478A-478B, 483A, 486A-486B, 487A, 490A-490B, 503A, 506A-506B</p>   |
| <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>       | <p><b>SE/TE:</b> Topic 16: 517-520, 521-524, 525-528, 529-532</p> <p><b>TE:</b> Topic 16: 517A, 520A-520B, 521A, 524A-524B, 525A, 528A-528B, 529A, 532A-532B</p>   |



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| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 2</b>   | <b>enVisionMATH Common Core, ©2012<br/>Grade 2</b>  |
|---|---|
| <b>Operations and Algebraic Thinking 2.OA</b>   |   |
| <b>Represent and solve problems involving addition and subtraction.</b>   |   |
| 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations within a cultural context, including those of Montana American Indians, of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | For related content, please see:<br><b>SE/TE:</b> Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64; Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90, 91-94; Topic 4: 113-116; Topic 5: 147-150; Topic 6: 173-176; Topic 7: 199-202; Topic 8: 245-247; Topic 9: 287-290<br><br><b>TE:</b> Topic 1: 3A, 6A-6B, 7A, 10A-10B, 11A, 14A-14B, 15A, 18A-18B, 19A, 22A-22B, 23A, 26A-26B, 27A, 30A-30B; Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 61A, 64A-64B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B, 91A, 94A-94B; Topic 4: 113A, 116A-116B; Topic 5: 147A, 150A-150B; Topic 6: 173A, 176A-176B; Topic 7: 199A, 202A-202B; Topic 8: 245A, 248A-248B; Topic 9: 287A, 290A-290B |
| <b>Add and subtract within 20.</b>  |   |
| 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.  | <b>SE/TE:</b> Topic 2: 37-40, 41-44, 45-48, 57-60; Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90<br><br><b>TE:</b> Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 57A, 60A-60B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B  |
| <b>Work with equal groups of objects to gain foundations for multiplication.</b>  |   |
| 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  | <b>SE/TE:</b> Topic 5: 143-147, 149, 152<br><br><b>TE:</b> Topic 5: 143A, 146A-146B   |
| 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.   | <b>SE/TE:</b> Topic 4: 101-104, 105-108, 109-112, 113-116<br><br><b>TE:</b> Topic 4: 101A, 104A-104B, 105A, 108A-108B, 109A, 112A-112B, 113A, 116A-116B   |

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|--|---|
| <b>Number and Operations in Base Ten 2.NBT</b>   |   |
| <b>Understand place value.</b>   |   |
| 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: | <b>SE/TE:</b> Topic 5: 123-126, 127-130, 151; Topic 10: 297-300, 301-304, 305-308, 333<br><br><b>TE:</b> Topic 5: 121A, 121B, 121C, 121D, 123A, 126A-126B, 127A, 130A-130B; Topic 10: 297A, 300A, 300B, 305A, 308A, 308B                          |
| a. 100 can be thought of as a bundle of ten tens — called a “hundred.”   | <b>SE/TE:</b> Topic 5: 123-126, 151; Topic 10: 297-300, 305-308<br><br><b>TE:</b> Topic 5: 123A, 126A-126B; Topic 10: 297A, 300A, 300B, 305A, 308A, 308B  |
| b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).  | <b>SE/TE:</b> Topic 10: 297-300, 305-308<br><br><b>TE:</b> Topic 10: 297A, 300A, 300B, 305A, 308A, 308B   |
| 2. Count within 1000; skip-count by 5s, 10s, and 100s.   | <b>SE/TE:</b> Topic 5: 135-138; Topic 6: 177-180; Topic 10: 297-300, 313-316, 317-320, 329-332<br><br><b>TE:</b> Topic 5: 135A, 138A-138B; Topic 6: 177A, 180A-180B; Topic 10: 297A, 300A-300B, 313A, 316A-316B, 317A, 320A-320B, 329A, 332A-332B |
| 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  | <b>SE/TE:</b> Topic 5: 123-126, 127-130, 151; Topic 10: 301-304, 305-308, 333<br><br><b>TE:</b> Topic 5: 123A, 126A-126B, 127A, 130A-130B; Topic 10: 301A, 304A-304B, 305A, 308A-308B   |
| 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.                                   | <b>SE/TE:</b> Topic 5: 131-134, 154; Topic 10: 321-324, 325-328, 329-332, 335<br><br><b>TE:</b> Topic 5: 131A, 134A-134B; Topic 10: 321A, 324A-324B, 325A, 328A-328B, 329A, 332A-332B   |

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|--|--|
| <b>Use place value understanding and properties of operations to add and subtract.</b>   |  |
| 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | <p><b>SE/TE:</b> Topic 1: 23-26; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90; Topic 5: 139-142, 147-150; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202, 203-206; Topic 8: 213-216, 217-220, 221-224, 226-228, 229-232, 237-240, 241-244, 245-248; Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290; Topic 14: 445-448, 449-452, 453-456</p> <p><b>TE:</b> Topic 1: 23A, 26A-26B; Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B; Topic 5: 139A, 142A-142B, 147A, 150A-150B; Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B; Topic 7: 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B, 199A, 202A-202B, 203A, 206A-206B; Topic 8: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 2237A, 240A-240B, 241A, 244A-244B; Topic 9: 259A, 262A-262B, 263A, 266A-266B, 267A, 270A-270B, 271A, 274A-274B, 275A, 278A-278B, 279A, 282A-282B, 283A, 286A-286B, 2867A, 290A-290B; Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B</p> |
| 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.  | <p><b>SE/TE:</b> Topic 5: 139-142; Topic 8: 226-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 275-278, 283-286</p> <p><b>TE:</b> Topic 5: 139A, 142A-142B; Topic 8: 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B; Topic 9: 275A, 278A-278B, 283A, 286A-286B</p>   |

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|--|--|
| <p>7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> | <p><b>SE/TE:</b> Topic 7: 203-206; Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370, 371-374</p> <p><b>TE:</b> Topic 7: 203A, 206A-206B; Topic 11: 339A, 342A-342B, 343A, 346A-346B, 347A, 350A-350B, 351A, 354A-354B, 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B, 371A, 374A-374B</p>   |
| <p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>   | <p><b>SE/TE:</b> Topic 6: 157-160, 161-164, 165-168, 173-176; Topic 7: 187-190, 199-202; Topic 10: 309-312, 313-316; Topic 11: 339-342, 343-346, 359-362</p> <p><b>TE:</b> Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 173A, 176A-176B; Topic 7: 187A, 190A-190B, 199A, 202A-202B; Topic 10: 309A, 312A-312B, 313A, 316A-316B; Topic 11: 339A, 342A-342B, 343A, 346A-346B, 359A, 362A-362B</p> |

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| <p align="center"><b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 2</b></p>   | <p align="center"><b>enVisionMATH Common Core, ©2012<br/>Grade 2</b></p>  |
|---|---|
| <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p> | <p><b>SE/TE:</b> Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86; Topic 5: 143-146; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202; Topic 8: 213-216, 217-220, 221-224, 226-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286; Topic 11: 339-342, 343-346, 347-350, 351-354, 359-362, 363-366, 367-370; Topic 14: 445-448, 449-452, 453-456</p> <p><b>TE:</b> Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B; Topic 5: 143A, 146A-146B; Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B; Topic 7: 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B, 199A, 202A-202B; Topic 8: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B; Topic 9: 259A, 262A-262B, 263A, 266A-266B, 267A, 270B, 271A, 274A-274B, 275A, 278A-278B, 279A, 282A-282B, 283A, 286A-286B; Topic 11: 339A, 342A-342B, 343A, 346A-346B, 347A, 350A-350B, 351A, 354A-354B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B; Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B</p> |
| <p><b>Measurement and Data 2.MD</b></p>   |   |
| <p><b>Measure and estimate lengths in standard units.</b></p>   |   |
| <p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>                           | <p><b>SE/TE:</b> Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502</p> <p><b>TE:</b> Topic 15: 467A, 470A, 470B, 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B</p>   |

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| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 2</b>   | <b>enVisionMATH Common Core, ©2012<br/>Grade 2</b>  |
|---|---|
| 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.  | <b>SE/TE:</b> Topic 15: 487-490<br><b>TE:</b> Topic 15: 487A, 490A-490B   |
| 3. Estimate lengths using units of inches, feet, centimeters, and meters.   | <b>SE/TE:</b> Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502<br><br><b>TE:</b> Topic 15: 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B |
| 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  | <b>SE/TE:</b> Topic 15: 495-498, 504<br><b>TE:</b> Topic 15: 495A, 498A-498B  |
| <b>Relate addition and subtraction to length.</b>   |   |
| 5. Use addition and subtraction within 100 to solve word problems within a cultural context, including those of Montana American Indians, involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | For related content, please see:<br><b>SE/TE:</b> Topic 15: 491-494, 499-502<br><br><b>TE:</b> Topic 15: 491A, 494A-494B, 499A, 502A-502B   |
| 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.  | <b>SE/TE:</b> Topic 8: 233-236, 250; Topic 9: 275-278, 292<br><br><b>TE:</b> Topic 8: 233A, 236A-236B; Topic 9: 275A, 278A-278B   |
| <b>Work with time and money.</b>  |   |
| 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  | <b>SE/TE:</b> Topic 16: 509-512, 513-516, 533<br><br><b>TE:</b> Topic 16: 509A, 512A-512B, 513A, 516A-516B  |

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|---|---|
| 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>  | <b>SE/TE:</b> Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438; Topic 14: 445-448, 449-452, 453-456, 457-460<br><br><b>TE:</b> Topic 13: 419A, 422A-422B, 423a, 426A-426B, 427A, 430A-430B, 431A, 434A-434B, 435A, 438A-438B; Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B |
| <b>Represent and interpret data.</b>  |   |
| 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.   | <b>SE/TE:</b> Topic 16: 521-524, 534<br><br><b>TE:</b> Topic 16: 521, 524A-524B   |
| 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set from a variety of cultural contexts, including those of Montana American Indians, with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | For related content, please see:<br><b>SE/TE:</b> Topic 16: 517-520, 525-528, 529-532, 534<br><br><b>TE:</b> Topic 16: 517A, 520A-520B, 525A, 528A-528B, 529A, 532A-532B  |
| <b>Geometry 2.G</b>   |   |
| <b>Reason with shapes and their attributes.</b>   |   |
| 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  | <b>SE/TE:</b> Topic 16: 521-524, 534<br><br><b>TE:</b> Topic 16: 521, 524A-524B   |
| 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.   | <b>SE/TE:</b> Topic 16: 517-520, 525-528, 529-532, 534<br><br><b>TE:</b> Topic 16: 517A, 520A-520B, 525A, 528A-528B, 529A, 532A-532B  |
| 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.       | <b>SE/TE:</b> Topic 16: 521-524, 534<br><br><b>TE:</b> Topic 16: 521, 524A-524B   |

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| Montana Common Core Standards<br>for Mathematical Content<br>Grade 3   | enVisionMATH Common Core, ©2012<br>Grade 3  |
|--|---|
| <b>Operations and Algebraic Thinking 3.OA</b>  |   |
| <b>Represent and solve problems involving multiplication and division.</b>   |   |
| 1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i>  | <b>SE/TE:</b> Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109<br><br><b>TE:</b> Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B 107A-107B, 108A-108B-109  |
| 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i> | <b>SE/TE:</b> Topic 7: 172-173, 174-175<br><br><b>TE:</b> Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B   |
| 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  | <b>SE/TE:</b> Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129, 132-133; Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 156-157, 158-159, 160-163; Topic 7: 172-173, 174-175, 180-181, 182-183; Topic 8: 192-193, 194-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-213; Topic 9: 236-237<br><br><b>TE:</b> Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B; Topic 5: 118S-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; Topic 6: 142A-142B, 143A-143B, 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B 157A-157B, 158A-158A, 159A-159B, 160A-160B, 163A-163B; Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-201B, 213A-213B; Topic 9: 236A-236B, 237A-237B |



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|---|---|
| 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i>   | <b>SE/TE:</b> Topic 7: 172-173, 174-175, 176-177, 178-179, 180-181, 182-183; Topic 8: 192-193, 194-197, 202-203, 204-205, 206-207, 208-209<br><br><b>TE:</b> Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B |
| <b>Understand properties of multiplication and the relationship between multiplication and division.</b>  |   |
| 5. Apply properties of operations as strategies to multiply and divide. <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i> | <b>SE/TE:</b> Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 6: 142-143, 146-147, 154-155; Topic 8: 206-207<br><br><b>TE:</b> Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B; Topic 6: 142A-142B, 143A-143B, 146A-146B, 147A-147B, 154A-154B, 155A-155B; Topic 8: 206A-206B, 207A-207B  |
| 6. Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i>  | <b>SE/TE:</b> Topic 7: 176-177, 178-179, 182-183<br><br><b>TE:</b> Topic 7: 176A-176B, 177A-177B, 178A-178B, 179A-179B, 182A-182B, 183A-183B  |
| <b>Multiply and divide within 100.</b>  |   |
| 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.   | <b>SE/TE:</b> Topic 5: 122-123; Topic 8: 192-193, 194-197, 198-199, 200-201, 208-209<br><br><b>TE:</b> Topic 5: 122A-122B, 123A-123B; Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 208A-208B, 209A-209B   |

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|--|---|
| <b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b>  |   |
| 8. Solve two-step word problems using the four operations within cultural contexts, including those of Montana American Indians. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | For related content, please see:<br><b>SE/TE:</b> Topic 2: 46-49, 50-53, 56-57; Topic 3: 72-73, 74-75, 76-77, 80-81, 82-85, 88-91; Topic 5: 122-123, 124-125, 126-127, 128-129, 132-133; Topic 6: 144-145, 146-147, 148-151, 152-153, 156-157; Topic 8: 202-203<br><br><b>TE:</b> Topic 2: 46A-46B, 49A-49B, 50A-50B, 53A--53B, 56A-56B, 57A--57B; Topic 3: 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 88A-88B, 91A-91B; Topic 5: 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B, 157A-157B; Topic 8: 202A-202B, 203A-203B |
| 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>                                      | <b>SE/TE:</b> Topic 2: 32-33; Topic 4: 108-109; Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129<br><br><b>TE:</b> Topic 2: 32A-32B, 33A-33B; Topic 4: 108A-108B, 109A-109B; Topic 5: 118A-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B  |
| <b>Number and Operations in Base Ten 3.NBT</b>   |   |
| <b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>   |   |
| 1. Use place value understanding to round whole numbers to the nearest 10 or 100.  | <b>SE/TE:</b> Topic 1: 10-11, 12-13, 14-15, 16-19, 20-21; Topic 2: 42-45, 46-49, 50-53; Topic 3: 72-73, 82-85; Topic 6: 156-157; Topic 8: 210-213<br><br><b>TE:</b> Topic 1: 10A-10B, 11A-11B, 12A-12B, 13A-13B, 14A-14B, 15A-15B, 16A-16B, 19A-19B, 20A-20B, 21A-21B; Topic 2: 42A-42B, 45A-45B, 46A-46B, 49A-49B, 50A-50B, 53A-53B; Topic 3: 72A-72B, 73A-73B, 82A-82B, 85A-85B; Topic 6: 156A-156B, 157A-157B; Topic 8: 210A-210B, 213A-213B   |

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|--|---|
| 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.   | <p><b>SE/TE:</b> Topic 1: 10-11, 22-23; Topic 2: 32-33, 34-35, 36-39, 40-41, 46-49, 50-53, 54-55, 56-57; Topic 3: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 86-87, 88-91; Topic 6: 156-157</p> <p><b>TE:</b> Topic 1: 10A-10B, 11A-11B, 22A-22B, 23A-23B; Topic 2: 32A-32B, 33A-33B, 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 49A-49B, 50A-50B, 53A-53B, 54A-54B, 55A-55B, 56A-56B, 57A-57B; Topic 3: 66A-66B, 67A-67B, 68A-68B, 71A-71B, 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 86A-86B, 87A-87B, 88A-88B, 91A-91B; Topic 6: 156A-156B, 157A-157B</p> |
| 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.   | <p><b>SE/TE:</b> Topic 5: 118-121, 128-129, 130-131</p> <p><b>TE:</b> Topic 5: 118A-118B, 121A-121B, 128A-128B, 129A-129B, 130A-130B, 131A-131B</p>   |
| <b>Number and Operations—Fractions 5 3.NF</b>  |   |
| <b>Develop understanding of fractions as numbers.</b>  |   |
| 1. Understand a fraction $1/b$ as the quantity formed by 1 part when $a$ whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .  | <p><b>SE/TE:</b> Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p><b>TE:</b> Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 227A-227B, 228A-228B, 229A-229B</p>  |
| 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.   | <p><b>SE/TE:</b> Topic 9: 230-231; Topic 10: 264-265</p> <p><b>TE:</b> Topic 9: 230A-230B, 231A-231B; Topic 10: 264A-264B, 265A-265B</p>  |
| a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. | <p><b>SE/TE:</b> Topic 9: 230-231, 232-233</p> <p><b>TE:</b> Topic 9: 230A-230B, 231A-231B, 232A-232B, 233A-233B</p>  |
| b. Represent a fraction $a/b$ on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.  | <p><b>SE/TE:</b> Topic 9: 230-231, 234-235</p> <p><b>TE:</b> Topic 9: 230A-230B, 231A-231B, 234A-234B, 235A-235B</p>  |

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|--|--|
| 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.   | <b>SE/TE:</b> Topic 10: 262-263<br><b>TE:</b> Topic 10: 262A-262B, 263A-263B   |
| a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.   | <b>SE/TE:</b> Topic 10: 246-247, 248-249, 252-253, 254-257, 258-259<br><b>TE:</b> Topic 10: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 252A-252B, 253A-253B, 254A-254B, 257A-257B, 258A-258B, 259A-259B |
| b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.   | <b>SE/TE:</b> Topic 10: 254-257, 258-259<br><b>TE:</b> Topic 10: 254A-254B, 257A-257B, 258A-258B, 259A-259B  |
| c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i>   | <b>SE/TE:</b> Topic 10: 258-259, 260-261<br><b>TE:</b> Topic 10: 258A-258B, 259A-259B, 260A-260B, 261A-261B  |
| d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. | <b>SE/TE:</b> Topic 10: 246-247, 248-249, 250-251, 252-253<br><b>TE:</b> Topic 10: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 250A-250B, 251A-251B, 252A-252B, 253A-253B                                |
| <b>Measurement and Data 3.MD</b>   |  |
| <b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>  |  |
| 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.   | <b>SE/TE:</b> Topic 12: 304-307, 308-309, 310-311, 312-313, 314-315<br><b>TE:</b> Topic 12: 304A-304B, 307A-307B, 308A-308B, 309A-309B, 310A-310B, 311A-311B, 312A-312B, 313A-313B, 314A-314B, 315A-315B |

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|---|---|
| 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.  | <b>SE/TE:</b> Topic 15: 374-375, 376-377, 378-379, 380-381, 382-383<br><br><b>TE:</b> Topic 15: 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 381A-381B, 382A-382B, 383A-383B  |
| <b>Represent and interpret data.</b>  |   |
| 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories, within cultural contexts, including those of Montana American Indians. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> | For related content, please see:<br><b>SE/TE:</b> Topic 3: 76-77, 88-91; Topic 16: 396-399, 400-401, 402-403, 404-405<br><br><b>TE:</b> Topic 3: 76A-76B, 77A-77B, 88A-88B, 91A-91B; Topic 16: 396A-396B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B |
| 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.   | <b>SE/TE:</b> Topic 16: 392-393, 394-395<br><br><b>TE:</b> Topic 16: 392A-392B, 393A-393B, 394A-394B, 395A-395B   |
| <b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b>  |   |
| 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.   | <b>SE/TE:</b> Topic 14: 342-343, 360-361, 362-363<br><br><b>TE:</b> Topic 14: 342A-342B, 343A-343B, 360A-360B, 361A-361B, 362A-362B, 363A-363B  |
| a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.  | <b>SE/TE:</b> Topic 14: 344-345, 352-353<br><br><b>TE:</b> Topic 14: 344A-344B, 345A-345B, 352A-352B, 353A-353B   |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 3</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 3</b>   |
|--|--|
| b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.   | <b>SE/TE:</b> Topic 14: 344-345<br><b>TE:</b> Topic 14: 344A-344B, 345A-345B   |
| 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).   | <b>SE/TE:</b> Topic 14: 342-343, 346-347, 352-353<br><b>TE:</b> Topic 14: 342A-342B, 343A-343B, 346A-346B, 347A-347B, 352A-352B, 353A-353B   |
| 7. Relate area to the operations of multiplication and addition.   | <b>SE/TE:</b> Topic 14: 352-353<br><b>TE:</b> Topic 14: 352A-352B, 353A-353B   |
| a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.   | <b>SE/TE:</b> Topic 14: 348-349<br><b>TE:</b> Topic 14: 348A-348B, 349A-349B   |
| b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.                                    | <b>SE/TE:</b> Topic 14: 348-349, 358-359<br><b>TE:</b> Topic 14: 348A-348B, 349A-349B, 358A-358B, 359A-359B  |
| c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.                       | <b>SE/TE:</b> Topic 6: 144-145, 146-147, 148-151, 152-154; Topic 14: 350-351<br><b>TE:</b> Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-154B; Topic 14: 350A-350B, 351A-351B |
| d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems, including those of Montana American Indians. | For related content, please see:<br><b>SE/TE:</b> Topic 14: 354-357<br><b>TE:</b> Topic 14: 354A-354B, 357A-357B   |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| Montana Common Core Standards<br>for Mathematical Content<br>Grade 3  | enVisionMATH Common Core, ©2012<br>Grade 3  |
|---|---|
| <b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b>  |   |
| 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.   | <p><b>SE/TE:</b> Topic 6: 160-163; Topic 13: 324-325, 326-327, 328-329, 330-331, 332-333; Topic 14: 358-359</p> <p><b>TE:</b> Topic 6: 160A-160B, 163A-163B; Topic 13: 324A-324B, 325A-325B, 326A-326B, 327A-327B, 328A-328B, 329A-329B, 330A-330B, 331A-331B, 332A-332B, 333A-333B; Topic 14: 358A-358B, 359A-359B</p> |
| <b>Geometry 3.G</b>   |   |
| <b>Reason with shapes and their attributes.</b>   |   |
| 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | <p><b>SE/TE:</b> Topic 11: 276-277, 278-279, 280-283, 284-285, 286-287, 288-289, 290-291, 294-295</p> <p><b>TE:</b> Topic 11: 276A-276B, 277A-277B, 278A-278B, 279A-279B, 280A-280B, 283A-283B, 284A-284B, 285A-285B, 286A-286B, 287A-287B, 288A-288B, 289A-289B, 290A-290B, 291A-291B, 294A-294B, 295A-295B</p>        |
| 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>   | <p><b>SE/TE:</b> Topic 11: 288-289, 290-291, 292-293; Topic 14: 360-361</p> <p><b>TE:</b> Topic 11: 288A-288B, 289A-289B, 290A-290B, 291A-291B, 292A-292B, 293A-293B; Topic 14: 360A-360B, 361A-361B</p>  |

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| Montana Common Core Standards<br>for Mathematical Content<br>Grade 4  | enVisionMATH Common Core, ©2012<br>Grade 4  |
|---|---|
| <b>Operations and Algebraic Thinking 4.OA</b>   |   |
| <b>Use the four operations with whole numbers to solve problems.</b>  |   |
| 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.   | <b>SE/TE:</b> Topic 1: 6-9, 12-13, 24-25<br><br><b>TE:</b> Topic 1: 6A, 9A-9B, 12A, 13A-13B, 24A, 25A-25B   |
| 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.   | <b>SE/TE:</b> Topic 1: 6-9, 20-23, 26-27, 28-29, 30-31; Topic 9: 218-219<br><br><b>TE:</b> Topic 1: 6A, 9A-9B, 20A, 23A-23B, 26A, 27A-27B, 28A, 29A-29B, 30A, 31A-31B; Topic 9: 218A, 219A-219B   |
| 3. Solve multistep word problems within cultural contexts, including those of Montana American Indians, with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | For related content, please see:<br><b>SE/TE:</b> Topic 1: 18-19, 26-27, 28-29, 30-31; Topic 2: 54-57; Topic 4: 90-93, 94-95; Topic 5: 122-123, 126-129; Topic 6: 142-143, 144-147, 152-153, 154-157; Topic 7: 170-171, 172-173, 174-175, 176-177; Topic 8: 196-197; Topic 9: 206-207, 208-209, 210-211, 218-219; Topic 10: 246-247<br><br><b>TE:</b> Topic 1: 18A, 19A-19B, 26A, 27A-27B, 28A, 29A-29B, 30A, 31A-31B; Topic 2: 54A, 57A-57B; Topic 4: 90A, 93A-93B, 94A, 94A-95B; Topic 5: 122A, 123A-123B, 126A, 192A-129B; Topic 6: 142A, 143A-143B, 144A, 147A-147B, 152A, 153A-153B, 154A, 157A-157B; Topic 7: 170A, 171A-171B, 172A, 173A-173B, 174A, 175A-175B, 176A, 177A-177; Topic 8: 196A, 197A-197B; Topic 9: 206A, 207A-207B, 208A, 209A-209B, 210A, 211A-211B, 218A, 219A-219B; Topic 10: 246A, 247A-247B |
| <b>Gain familiarity with factors and multiples.</b>   |   |
| 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.   | <b>SE/TE:</b> Topic 1: 14-17; Topic 11: 258-259, 260-261, 262-263, 280-281<br><br><b>TE:</b> Topic 1: 14A, 17A-17B; Topic 11: 258A, 259A-259B, 260A, 261A-261B, 262A, 263A-263B   |



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|--|---|
| <b>Generate and analyze patterns.</b>  |   |
| 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> | <b>SE/TE:</b> Topic 1: 10-11, 18-19; Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57; Topic 11: 258-259, 262-263; Topic 16: 442-443<br><br><b>TE:</b> Topic 1: 10A, 11A-11B, 18A, 19A-19B; Topic 2: 40A, 41A-41B, 42A, 43A-43B, 44A, 45A-45B, 46A, 49A-49B, 50A, 53A-53B, 54A, 57A-57B; Topic 11: 258A, 259A-259B, 262A, 263A-263B; Topic 16: 442A, 443A-443B |
| <b>Number and Operations in Base Ten 4.NBT</b>   |   |
| <b>Generalize place value understanding for multi-digit whole numbers.</b>   |   |
| 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>  | <b>SE/TE:</b> Topic 3: 66-67, 68-69, 80-81, 82-83; Topic 10: 232-235<br><br><b>TE:</b> Topic 3: 66A, 67A-67B, 68A, 69A-69B, 80A, 81A-81B; Topic 10: 232A, 235A-235B   |
| 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.   | <b>SE/TE:</b> Topic 3: 66-67, 68-69, 70-73, 74-77, 82-83<br><br><b>TE:</b> Topic 3: 66A, 67A-67B, 68A, 69A-69B, 70A, 73A-73B, 74A, 77A-77B  |
| 3. Use place value understanding to round multi-digit whole numbers to any place.  | <b>SE/TE:</b> Topic 3: 78-79; Topic 4: 90-93, 94-95; Topic 5: 122-123, 124-125, 126-129; Topic 6: 152-153, 172-173, 174-175<br><br><b>TE:</b> Topic 3: 78A, 79A-79B; Topic 4: 90A, 93A-93B, 94A, 95A-95B; Topic 5: 122A, 123A-123B, 124A, 125A-125B, 126A, 129A-129B; Topic 6: 152A, 153A-153B, 172A, 173A-173B, 174A, 175A-175B                                |
| <b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>   |   |
| 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.   | <b>SE/TE:</b> Topic 4: 94-95, 96-99, 100-101, 102-103, 104-107, 108-109<br><br><b>TE:</b> Topic 4: 94A, 95A-95B, 96A, 99A-99B, 100A, 101A-101B, 102A, 103A-103B, 104A, 107A-107B  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 4</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 4</b>   |
|--|--|
| 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  | <p><b>SE/TE:</b> Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129; Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157; Topic 7: 166-169, 170-171, 174-175, 176-177; Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197; Topic 9: 214-217; Topic 10: 246-247</p> <p><b>TE:</b> Topic 5: 116a, 117A-117B, 118A, 119A-119B, 120A, 121A-121B, 122A, 123A-123B, 124A, 125A-125B, 126A, 129A-129B; Topic 6: 138A, 141A-141B, 142A, 143A-143B, 144A, 147A-147B, 148A, 151A-151B, 152A, 153A-153B, 154A, 157A-157B; Topic 7: 166A, 169A-169B, 170A, 171A-171B, 174A, 175A-175B, 176A, 177A-177B; Topic 8: 186A, 189A-189B, 190A, 191A-191B, 192A, 193A-193B, 194A, 195A-195B, 196A, 197A-197B; Topic 9: 214A, 217A-217B; Topic 10: 246A, 247A-247B</p> |
| 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | <p><b>SE/TE:</b> Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219; Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245</p> <p><b>TE:</b> Topic 9: 206A, 207A-207B, 208A, 209A-209B, 210A, 211A-211B, 212A, 213A-213B, 214A, 217A-217B, 218A, 219A-219B; Topic 10: 228A, 229A-229B, 230A, 231A-231B, 232A, 235A-235B, 236A, 239A-239B, 240A, 241A-241B, 242A, 243A-243B, 244A, 245A-245B</p>   |
| <b>Number and Operations—Fractions</b> 4.NF  |  |
| <b>Extend understanding of fraction equivalence and ordering.</b>  |  |
| 1. Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.                      | <p><b>SE/TE:</b> Topic 11: 264-267, 268-269, 276-279, 280-283</p> <p><b>TE:</b> Topic 11: 264A, 267A-267B, 268A, 269A-269B, 276A, 279A-279B</p>  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

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|--|---|
| 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. | <b>SE/TE:</b> Topic 11: 264-267, 268-269, 270-273, 274-275, 276-279<br><br><b>TE:</b> Topic 11: 264A, 267A-267B, 268A, 269A-269B, 270A, 273A-273B, 274A, 275A-275B, 276A, 279A-279B                                     |
| <b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b>   |   |
| 3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$ .  | <b>SE/TE:</b> Topic 12: 290-291, 320<br><br><b>TE:</b> Topic 12: 290A, 291A-291B  |
| a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.   | <b>SE/TE:</b> Topic 12: 290-291, 292-293, 294-295, 296-297, 298-301, 316-319<br><br><b>TE:</b> Topic 12: 290A, 291A-291B, 292A, 293A-293B, 294A, 295A-295B, 296A, 297A-297B, 298A, 301A-301B, 316A, 319A-319B           |
| b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ .                  | <b>SE/TE:</b> Topic 12: 302-305, 306-309, 314-315<br><br><b>TE:</b> Topic 12: 302A, 305A-305B, 306A, 309A-309B, 314A, 315A-315B   |
| c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.  | <b>SE/TE:</b> Topic 12: 302-305, 306-309, 310-311, 312-313<br><br><b>TE:</b> Topic 12: 302A, 305A-305B, 306A, 309A-309B, 310A, 311A-311B, 312A, 313A-313B   |
| d. Solve word problems within cultural contexts, including those of Montana American Indians, involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.  | For related content, please see:<br><b>SE/TE:</b> Topic 12: 292-293, 294-295, 296-297, 298-301, 316-319<br><br><b>TE:</b> Topic 12: 292A, 293A-293B, 294A, 295A-295B, 296A, 297A-297B, 298A, 301A-301B, 316A, 319A-319B |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

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|---|--|
| 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.   | <b>SE/TE:</b> Topic 13: 332-333, 334-335, 356<br><br><b>TE:</b> Topic 13: 332A, 333A-333B, 334A, 355A-335B   |
| a. Understand a fraction $a/b$ as a multiple of $1/b$ . <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i>   | <b>SE/TE:</b> Topic 13: 330-331, 356<br><br><b>TE:</b> Topic 13: 330A, 331A-331B   |
| b. Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i>  | <b>SE/TE:</b> Topic 13: 332-333, 334-335<br><br><b>TE:</b> Topic 13: 332A, 333A-333B, 334A, 335A-335B  |
| c. Solve word problems within cultural contexts, including those of Montana American Indians, involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? As a contemporary American Indian example, for family/cultural gatherings the Canadian and Montana Cree bake bannock made from flour, salt, grease, and baking soda, in addition to <math>3/4</math> cup water per pan. When making four pans, how much water will be needed?</i> | For related content, please see:<br><b>SE/TE:</b> Topic 13: 334-335<br><br><b>TE:</b> Topic 13: 334A, 355A-335B  |
| <b>Understand decimal notation for fractions, and compare decimal fractions.</b>  |  |
| 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</i>  | <b>SE/TE:</b> Topic 13: 336-337, 338-341, 342-345; 357-358; Topic 15: 406-407, 415<br><br><b>TE:</b> Topic 13: 336A, 337A-337B, 338A, 341A-341B, 342A, 345A-345B; Topic 15: 406A-406B, 407A-407B |
| 6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>62/100</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>   | <b>SE/TE:</b> Topic 13: 336-337, 338-341, 342-345, 354-355, 357-358<br><br><b>TE:</b> Topic 13: 336A, 337A-337B, 338A, 341A-341B, 342A, 345A-345B, 354A, 355A-355B                               |

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|--|--|
| 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.  | <b>SE/TE:</b> Topic 13: 346-347, 348-351, 352-353, 358-359<br><br><b>TE:</b> Topic 13: 346A, 347A-347B, 348A, 351A-351B, 352A, 353A-353B   |
| <b>Measurement and Data 4.MD</b>   |  |
| <b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>   |  |
| 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)...</i> | <b>SE/TE:</b> Topic 13: 354-355; Topic 14: 366-367, 368-369, 370-371, 372-375, 376-377, 378-379, 380-381, 382-383, 384-387, 388-389, 390-391<br><br><b>TE:</b> Topic 13: 354A, 355A-355B; Topic 14: 366A, 367A-367B, 368A, 369A-369B, 370A, 371A-371B, 372A, 375A-375B, 376A, 377A-377B, 378A, 379A-379B, 380A, 381A-381B, 382A, 383A-383B, 384A, 387A-387B, 388A, 389A-389B, 390A, 391A-391B    |
| 2. Use the four operations to solve word problems within cultural contexts, including those of Montana American Indians, involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.                      | For related content, please see:<br><b>SE/TE:</b> Topic 13: 352-353, 354-355, 359; Topic 14: 380-381, 382-383, 388-389, 390-391, 394, 395; Topic 15: 404-405, 406-407, 410-413, 414, 415<br><br><b>TE:</b> Topic 13: 352A, 363A-353B, 354A, 355A-355B; Topic 14: 380A, 381A-381B, 382A, 383A-383B, 388A, 389A-389B, 390A, 391A-391B; Topic 15: 404A, 405A-405B, 406A, 407A-407B, 410A, 413A-413B |
| 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>  | <b>SE/TE:</b> Topic 15: 402-403, 414<br><br><b>TE:</b> Topic 15: 402A, 403A-403B   |

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to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 4</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 4</b>  |
|--|---|
| <b>Represent and interpret data.</b>   |   |
| 4. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect or arrow/spearhead collection.</i> | <b>SE/TE:</b> Topic 15: 408-409, 415<br><br><b>TE:</b> Topic 15: 408A, 409A-409B  |
| <b>Geometric measurement: understand concepts of angle and measure angles.</b>   |   |
| 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:   | <b>SE/TE:</b> Topic 16: 426-427, 428-429<br><br><b>TE:</b> Topic 16: 426A, 427A-427B, 428A, 439A-429B   |
| a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.  | <b>SE/TE:</b> Topic 16: 426-427, 428-429, 430-431, 432-433<br><br><b>TE:</b> Topic 16: 426A, 437A-427B, 428A, 429A-429B, 430A, 431A-431B, 432A, 433A-433B |
| b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.  | <b>SE/TE:</b> Topic 16: 428-429, 430-431, 432-433<br><br><b>TE:</b> Topic 16: 428A, 439A-429B, 430A, 431A-431B, 432A, 433A-433B                           |
| 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.  | <b>SE/TE:</b> Topic 16: 430-431, 432-433<br><br><b>TE:</b> Topic 16: 419B, 430A, 430B, 431A, 431B   |
| 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems. e.g., by using an equation with a symbol for the unknown angle measure.   | <b>SE/TE:</b> Topic 16: 432-433, 446<br><br><b>TE:</b> Topic 16: 432A, 432B, 433A, 433B   |

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to the Montana Common Core Standards for Mathematical Content**

| Montana Common Core Standards<br>for Mathematical Content<br>Grade 4   | enVisionMATH Common Core, ©2012<br>Grade 4  |
|--|---|
| <b>Geometry 4.G</b>  |   |
| <b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>  |   |
| 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.  | <b>SE/TE:</b> Topic 16: 422-423, 424-425, 426-427, 428-429, 430-431<br><br><b>TE:</b> Topic 16: 422A, 423A-423B, 424A, 425A-425B, 426A, 427A-427B, 428A, 429A-429B, 430A, 431A-431B |
| 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.  | <b>SE/TE:</b> Topic 16: 434-435, 436-437, 438-439, 442-443<br><br><b>TE:</b> Topic 16: 434A, 435A-435B, 436A, 437A-437B, 438A, 439A-439B, 442A, 443A-443B                           |
| 3. Recognize a line of symmetry for a two-dimensional figure, including those found in Montana American Indian designs, as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | <b>SE/TE:</b> Topic 16: 440-441, 447<br><br><b>TE:</b> Topic 16: 440A- 440B, 441A- 441B   |

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| Montana Common Core Standards<br>for Mathematical Content<br>Grade 5  | enVisionMATH Common Core, ©2012<br>Grade 5   |
|---|--|
| <b>Operations and Algebraic Thinking 5.OA</b>   |  |
| <b>Write and interpret numerical expressions.</b>   |  |
| 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  | <b>SE/TE:</b> Topic 3: 72-73; Topic 8: 196-199, 200-201, 202-203<br><br><b>TE:</b> Topic 3: 72A-72B, 73A-73B; Topic 8: 196A-196B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B  |
| 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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.</i>   | <b>SE/TE:</b> Topic 3: 82-83; Topic 4: 110-111; Topic 8: 194-195, 210-211, 212-213<br><br><b>TE:</b> Topic 3: 82A-82B, 83A-83B; Topic 4: 110A-110B, 111A-111B; Topic 8: 194A-194B, 195A-195B, 210A-210B, 211A-211B, 212A-212B, 213A-213B |
| <b>Analyze patterns and relationships.</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. <i>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.</i> | <b>SE/TE:</b> Topic 8: 204-205, 206-207, 208-209<br><br><b>TE:</b> Topic 8: 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B   |
| <b>Number and Operations in Base Ten 5.NBT</b>  |  |
| <b>Understand the place value system.</b>   |  |
| 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/TE:</b> Topic 1: 8-11, 12-13; Topic 6: 160-161, 146-147; Topic 7: 170-171<br><br><b>TE:</b> Topic 1: 8A-8B, 11A-11B, 12A-12B, 13A-13B; Topic 6: 160A-160B, 161A-161B, 146A-146B, 147A-147B; Topic 7: 170A-170B, 171A-171B          |
| 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/TE:</b> Topic 3: 66-67, 70-71; Topic 6: 146-147, 170-171<br><br><b>TE:</b> Topic 3: 66A-66B, 67A-67B, 70A-70B, 71A-71B; Topic 6: 146A-146B, 147A-147B, 170A-170B, 171A-171B  |



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| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 5</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 5</b>   |
|--|--|
| 3. Read, write, and compare decimals to thousandths.   | <b>SE/TE:</b> Topic 1: 18-19<br><br><b>TE:</b> Topic 1: 18A-18B, 19A-19B   |
| a. 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/TE:</b> Topic 1: 8-11, 12-13, 14-15<br><br><b>TE:</b> Topic 1: 8A-8B, 11A-11B, 12A-12B, 13A-13B, 14A-14B, 15A-15B  |
| b. 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/TE:</b> Topic 1: 16-17<br><br><b>TE:</b> Topic 1: 16A-16B, 17A-17B   |
| 4. Use place value understanding to round decimals to any place.   | <b>SE/TE:</b> Topic 2: 34-35<br><br><b>TE:</b> Topic 2: 34A-34B, 35A-35B   |
| <b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>  |  |
| 5. Fluently multiply multi-digit whole numbers using the standard algorithm.   | <b>SE/TE:</b> Topic 3: 68-69, 72-73, 74-77, 78-79, 80-81, 82-83<br><br><b>TE:</b> Topic 3: 68A-68B, 69A-69B, 72A-72B, 73A-73B, 74A-74B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 83A-83B  |
| 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/TE:</b> Topic 3: 64-65; Topic 4: 92-93, 94-95, 96-97, 98-101, 102-104, 106-109, 110-111; Topic 5: 120-121, 122-123, 124-125, 126-127, 128-131, 132-133, 134-135, 136-137<br><br><b>TE:</b> Topic 3: 64A-64B, 65A-65B; Topic 4: 92A-92B, 93A-93B, 94A-94B, 95A-95B, 96A-96B, 97A-97B, 98A-98B, 101A-101B, 102A-102B, 104A-104B, 106A-106B, 109A-109B, 110A-110A, 111A-111B; Topic 5: 120A-120B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 131A-131B, 132A-132B, 133A-133B, 134A-134B, 135A-135B, 136A-136B, 137A-137B |

**A Correlation of enVisionMATH Common Core  
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| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 5</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 5</b>   |
|--|--|
| 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings within cultural contexts, including those of Montana American Indians, 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.   | For related content, please see:<br><b>SE/TE:</b> Topic 2: 30-33, 36-39, 40-43, 44-45, 46-47, 48-49, 50-51; Topic 6: 146-147, 148-149, 150-151, 152-155, 156-157, 158-159, 160-161; Topic 7: 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-184<br><br><b>TE:</b> Topic 2: 30A-30B, 33A-33B, 36A-36B, 39A-39B, 40A-40B, 43A-43B, 44A-44B, 45A-45B, 46A-46B, 47A-47B, 48A-48B, 49A-49B, 50A-50B, 51A-51B; Topic 6: 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 151A-151B, 152A-152B, 155A-155B, 156A-156B, 157A-157B, 158A-158B, 159A-159B, 160A-160B, 161A-161B; Topic 7: 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 175A-175B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 184A-184B |
| <b>Number and Operations—Fractions 5.NF</b>  |  |
| <b>Use equivalent fractions as a strategy to add and subtract fractions.</b>   |  |
| 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. <i>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>.)</i>   | <b>SE/TE:</b> Topic 9: 222-223, 224-225, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267<br><br><b>TE:</b> Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 228A-228B, 229A-229B, 230A-230B, 231A-231B, 232A-232B, 233A-233B, 234A-234B, 235A-235B, 236A-236B, 237A-237B, 238A-238B, 239A-239B, 240A-240B, 243A-243B; Topic 10: 252A-252B, 253A-253B, 254A-254B, 255A-255B, 256A-256B, 259A-259B, 260A-260B, 261A-261B, 262A-262B, 263A-263B, 264A-264B, 265A-265B, 266A-266B, 267A-267B  |
| 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. <i>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>.</i> | <b>SE/TE:</b> Topic 9: 224-225, 226-227, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267<br><br><b>TE:</b> Topic 9: 224A-224B, 225A-225B, 226A-226B, 227A-227B, 228A-228B, 229A-229B, 230A-230B, 231A-231B, 232A-232B, 233A-233B, 234A-234B, 235A-235B, 236A-236B, 237A-237B, 238A-238B, 239A-239B, 240A-240B, 243A-243B; Topic 10: 252A-252B, 253A-253B, 254A-254B, 255A-255B, 256A-256B, 259A-259B, 260A-260B, 261A-261B, 262A-262B, 263A-263B, 264A-264B, 265A-265B, 266A-266B, 267A-267B  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 5</b>   | <b>enVisionMATH Common Core, ©2012<br/>Grade 5</b>   |
|---|--|
| <b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>  |  |
| 3. Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>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?</i> | <b>SE/TE:</b> Topic 11: 276-277<br><br><b>TE:</b> Topic 11: 276A-276B, 277A-277B   |
| 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.   | <b>SE/TE:</b> Topic 11: 278-279, 282-285, 288-289<br><br><b>TE:</b> Topic 11: 278A-278B, 279A-279B, 282A-282B, 285A-285B, 288A-288B, 289A-289B                                     |
| a. Interpret the product $(a/b) \times q$ as $a$ parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . <i>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 within cultural contexts, including those of Montana American Indians. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i>   | For related content, please see:<br><b>SE/TE:</b> Topic 11: 278-279, 282-285, 288-289<br><br><b>TE:</b> Topic 11: 278A-278B, 279A-279B, 282A-282B, 285A-285B, 288A-288B, 289A-289B |
| b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.  | <b>SE/TE:</b> Topic 11: 286-287<br><br><b>TE:</b> Topic 11: 286A-286B, 287A-287B   |
| 5. Interpret multiplication as scaling (resizing), by:  | <b>SE/TE:</b> Topic 11: 290-291<br><br><b>TE:</b> Topic 11: 290A-290B, 291A-291B   |
| a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.   | <b>SE/TE:</b> Topic 11: 280-281, 290-291<br><br><b>TE:</b> Topic 11: 280A-280B, 281A-281B, 290A-290B, 291A-291B  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

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|---|---|
| b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1. | <b>SE/TE:</b> Topic 11: 280-281, 290-291<br><br><b>TE:</b> Topic 11: 280A-280B, 281A-281B, 290A-290B, 291A-291B                                       |
| 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 within cultural contexts, including those of Montana American Indians.  | For related content, please see:<br><b>SE/TE:</b> Topic 11: 284, 289, 291, 292-293<br><br><b>TE:</b> Topic 11: 284A, 289A, 291A, 292A-292B, 293A-293B |
| 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.  | <b>SE/TE:</b> Topic 11: 294-295, 296-297, 298-299<br><br><b>TE:</b> Topic 11: 294A-294B, 295A-295B, 296A-296B, 297A-297B, 298A-298B, 299A-299B        |
| a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context within cultural contexts, including those of Montana American Indians, for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i>       | For related content, please see:<br><b>SE/TE:</b> Topic 11: 298-299<br><br><b>TE:</b> Topic 11: 298A-298B, 299A-299B                                  |
| b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context within cultural contexts, including those of Montana American Indians, 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>.</i>                    | For related content, please see:<br><b>SE/TE:</b> Topic 11: 294-295<br><br><b>TE:</b> Topic 11: 294A-294B, 295A-295B                                  |
| c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>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?</i>   | <b>SE/TE:</b> Topic 11: 296-297<br><br><b>TE:</b> Topic 11: 296A-296B, 297A-297B  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

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|---|--|
| <b>Measurement and Data 5.MD</b>  |  |
| <b>Convert like measurement units within a given measurement system.</b>  |  |
| 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 within a cultural context, including those of Montana American Indians.  | For related content, please see:<br><b>SE/TE:</b> Topic 13: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345<br><br><b>TE:</b> Topic 13: 332A-332B, 333A-333B, 334A-334B, 335A-335B, 336A-336B, 337A-337B, 338A-338B, 339A-339B, 340A-341B, 341A-341B, 342A-342B, 343A-343B, 344A-344B, 345A-345B |
| <b>Represent and interpret data.</b>  |  |
| 2. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>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.</i> | <b>SE/TE:</b> Topic 14: 354-355, 356-357, 358-359, 360-361<br><br><b>TE:</b> Topic 14: 354A-354B, 355A-355B, 356A-356B, 357A-357B, 358A-358B, 359A-359B, 360A-360B, 361A-361B  |
| <b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>  |  |
| 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.   | <b>SE/TE:</b> Topic 12: 308-309<br><br><b>TE:</b> Topic 12: 308A-308B, 315A-315B, 316A-316B, 319A-319B   |
| a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.   | <b>SE/TE:</b> Topic 12: 310-311, 314-315<br><br><b>TE:</b> Topic 12: 310A-310B, 311A-311B, 314A-314B, 315A-315B  |
| b. A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.  | <b>SE/TE:</b> Topic 12: 310-311, 314-315<br><br><b>TE:</b> Topic 12: 310A-310B, 311A-311B, 314A-314B, 315A-315B  |
| 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.  | <b>SE/TE:</b> Topic 12: 310-311, 314-315, 322-323<br><br><b>TE:</b> Topic 12: 310A-310B, 311A-311B, 314A-314B, 315A-315B, 322A-322B, 323A-323B   |

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to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 5</b>   | <b>enVisionMATH Common Core, ©2012<br/>Grade 5</b>   |
|---|--|
| 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume within cultural contexts, including those of Montana American Indians.  | For related content, please see:<br><b>SE/TE:</b> Topic 12: 312-313, 316-319, 320-321<br><br><b>TE:</b> Topic 12: 312A-312B, 313A-313B, 316A-316B, 319A-319B, 320A-320B, 321A-321B                           |
| a. 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/TE:</b> Topic 12: 314-315, 316-319<br><br><b>TE:</b> Topic 12: 314A-314B, 315A-315B, 316A-316B, 319A-319B  |
| b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.  | <b>SE/TE:</b> Topic 12: 316-319, 320-321<br><br><b>TE:</b> Topic 12: 316A-316B, 319A-319B, 320A-320B, 321A-321B  |
| c. 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/TE:</b> Topic 12: 320-321<br><br><b>TE:</b> Topic 12: 320A-320B, 321A-321B   |
| <b>Geometry 5.G</b>   |  |
| <b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>  |  |
| 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/TE:</b> Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405<br><br><b>TE:</b> Topic 16: 392A-392B, 395A-395B, 396A-396B, 397A-397B, 398A-398B, 399A-399B, 400A-400B, 401A-401B, 404A-404B, 405A-405B |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 5</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 5</b>   |
|--|--|
| 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 including those found in Montana American Indian designs.          | <p><b>SE/TE:</b> Topic 14: 362-363; Topic 16: 400-401, 402-403, 404-405</p> <p><b>TE:</b> Topic 14: 362A-362B; 363A-363B; Topic 16: 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B</p>         |
| <b>Classify two-dimensional figures into categories based on their properties.</b>   |  |
| 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> | <p><b>SE/TE:</b> Topic 15: 372-373, 374-375, 376-377, 378-379, 382-383</p> <p><b>TE:</b> Topic 15: 372A-B, 373A-373B, 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 382A-382B, 383A-383B</p> |
| 4. Classify two-dimensional figures in a hierarchy based on properties.  | <p><b>SE/TE:</b> Topic 15: 376-377, 378-379, 380-381, 382-383</p> <p><b>TE:</b> Topic 15: 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 381A-381B, 382A-382B, 383A-383B</p>                             |

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to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 6</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 6</b>   |
|--|--|
| <b>Ratios and Proportional Relationships 6.RP</b>  |  |
| <b>Understand ratio concepts and use ratio reasoning to solve problems.</b>  |  |
| 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>   | <b>SE/TE:</b> Topic 7: 178-179; Topic 12: 300-301<br><br><b>TE:</b> Topic 7: 178A-178B, 179A-179B; Topic 12: 300A-300B, 301A-301B  |
| 2. Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."<sup>1</sup></i>                                       | <b>SE/TE:</b> Topic 12: 306-307, 314-315; Topic 13: 324-325<br><br><b>TE:</b> Topic 12: 306A-306B, 307A-307B, 314A-314B, 315A-315B; Topic 13: 324A-324B, 325A-325B   |
| 3. Use ratio and rate reasoning to solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.  | For related content, please see:<br><b>SE/TE:</b> Topic 12: 302-305; Topic 13: 322-323, 326-327, 328-329, 344-347, 348-349, 352-353<br><br><b>TE:</b> Topic 12: 302A-302B, 305A-305B; Topic 13: 322A-322B, 323A-323B, 326A-326A, 327B-327B, 328A-328B, 329A-329B, 344A-344B, 347A-347B, 348A-348B, 349A-349B, 352A-352B, 353A-353B |
| a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.   | <b>SE/TE:</b> Topic 13: 322-323, 330-333<br><br><b>TE:</b> Topic 13: 322A-322B, 323A-323B, 330A-330B, 333A-333B  |
| b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? As a contemporary American Indian example, it takes at least 16 hours to bead a Crow floral design on moccasins for two children. How many pairs of moccasins can be completed in 72 hours?</i> | <b>SE/TE:</b> Topic 12: 308-309; Topic 13: 324-325<br><br><b>TE:</b> Topic 12: 308A-308B, 309A-309B; Topic 13: 324A-324B, 325A-325B  |



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| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 6</b>   | <b>enVisionMATH Common Core, ©2012<br/>Grade 6</b>  |
|---|---|
| c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.  | <b>SE/TE:</b> Topic 14: 350-351, 354-357, 358-361, 362-363<br><br><b>TE:</b> Topic 14: 350A-350B, 351A-351B, 354A-354B, 357A-357B, 358A-358B, 361A-361B, 362A-362B, 363A-363B   |
| d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.  | <b>SE/TE:</b> Topic 16: 400-403, 404-407, 408-411, 412-413, 414-417, 418-419<br><br><b>TE:</b> Topic 16: 400A-400B, 403A-403B, 404A-404B, 407A-407B, 408A-408B, 411A-411B, 412A-412B, 413A-413B, 417A-417B, 418A-418B, 419A-419B  |
| <b>The Number System 6.NS</b>   |   |
| <b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b>  |   |
| 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i> | <b>SE/TE:</b> Topic 5: 128-131, 132-133, 134-135; Topic 6: 144-145, 146-147, 148-149, 150-153, 158-159; Topic 7: 162-163, 166-169, 170-171, 172-173, 174-177; Topic 8: 186-187, 188-189, 190-191, 192-193; Topic 9: 202-203, 204-205, 206-207, 208-209, 210-211<br><br><b>TE:</b> Topic 5: 128A-128B, 131A-131B, 132A-132B, 133A-133B, 134A-134B, 135A-135B; Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 153A-153B, 158A-158B, 159A-159B; Topic 7: 162A-162B, 163A-163B, 166A-166B, 169A-169B, 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 177A-177B; Topic 8: 186A-186B, 187A-187B, 188A-188B, 189A-189B, 190A-190B, 191A-191B, 192A-192B, 193A-193B; Topic 9: 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-210B, 211A-211B |
| <b>Compute fluently with multi-digit numbers and find common factors and multiples.</b>   |   |
| 2. Fluently divide multi-digit numbers using the standard algorithm.  | <b>SE/TE:</b> Topic 2: 46-47; Topic 3: 74-75; Topic 4: 106-109<br><br><b>TE:</b> Topic 2: 46A-46B, 47A-47B; Topic 3: 74A-74B, 75A-75B; Topic 4: 106A-106B, 109A-109B  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 6</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 6</b>   |
|--|--|
| 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.  | <b>SE/TE:</b> Topic 1: 18-21; Topic 3: 62-63, 64-65, 66-69, 70-73, 76-77, 78-79, 84-87; Topic 6: 154-55<br><br><b>TE:</b> Topic 1: 18A-18B, 21A-21B, 22A-22B; Topic 3: 62A-62B, 63A-63B, 64A-64B, 65A-65B, 66A-66B, 69A-69B, 70A-70B, 73A-73B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 84A-84B, 87A-87B; Topic 6: 154A-154B, 155A-155B |
| 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i> | <b>SE/TE:</b> Topic 5: 126-127; Topic 7: 164-165<br><br><b>TE:</b> Topic 5: 126A-126B, 127A-127B; Topic 7: 164A-164B, 165A-165B  |
| <b>Apply and extend previous understandings of numbers to the system of rational numbers.</b>  |  |
| 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.                  | <b>SE/TE:</b> Topic 10: 222-223, 256<br><br><b>TE:</b> Topic 10: 222A-222B, 223A-223B  |
| 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.  | <b>SE/TE:</b> Topic 9: 214-215; Topic 10: 222-223, 226-229, 246-249<br><br><b>TE:</b> Topic 9: 214A-214B, 215A-215B; Topic 10: 222A-222B, 223A-223B, 226A-226B, 229A-229B, 246A-246B, 249A-249B  |
| a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite.  | <b>SE/TE:</b> Topic: 10: 222-223, 242-245<br><br><b>TE:</b> Topic 10: 222A-222B, 223A-223B, 242A-242B, 245A-245B   |
| b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.  | <b>SE/TE:</b> Topic 10: 242-245, 246-249<br><br><b>TE:</b> Topic 10: 242A-242B, 245A-245B, 246A-246B, 249A-249B  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 6</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 6</b>  |
|--|---|
| c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.  | <b>SE/TE:</b> Topic 10: 222-223, 226-229, 246-249<br><br><b>TE:</b> Topic 10: 222A-222B, 223A-223B, 226A-226B, 229A-229B, 246A-246B, 249A-249B                                |
| 7. Understand ordering and absolute value of rational numbers.   | <b>SE/TE:</b> Topic 10: 222-223, 224-225, 226-229, 242-245<br><br><b>TE:</b> Topic 10: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 229A-229B, 242A-242B, 245A-245B |
| a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i>  | <b>SE/TE:</b> Topic 10: 224-225, 226-229<br><br><b>TE:</b> Topic 10: 224A-224B, 225A-225B, 226A-226B, 229A-229B   |
| b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3\text{ }^{\circ}\text{C} &gt; -7\text{ }^{\circ}\text{C}</math> to express the fact that <math>-3\text{ }^{\circ}\text{C}</math> is warmer than <math>-7\text{ }^{\circ}\text{C}</math>.</i>                             | <b>SE/TE:</b> Topic 10: 224-225, 226-229<br><br><b>TE:</b> Topic 10: 224A-224B, 225A-225B, 226A-226B, 229A-229B   |
| c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i> | <b>SE/TE:</b> Topic 10: 222-223, 242-245<br><br><b>TE:</b> Topic 10: 222A-222B, 223A-223B, 242A-242B, 245A-245B   |
| d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i>  | <b>SE/TE:</b> Topic 10: 242-245<br><br><b>TE:</b> Topic 10: 242A-242B, 245A-245B  |
| 8. Solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.           | For related content, please see:<br><b>SE/TE:</b> Topic 10: 246-249, 250-253<br><br><b>TE:</b> Topic 10: 246A-246B, 249A-249B, 250A-250B, 253A-253B                           |

**A Correlation of enVisionMATH Common Core  
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| Montana Common Core Standards<br>for Mathematical Content<br>Grade 6  | enVisionMATH Common Core, ©2012<br>Grade 6  |
|---|---|
| <b>Expressions and Equations 6.EE</b>   |   |
| <b>Apply and extend previous understandings of arithmetic to algebraic expressions.</b>   |   |
| 1. Write and evaluate numerical expressions involving whole-number exponents.   | <b>SE/TE:</b> Topic 1: 10-13<br><br><b>TE:</b> Topic 10: 10A-10B, 13A-13B   |
| 2. Write, read, and evaluate expressions in which letters stand for numbers.  | <b>SE/TE:</b> Topic 2: 32-33, 46-47, 48-49<br><br><b>TE:</b> Topic 2: 32A-32B, 33A-33B, 46A-46B, 47A-47B, 48A-48B, 49A-49B  |
| a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</i>  | <b>SE/TE:</b> Topic 2: 32-33, 46-47<br><br><b>TE:</b> Topic 2: 32A-32B, 33A-33B, 46A-46B, 47A-47B   |
| b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i>   | <b>SE/TE:</b> Topic 2: 32-33, 46-47<br><br><b>TE:</b> Topic 2: 32A-32B, 33A-33B, 46A-46B, 47A-47B   |
| c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i> | <b>SE/TE:</b> Topic 2: 46-47; Topic 3: 80-81; Topic 17: 426-429, 430-433, 434-437, 450<br><br><b>TE:</b> Topic 2: 46A-46B, 47A-47B; Topic 3: 80A-80B, 81A-81B; Topic 17: 426A-426B, 429A-429B, 430A-430B, 433A-433B, 434A-434B, 437A-437B |
| 3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i>                               | <b>SE/TE:</b> Topic 2: 34-35, 36-39, 40-41, 46-47; Topic 4: 96-97<br><br><b>TE:</b> Topic 2: 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 47A-47B; Topic 4: 96A-96B, 97A-97B  |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 6</b>   | <b>enVisionMATH Common Core, ©2012<br/>Grade 6</b>   |
|---|--|
| 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i> | <b>SE/TE:</b> Topic 4: 96-97<br><br><b>TE:</b> Topic 4: 96A-96B, 97A-97B   |
| <b>Reason about and solve one-variable equations and inequalities.</b>  |  |
| 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.  | <b>SE/TE:</b> Topic 3: 82-83; Topic 4: 98-101, 106-109; Topic 15: 386-389, 390-391<br><br><b>TE:</b> Topic 3: 82A-82B, 83A-83B; Topic 4: 98A-98B, 101A-101B, 106A-106B, 109A-109B; Topic 15: 386A-386B, 389A-389B, 390A-390B, 391A-391B  |
| 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.   | <b>SE/TE:</b> Topic 2: 32-33, 50-53; Topic 3: 82-83; Topic 4: 98-101, 106-109<br><br><b>TE:</b> Topic 2: 32A-32B, 33A-33B, 50A-50B, 53A-53B; Topic 3: 82A-82B, 83A-83B; Topic 4: 98A-98B, 101A-101B, 106A-106B, 109A-109B  |
| 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.  | <b>SE/TE:</b> Topic 4: 98-101, 102-105, 106-109, 110-113; Topic 9: 212-213; Topic 15: 372-375; Topic 17: 426-429, 430-433, 434-437<br><br><b>TE:</b> Topic 4: 98A-98B, 98A-98B, 101A-101B, 102A-102B, 105A-105B, 106A-106B, 109A-109B, 110A-110B, 113A-113B; Topic 9: 212A-212B, 213A-213B; Topic 15: 372A-372B, 375A-375B; Topic 17: 426A-426B, 429A-429B, 430A-430B, 433A-433B, 434A-434B, 437A-437B |
| 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.  | <b>SE/TE:</b> Topic 15: 386-389<br><br><b>TE:</b> Topic 15: 386A-386B, 389A-389B   |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 6</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 6</b>   |
|--|--|
| <b>Represent and analyze quantitative relationships between dependent and independent variables.</b>   |  |
| <p>9. Use variables to represent two quantities in a real-world problem from a variety of cultural contexts, including those of Montana American Indians, that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p> | <p>For related content, please see:<br/> <b>SE/TE:</b> Topic 11: 290-291; Topic 12: 310-311; Topic 15: 376-377, 378-379, 380-381, 382-385</p> <p><b>TE:</b> Topic 11: 290A-290B, 291A-291B; Topic 12: 310A-310B, 313A-313B; Topic 15: 376A-376B, 377A-377B, 378A-378B, 378A-379B, 380A-380B, 381A-381B, 382A-382B, 385A-385B</p> |
| <b>Geometry 6.G</b>  |  |
| <b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>  |  |
| <p>1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians. For example, use Montana American Indian designs to decompose shapes and find the area.</p>  | <p>For related content, please see:<br/> <b>SE/TE:</b> Topic 17: 430-433, 434-437</p> <p><b>TE:</b> Topic 17: 430A-430B, 433A-433B, 434A-434B, 437A-437B</p>   |
| <p>2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>   | <p><b>SE/TE:</b> Topic 18: 462-463, 464-465</p> <p><b>TE:</b> Topic 18: 462A-462B, 463A-463B, 464A-464B, 465A-465B</p>   |
| <p>3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>   | <p><b>SE/TE:</b> Topic 10: 250-253; Topic 11: 262-265</p> <p><b>TE:</b> Topic 10: 250A-250B, 253A-253B; Topic 11: 262A-262B, 265A-265B</p>   |

**A Correlation of enVisionMATH Common Core  
to the Montana Common Core Standards for Mathematical Content**

| <b>Montana Common Core Standards<br/>for Mathematical Content<br/>Grade 6</b>  | <b>enVisionMATH Common Core, ©2012<br/>Grade 6</b>  |
|--|---|
| 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians.                                  | For related content, please see:<br><b>SE/TE:</b> Topic 17: 444-447; Topic 18: 454-457, 458-461, 466-469<br><br><b>TE:</b> Topic 17: 444A-444B, 447A-447B; Topic 18: 454A-454B, 457A-457B, 458A-458B, 461A-461B, 466A-466B, 469A-469B |
| <b>Statistics and Probability 6.SP</b>   |   |
| <b>Develop understanding of statistical variability.</b>   |   |
| 1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i> | <b>SE/TE:</b> Topic 19: 476-477<br><br><b>TE:</b> Topic 19: 476A-476B, 477A-477B  |
| 2. Understand that a set of data collected (including Montana American Indian demographic data) to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.   | <b>SE/TE:</b> Topic 19: 478-479<br><br><b>TE:</b> Topic 19: 478A-478B, 479A-479B  |
| 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.   | <b>SE/TE:</b> Topic 19: 480-481, 490-493, 500-501<br><br><b>TE:</b> Topic 19: 480A-480B, 481A-481B, 490A-490B, 493A-493B, 500A-500B, 501A-501B  |
| <b>Summarize and describe distributions.</b>   |   |
| 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.   | <b>SE/TE:</b> Topic 19: 484-487, 488-489<br><br><b>TE:</b> Topic 19: 484A-484B, 487A-487B, 488A-488B, 489A-489B   |
| 5. Summarize numerical data sets in relation to their context, such as by:   | <b>SE/TE:</b> Topic 19: 494-497, 498-499<br><br><b>TE:</b> Topic 19: 494A-494B, 497A-497B, 498A-498B, 499A-499B   |

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|--|---|
| a. Reporting the number of observations.   | <b>SE/TE:</b> Topic 19: 484-487, 498-499<br><br><b>TE:</b> Topic 19: 484A-484B, 487A-487B, 498A-498B, 499A-499B   |
| b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.   | <b>SE/TE:</b> Topic 19: 476-477, 498-499<br><br><b>TE:</b> Topic 19: 476A-476B, 477A-477B, 498A-498B, 499A-499B   |
| c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. | <b>SE/TE:</b> Topic 19: 480-481, 482-483, 490-493, 498-499<br><br><b>TE:</b> Topic 19: 480A-480B, 481A-481B, 482A-482B, 483A-483B, 490A-490B, 493A-493B, 498A-498B, 499A-499B |
| d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.  | <b>SE/TE:</b> Topic 19: 494-497, 498-499<br><br><b>TE:</b> Topic 19: 494A-494B, 497A-497B, 498A-498B, 499A-499B   |