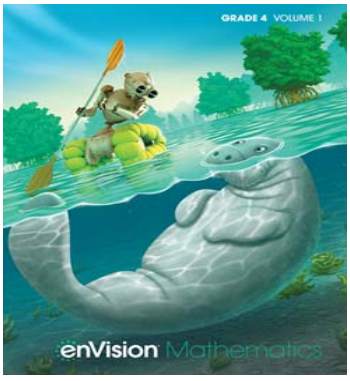
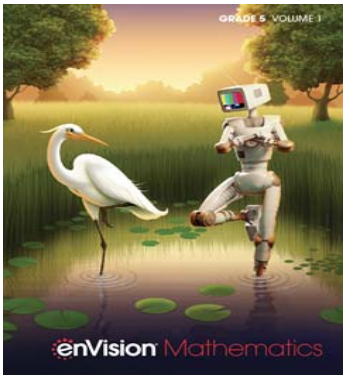
SAVVAS
LEARNING COMPANY

A Correlation of

enVision® Mathematics

©2020





To the

North Carolina Standard Course of Study Mathematics Kindergarten – Grade 5

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

A Correlation of enVision® Mathematics, ©2020
To the North Carolina Standard Course of Study - Mathematics

Introduction

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

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

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning
STEP 2 Visual Learning
STEP 3 Assess and Differentiate

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

DIAGNOSTIC Assessment
Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know
FORMATIVE Assessment
SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check
SUMMATIVE Assessment
Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT
Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods
Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at PearsonRealize.com.

Kids See the Math. Teachers See Results.

A Correlation of enVision® Mathematics, ©2020
To the North Carolina Standard Course of Study - Mathematics

Table of Contents

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

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
3. Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision® Mathematics,** the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the students' own processes and those of others. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 13–16, 17–20, 41–44, 65–68, 69–72, 73–76, 77–80, 93–96, 101–104, 105–108, 109–112, 117–120, 141–144
4. Model with mathematics.	Students using **enVision® Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 9–12, 17–20, 21–24, 25–28, 29–32, 69–72, 77–80, 93–96, 109–112, 141–144, 153–156, 201–204, 209–212, 217–220, 221–224

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
5. Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 5–8, 13–16, 17–20, 33–36, 41–44, 97–100, 105–108, 109–112, 113–116, 121–124, 149–152, 157–160, 181–184, 205–208, 273–276
6. Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 29–32, 61–64, 65–68, 73–76, 97–100, 105–108, 149–152, 153–156, 173–176, 177–180, 185–188, 201–204, 213–216
7. Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 37–40, 61–64, 117–120, 121–124, 181–184, 225–228, 269–272, 293–296, 317–320, 321–324, 329–332, 357–360, 361–364, 365–368, 369–372

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
8. Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 21–24, 37–40, 73–76, 113–116, 121–124, 141–144, 157–160, 177–180, 209–212, 269–272, 293–296, 317–320, 325–328, 329–332, 353–356
Counting and Cardinality	
Know number names and the counting sequence.	
NC.K.CC.1 Know number names and recognize patterns in the counting sequence by: • Counting to 100 by ones. • Counting to 100 by tens.	**SE:** 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455-456 Sets A-C; 465–468, 469–472, 473–476, 477–480 **TE:** 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455-456 Sets A-C; 465A–468B, 469A–472B, 473A–476B, 477A–480B
NC.K.CC.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.	**SE:** 92, 117–120, Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 456 Set D **TE:** 92–92C, 117A–120B, Reteaching: 129–130 Set G; 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 456 Set D

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
NC.K.CC.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.	**SE:** 3, 4, 13–16, 25–28, 33–36, Reteaching: 47, 49 Sets B, E; 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 121–124, Reteaching: 127-129 Sets A, C, E; 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching: 379 Set A **TE:** 3–3A, 4–4C, 13A–16B, 25A–28B, 33A–36B, Reteaching: 47–50 Sets B, E; 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 121A–124B, Reteaching: 127–130 Sets A, C, E; 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 379 Set A
Count to tell the number of objects.	
NC.K.CC.4 Understand the relationship between numbers and quantities. • 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 (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).	**SE:** 3, 4, 5–8, 9-12, 21-24,17–20, 29–32, 37–40, 41–44, Reteaching: 47-50 Sets A, C, F; 91, 92, 93–96, 101–104, 109–112, 121-124, Reteaching: 127-128 Sets B, D; 369–372 **TE:** 3–3A, 4–4C, 5A–8B, 9A-12B, 17A–20B, 21A-24B, 29A–32B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, 121A-124B, Reteaching: 127–128 Sets B, D; 369A–372B

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
NC.K.CC.5 Count to answer "How many?" in the following situations: • Given a number from 1–20, count out that many objects. • Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. • Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. • Given 10 objects in a scattered arrangement, identify how many.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37-40, 41–44, Reteaching: 47- 50 Sets A, C, F; 59–60, 61–64, 65–68, 69–72, 73–76, 91, 92, 93–96, 97–100, 101–104, 105–108, 113–116, 117-120, 139–140, 141–144, 157-160, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 365-368, 369–372, 373–376, Reteaching: 379-380 Sets A, C, D; 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, 513–516, 525–528, 529–532, 533–536 **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A-40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 59–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 91–91A, 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 113A–116B, 117A-120B, 139–140A, 141A–144B, 157A-160B, 171–171A,173A–176B, 177A–180B, 199–200A, 201A–204B, 247–247A, 249A–252B, 347–347A, 348-348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 365A-368B, 369A–372B, 373A–376B, Reteaching: 379-380 Sets A, C, D; 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 513A–516B, 525A–528B, 529A–532B, 533A–536B
Compare numbers.	
NC.K.CC.6 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.	**SE:** 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83-84 Sets A-D; 92, 117–120, 139–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets A-D; 171, 181–184, 185–188, 509–512 **TE:** 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A–D; 92–92C, 117A–120B, 139–140A, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets A-D; 171–171A, 181A–184B, 185A–188B, 509A–512B

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
NC.K.CC.7 Compare two numbers, within 10, presented as written numerals.	**SE:** 139–140, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets B, C; 171, 181–184, 185–188 **TE:** 139–140A, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets B, C; 171–171A, 181A–184B, 185A–188B
Operations and Algebraic Thinking	
Understand addition and subtraction.	
NC.K.OA.1 Represent addition and subtraction, within 10: • Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. • Demonstrate understanding of addition and subtraction by making connections among representations.	**SE:** 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 225–228, 229–232, Reteaching: 235-236 Sets A-D; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 269–272, 273–276, Reteaching: 279-280 Sets A-D; 291–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, 317–320, 321–324, Reteaching: 335-338 Sets A, C, E-G **TE:** 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 225A–228B, 229A–232B, Reteaching: 235–236 Sets A–D; 247-247A, 248-248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, 273A–276B, Reteaching: 279-280 Sets A-D; 291–292A, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313A–316B, 317A–320B, 321A–324B, Reteaching: 335–338 Sets A, C, E-G
NC.K.OA.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: • Add to/Take From-Result Unknown • Put Together/ Take Apart (Total Unknown and Two Addends Unknown)	**SE:** 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching: 237-238 Sets E-G; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching: 280-282 Sets C, E, G, H; 291–292, 293–296, 309–312, 313–316, 321–324, 348 **TE:** 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching: 237–238 Sets E, F, G; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching: 279–282 Sets C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
NC.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.	**SE:** 293-296, 309-312, 313-316, 321-324, 325-328, 329-332 **TE:** 293A-296B, 309A-312B, 313A-316B, 321A–324B, 325A-328B, 329A-332B
NC.K.OA.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	**SE:** 291–292, 325–328, 329–332, Reteaching: 338 Set H; 517–520, 521–524 **TE:** 291–292A, 325A–328B, 329A–332B, Reteaching: 337–338 Set H; 517A–520B, 521A–524B
NC.K.OA.6 Recognize and combine groups with totals up to 5 (conceptual subitizing).	**SE:** 201-204, 205-208, 229-232 **TE:** 201A-204B, 205A-208B, 229A-232B
NC.K.OA.5 Demonstrate fluency with addition and subtraction within 5.	**SE:** 199–200, 225–228, Reteaching: 238 Set H; 247, 269–272, Reteaching: 282 Set G; 291–292, 297–300, 301–304, 305–308, Reteaching: 335-336 Sets B, D **TE:** 199–200A, 225A–228B, Reteaching: 237–238 Set H; 247–247A, 269A–272B, Reteaching: 281–282 Set G; 291–292A, 297A–300B, 301A–304B, 305A–308B, Reteaching: 335–336 Sets B, D
Number and Operations in Base Ten	
Build foundation for place value.	
NC.K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: • Using objects or drawings. • Recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**SE:** 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419-422 Sets A-G **TE:** 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
Measurement and Data	
Describe and compare measurable attributes.	
NC.K.MD.1 Describe measurable attributes of objects; and describe several different measurable attributes of a single object.	**SE:** 547–548, 549–552, 553–556, 557–560, 561–564, 565–568 **TE:** 547–548A, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B
NC.K.MD.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.	**SE:** 547–548, 549–552, 553–556, 557–560, 565–568, 569–572, Reteaching: 575-576 Sets A-D **TE:** 547–548A, 549A–552B, 553A–556B, 557A–560B, 565A–568B, 569A–572B, Reteaching: 575-576 Sets A, B, D
Classify objects and count the number of objects in each category.	
NC.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**SE:** 171, 172, 173–176, 177–180, 181–184, 185–188, Reteaching: 191-192 Sets A-D; 465–468 **TE:** 171–171A, 172–172C, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 191–192 Sets A–D; 465A–468B
Geometry	
Identify and describe shapes.	
NC.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.	**SE:** 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 497-498 Sets F, G; 507, 508, 525–528 **TE:** 463–464A, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 497–498 Sets F, G; 507–507A, 508–508C, 525A–528B

North Carolina Standard Course of Study Mathematics - Kindergarten	enVision® Mathematics, ©2020 Kindergarten
NC.K.G.2 Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.	**SE:** 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 495-497 Sets B-E; 508 **TE:** 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 495–498 Sets B–E; 508–508C
NC.K.G.3 Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.	**SE:** 465–468, 485–488, Reteaching: 495 Set A; 507, 521–524 **TE:** 465A–468B, 485A–488B, Reteaching: 495–496 Set A; 507–507A, 521A–524B
Analyze, compare, create, and compose shapes.	
NC.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.	**SE:** 463–464, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching: 539-540 Sets A-D **TE:** 463–464A, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching: 539-540 Sets A-D
NC.K.G.5 Model shapes in the world by: • Building and drawing triangles, rectangles, squares, hexagons, circles. • Building cubes, cones, spheres, and cylinders.	**SE:** 507, 513–516, 525–528, 529–532, 533–536, Reteaching: 540 Set D **TE:** 507–507A, 513A–516B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 540 Set D
NC.K.G.6 Compose larger shapes from simple shapes.	**SE:** 463–464, 507, 508, 525–528, 533–536 **TE:** 463–464A, 507–507A, 508–508C, 525A–528B, 533A–536B

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

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

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
5. Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 5–8, 17–20, 29–32, 81–84, 113–116, 129–132, 161–164, 165–168, 177–180, 185–188, 213–216, 293–296, 325–328, 365–368, 369–372
6. Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 37–40, 85–88, 189–192, 217–220, 221–224, 237–240, 253–256, 257–260, 261–264, 269–272, 289–292, 305–308, 329–332, 373–376, 377–380
7. Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 9–12, 69–72, 73–76, 77–80, 81–84, 89–92, 129–132, 173–176, 221–224, 225–228, 265–268, 285–288, 293–296, 297–300, 301–304

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
8. Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 57–60, 61–64, 133–136, 165–168, 169–172, 173–176, 177–180, 181–184, 229–232, 261–264, 285–288, 297–300, 309–312
Operations and Algebraic Thinking	
Represent and solve problems.	
NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, Reteaching: 43–46 Sets A–H; 55–56, 57–60, 61–64, 81–84, 85–88, Reteaching: 98 Set H; 107, 108, 113–116, 117–120, 121–124, 137–140, 141–144, Reteaching: 149–150 Sets F, G; 161–164, 189–192, 193–196, Reteaching: 202 Sets F, G; 211, 233–236, 261–264, 265–268, 269–272 **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, Reteaching: 43–46 Sets A–H; 55–56A, 57A–60B, 61A–64B, 81A–84B, 85A–88B, Reteaching: 97–98 Set H; 107–107A, 108–108C, 113A–116B, 117A–120B, 121A–124B, 137A–140B, 141A–144B, Reteaching: 149–150 Sets F, G; 161A–164B, 189A–192B, 193A–196B, Reteaching: 201–202 Sets F, G; 211–211A, 233A–236B, 261A–264B, 265A–268B, 269A–272B
NC.1.OA.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.	**SE:** 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572 **TE:** 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251–252A, 261A–264B, 569A–572B

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
Understand and apply the properties of operations.	
NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems.	**SE:** 73–76, 89–92, Reteaching: 97 Set E; 108, 109–112, 141–144, 169–172, 211, 212, 225–228, 229–232, Reteaching: 244 Set C **TE:** 73A–76B, 89A–92B, Reteaching: 97–98 Set E; 108–108C, 109A–112B, 141A–144B, 169A–172B, 211–211A, 212–212C, 225A–228B, 229A–232B, Reteaching: 244 Set C
NC.1.OA.4 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.	**SE:** 4, 29–32, 33–36, 81–84, Reteaching: 98 Set G; 108, 159–160, 173–176, 177–180, 181–184, 185–188, Reteaching: 200–201 Sets C–E **TE:** 4–4C, 29A–32B, 33A–36B, 81A–84B, Reteaching: 97–98 Set G; 108–108C, 159–160A, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 199–202 Sets C–E
Add and subtract within 20.	
NC.1.OA.9 Demonstrate fluency with addition and subtraction within 10.	**SE:** 55-56, 57–60, 61–64, 65–68, 69-72, 77–80, 81-84, 85-88, 89-92, Reteaching: 95–96 Sets B, D; 211 **TE:** 55–56A, 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, Reteaching: 95–96 Sets B, D; 211–211A
NC.1.OA.6 Add and subtract, within 20, using strategies such as: • Counting on • Making ten • Decomposing a number leading to a ten • Using the relationship between addition and subtraction • Use a number line • Creating equivalent but simpler or known sums	**SE:** 55-56, 57–60, 61–64, 65–68, 69-72, 77–80, 81-84, 85-88, 89-92, Reteaching: 95–96 Sets B, D; 107, 108, 117–120, 121–124, 125-128, 129-132, 133-136, 137-140, 141-144, Reteaching: 148-149 Sets C-E; 159–160, 165-168, 169-172, 173-176, 177-180, 181-184, 185–188, Reteaching: 200-201 Sets B, E; 211, 213–216, 251–252 **TE:** 55–56A, 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, Reteaching: 95–96 Sets B, D; 107–107A, 108–108C, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B,137A–140B, 141A–144B, Reteaching: 147–150 Sets C-E; 159–160A, 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 199–202 Sets B, E; 211–211A, 213A–216B, 251–252A

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
Analyze addition and subtraction equations within 20.	
NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.	**SE:** 4, 5–8, 9–12, 13–16, 17–20, 211, 212, 217–220, 221–224, 237–240, Reteaching: 243–244 Sets A, D **TE:** 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 211–211A, 212–212C, 217A–220B, 221A–224B, 237A–240B, Reteaching: 243–244 Sets A, D
NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	**SE:** 211, 212, 213–216, 221–224, 237–240, Reteaching: 243 Set B **TE:** 211–211A, 212–212C, 213A–216B, 221A–224B, 237A–240B, Reteaching: 243 Set B
Number and Operations in Base Ten	
Extend and recognize patterns in the counting sequence.	
NC.1.NBT.1 Count to 150, starting at any number less than 150.	**SE:** 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588 **TE:** 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B
NC.1.NBT.7 Read and write numerals, and represent a number of objects with a written numeral, to 100.	**SE:** 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588 **TE:** 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
Understand place value.	
NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.	**SE:** 283, 284, 285–288, 297-300, 305–308, 309–312, Reteaching: 315 Set A; 323–324, 325–328, 329–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 355–356 Sets A–C; 364, 401–404, 405-408, 409–412, 413–416, 417–420, 421–424, 425–428, 433–436, 451, 453-456, 457–460, 461-464, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540, 573–576 **TE:** 283-283A, 284–284C, 285A–288B, 297A–300B, 305A–308B, 309A–312B, Reteaching: 315 Set A; 323–324A, 325A–328B, 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 355–356 Sets A–C; 364–364C, 401A–404B, 405A-408B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 433A–436B, 451-451A, 453A-456B, 457A–460B, 461A-464B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B, 573A–576B
NC.1.NBT.3 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**SE:** 363, 364, 365–368, 369–372, 373–376, 377–380, 381–384, 385–388, Reteaching: 392 Sets C, D **TE:** 363–363A, 364–364C, 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B, Reteaching: 392 Sets C, D
Use place value understanding and properties of operations.	
NC.1.NBT.4 Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: • A two-digit number and a one-digit number • A two-digit number and a multiple of 10	**SE:** 399–400, 401–404, 409–412, 413–416, 417–420, 421–424, 425–428, 429–432, 433–436, Reteaching: 439–442 Sets A, C–H; 452 **TE:** 399–400A, 401A–404B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, 433A–436B, Reteaching: 439–442 Sets A, C–H; 452–452C

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**SE:** 363, 365–368, 369–372, Reteaching: 391 Sets A, B; 399–400, 405–408, 429–432, Reteaching: 439 Set B; 452, 453–456, 457–460, 461–464, 469–472, 473–476, 477–480, Reteaching: 484 Set C **TE:** 363–363A, 365A–368B, 369A–372B, Reteaching: 391 Sets A, B; 399–400A, 405A–408B, 429A–432B, Reteaching: 439–440 Set B; 452–452C, 453A–456B, 457A–460B, 461A–464B, 469A–472B, 473A–476B, 477A–480B, Reteaching: 484 Set C
NC.1.NBT.6 Subtract multiples of 10 in the range 10—90 from multiples of 10 in the range 10—90, explaining the reasoning, using: • Concrete models and drawings • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction	**SE:** 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, Reteaching: 483–484 Sets A, B, D **TE:** 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, Reteaching: 483–484 Sets A, B, D
Measurement and Data	
Measure lengths.	
NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**SE:** 491–492, 493–496, 497–500, 505–508, Reteaching: 511 Sets A, B **TE:** 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching: 511 Sets A, B
NC.1.MD.2 Measure lengths with non-standard units. • Express the length of an object as a whole number of non-standard length units. • Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.	**SE:** 491–492, 501–504, 505–508, Reteaching: 512 Sets C, D; 557–560, 561–564, 581–584 **TE:** 491–492A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 557A–560B, 561A–564B, 581A–584B

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
Build understanding of time and money.	
NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	**SE:** 520, 529–532, 533–536, 537–540, 541–544, Reteaching: 547–548 Sets B–D **TE:** 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching: 547–548 Sets B–D
NC.1.MD.5 Identify quarters, dimes, nickels and relate their values to pennies.	**SE:** MDIS A61, A62, A63, A64, A65, A67 **TE:** MDIS A61, A62, A63, A64, A65, A67
Represent and interpret data.	
NC.1.MD.4 Organize, represent, and interpret data with up to three categories. • Ask and answer questions about the total number of data points. • Ask and answer questions about how many in each category. • Ask and answer questions about how many more or less are in one category than in another.	**SE:** 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B; 364, 520 **TE:** 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B; 364–364C, 520–520C
Geometry	
Reason with shapes and their attributes.	
NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by: • Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. • Building cubes, rectangular prisms, cones, spheres, and cylinders.	**SE:** 555–556, 557–560, 561–564, 565–568, 577–580, 581–584, 589–592, Reteaching: 595–598 Sets A, B, E, G, H; 608 **TE:** 555–556A, 557A–560B, 561A–564B, 565A–568B, 577A–580B, 581A–584B, 589A–592B, Reteaching: 595–598 Sets A, B, E, G, H; 608–608C

North Carolina Standard Course of Study Mathematics – Grade 1	enVision® Mathematics, ©2020 Grade 1
NC.1.G.2 Create composite shapes by: •Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. •Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.	**SE:** 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608 **TE:** 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C
NC.1.G.3 Partition circles and rectangles into two and four equal shares. • Describe the shares as halves and fourths, as half of and fourth of. • Describe the whole as two of, or four of the shares. • Explain the decomposing into more equal shares creates smaller shares.	**SE:** 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D **TE:** 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D

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

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
3. Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision® Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 29–32, 41–44, 69–72, 77–80, 93–96, 105–108, 117–120, 137–140, 141–144, 149–152, 157–160, 169–172, 189–192, 201–204, 217–220
4. Model with mathematics.	Students using **enVision® Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 21–24, 29–32, 33–36, 41–44, 61–64, 65–68, 73–76, 77–80, 101–104, 109–112, 137–140, 141–144, 145–148

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
5. Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 29–32, 73–76, 93–96, 97–100, 117–120, 137–140, 189–192, 193–196, 209–212, 237–240, 245–248, 261–264, 305–308, 349–352, 377–380
6. Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 9–12, 37–40, 61–64, 77–80, 113–116, 197–200, 201–204, 253–256, 261–264, 301–304, 333–336, 341–344, 349–352, 353–356, 357–360

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
7. Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 9–12, 13–16, 17–20, 25–28, 61–64, 65–68, 69–72, 77–80, 101–104, 145–148, 153–156, 161–164, 189–192, 201–204, 217–220
8. Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 5–8, 17–20, 25–28, 33–36, 65–68, 77–80, 105–108, 153–156, 157–160, 165–168, 205–208, 281–284, 345–348, 353–356, 357–360

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
Operations and Algebraic Thinking	
Represent and solve problems.	
NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving: One-Step problems: •Add to/Take from-Start Unknown •Compare-Bigger Unknown •Compare-Smaller Unknown Two-Step problems involving single digits: •Add to/Take from-Change Unknown •Add to/Take from-Result Unknown	**SE:** 4, 37-40, 41-44, Reteaching: 50 Sets G, H; 77–80, Reteaching: 84 Set D; 92, 113–116, 117–120, Reteaching: 123–125 Sets A-F; 136, 141-144,145–148, 165–168, 169-172, Reteaching: 175-178 Sets B, C, G, H; 187, 188, 213–216, 217–220, Reteaching: 226 Sets G, H; 236, 245–248, 257–260, 261-264, Reteaching: 268-269 Sets C, F; 279, 280, 281-284, 285-288, 289-292, 293–296, 297–300, 309-312, Reteaching: 315-318 Sets A-C, H; 341–344, 345–348, Reteaching: 364–365 Sets B, C; 609–612, 613–616, 617-620, 621-624, 625–628, Reteaching:631-632 Sets A-D; 649-652, 653-656, 657-660, 661-664, Reteaching:668, 670 Sets B, D **TE:** 4–4C, 37A–40B, 41A–44B, Reteaching: 49–50 Sets G, H; 77A–80B, Reteaching: 84 Set D; 92–92C, 113A–116B, 117A–120B, Reteaching: 123–126 Sets A-F; 136–136A, 141A–144B, 145A–148B, 165A–168B, 169A–172B, Reteaching: 175-178 Sets B, C, G, H; 187–187A, 188–188C, 213A–216B, 217A–220B, Reteaching: 225-226 Sets G, H; 236-236A, 245A–248B, 257A–260B, 261A–264B, Reteaching: 267-270 Sets C, F; 279-279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 309A–312B,Reteaching: 315-318 Sets A-C, H; 341A–344B, 345A–348B, Reteaching: 363–366 Sets B, C; 609A–612B, 613A–616B, 617A–620B, 621A–624B, 625A–628B, Reteaching:631-632 Sets A-D; 649A-652B, 653A-656B, 657A–660B, 661A–664B, Reteaching:667–670 Sets B, D

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
Add and subtract within 20.	
NC.2.OA.2 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, Reteaching: 47–50 Sets A–H; 60, 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83–84 Sets A–D; 91, 301–304, Reteaching: 317 Set F; 561–564, Reteaching: 595 Set A **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A–H; 60–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A–D; 91–91A, 301A–304B, Reteaching: 317–318 Set F; 561A–564B, Reteaching: 595–596 Set A
Work with equal groups.	
NC.2.OA.3 Determine whether a group of objects, within 20, has an odd or even number of members by: •Pairing objects, then counting them by 2s. •Determining whether objects can be placed into two equals groups. •Writing an equation to express an even number as a sum of two equal addends.	**SE:** 60, 61–64, 65–68, Reteaching: 83 Set A **TE:** 60–60A, 61A–64B, 65A–68B, Reteaching: 83 Set A
NC.2.OA.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.	**SE:** 69–72, 73–76, 77–80, Reteaching: 83–84 Sets B–D; 92, 136, 577–580, 585–588, 589–592, Reteaching: 597–598 Sets E, G, H **TE:** 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets B–D; 92–92C, 135–136A, 577A–580B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets E, G, H

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
Number and Operations in Base Ten	
Understand place value.	
NC.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. • Unitize by making a hundred from a collection of ten tens. • Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones. • Compose and decompose numbers using various groupings of hundreds, tens, and ones.	**SE:** 376, 377-380, 381–384, 385–388, 389–392, 393-396, 405–408, 409–412, Reteaching: 419–422 Sets A-D, G **TE:** 376–376C, 377A-380B, 381A–384B, 385A–388B, 389A–392B, 393A-396B, 405A–408B, 409A–412B, Reteaching: 419–422 Sets A-D, G
NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.	**SE:** 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, Reteaching: 363–366 Sets A, B, D–F; 375, 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 437–440, 477–480 **TE:** 329A–332B, 333A–336B, 337A–340B, 349A–352B, 353A–356B, 357A–360B, Reteaching: 363–366 Sets A, B, D–F; 375–375A, 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 437A–440B, 477A–480B
NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.	**SE:** 376, 381–384, 385–388, 389–392, 393–396, Reteaching: 419–420 Sets B, C, D **TE:** 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 419–420 Sets B, C, D
NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	**SE:** 375, 405–408, 409–412, 413–416, Reteaching: 422 Sets G, H **TE:** 375–375A, 405A–408B, 409A–412B, 413A–416B, Reteaching: 421–422 Sets G, H

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
Use place value understanding and properties of operations.	
NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by: • Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Comparing addition and subtraction strategies and explaining why they work. • Selecting an appropriate strategy in order to efficiently compute sums and differences.	**SE:** 92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120, Reteaching: 123–125 Sets A–F; 136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 165–168, 169–172, Reteaching: 175–178 Sets A–H; 187, 188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 217–220, Reteaching: 223–226 Sets A–H; 236, 237–240, 241–244, 245–248, 249–252, 253–256, 257–260, Reteaching: 267–269 Sets A–F; 279, 280, 281–284, 285–288, 289–292, 293–296, 297–300, 305–308, Reteaching: 315–318 Sets A–D, G **TE:** 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, 117A–120B, Reteaching: 123–126 Sets A–F; 136–136A, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 175–178 Sets A–H; 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, Reteaching: 223–226 Sets A–H; 236–236A, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 257A–260B, Reteaching: 267–270 Sets A–F; 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 305A–308B, Reteaching: 315–318 Sets A–D, G
NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.	**SE:** Reteaching: 124–125 Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, Reteaching: 177–178 Sets F–H; 279; Reteaching: 318 Set G **TE:** Reteaching: 124–125 Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 177–178 Sets F–H; 279–279A, Reteaching: 317–318 Set G

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using: • Concrete models or drawings • Strategies based on place value • Properties of operations • Relationship between addition and subtraction	**SE:** 432, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching: 463–464 Sets B–D; 472, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching: 499–500 Sets B–D **TE:** 432–432A, 437–440B, 441–444B, 445–448B, 449–452B, 453–456B, 457–460B, Reteaching: 463–464 Sets B–D; 472–472C, 477–480B, 481–484B, 485–488B, 489A–492B, 493A–496B, Reteaching: 499–500 Sets B–D
NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	**SE:** 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 433–436, Reteaching: 463 Set A; 473–476, Reteaching: 499 Set A **TE:** 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 433A–436B, Reteaching: 463 Set A; 473A–476B, Reteaching: 499 Set A
Measurement and Data	
Measure and estimate lengths.	
NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**SE:** 513–516, 517–520, 521–524, 525–528, 529–532, 533–536, 541–544, Reteaching: 547–550 Sets B–F, H; 560, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets B–D; 641–644, 645–648, Reteaching: 667 Set A **TE:** 513A–516B, 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 541A–544B, Reteaching: 547–550 Sets B–F, H; 560–560C, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets B–D; 641A–644B, 645A–648B, Reteaching: 667–668 Set A
NC.2.MD.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.	**SE:** 521–524, 533–536, Reteaching: 548–549 Sets C, F; 581–584, Reteaching: 597 Set F **TE:** 521A–524B, 533A–536B, Reteaching: 548–549 Sets C, F; 581A–584B, Reteaching: 597–598 Set F

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.	**SE:** 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, Reteaching: 547–550 Sets A, B, D, E, H **TE:** 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, Reteaching: 547–550 Sets A, B, D, E, H
NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	**SE:** 537–540, 541–544, Reteaching: 550 Sets G, H; 560 **TE:** 537A–540B, 541A–544B, Reteaching: 549–550 Sets G, H; 560–560C
Relate addition and subtraction to length.	
NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.	**SE:** 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D **TE:** 537A–540B, Reteaching: 549–550 Sets F, G; 560–560C, 609A–612B, 613A–616B, 617A–620B, 625A–628B, Reteaching: 631–632 Sets A–D
NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.	**SE:** 621–624, 625–628, Reteaching: 632 Sets C–D **TE:** 621A–624B, 625A–628B, Reteaching: 632 Sets C–D
Build understanding of time and money.	
NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**SE:** 328, 349–352, 353–356, 357–360, Reteaching: 365–366 Sets D–F **TE:** 328–328A, 349A–352B, 353A–356B, 357A–360B, Reteaching: 365–366 Sets D–F
NC.2.MD.8 Solve word problems involving: • Quarters, dimes, nickels, and pennies within 99¢ using ¢ symbols appropriately. •Whole dollar amounts, using the $ symbol appropriately.	**SE:** 329–332, 333–336, 337–340, 341–344, 345–348, 376, 433–436, 473–476, 485–488 **TE:** 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 376–376C, 433A–436B, 473A–476B, 485A–488B

North Carolina Standard Course of Study Mathematics – Grade 2	enVision® Mathematics, ©2020 Grade 2
Represent and interpret data.	
NC.2.MD.10 Organize, represent, and interpret data with up to four categories. • Draw a picture graph and a bar graph with a single-unit scale to represent a data set. • Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.	**SE:** 640, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–670 Sets B–D **TE:** 640–640C, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–670 Sets B–D
Geometry	
Reason with shapes and their attributes.	
NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.	**SE:** 560, 561–564, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets A–D **TE:** 560–560C, 561A–564B, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets A–D
NC.2.G.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, fourths, fourth of, quarter of. • Describe the whole as two halves, three thirds, four fourths. • Explain that equal shares of identical wholes need not have the same shape.	**SE:** 581–584, 585–588, 589–592, Reteaching: 597–598 Sets F, G, H **TE:** 581A–584B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets F, G, H

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	**enVision® Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at PearsonRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem- Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 17–20, 25–28, 41–44, 49–52, 61–64, 81–84, 89–92, 93–96, 97–100, 101–104, 117–120, 121–124, 125–128

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
2. Reason abstractly and quantitatively.	**enVision® Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 9–12, 21–24, 45–48, 53–56, 61–64, 93–96, 97–100, 117–120, 121–124, 125–128, 129–132, 133–136, 141–144, 145–148, 149–152
3. Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision® Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 41–44, 45–48, 57–60, 61–64, 77–80, 101–104, 133–136, 141–144, 149–152, 173–176, 177–180, 189–192, 209–212

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
4. Model with mathematics.	Students using **enVision® Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 17–20, 21–24, 25–28, 61–64, 85–88, 93–96, 125–128, 137–140, 141–144, 181–184, 189–192, 221–224, 225–228
5. Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 49–52, 57–60, 81–84, 117–120, 181–184, 209–212, 233–236, 257–260, 317–320, 341–344, 353–356, 357–360, 381–384

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
6. Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 17–20, 49–52, 57–60, 77–80, 137–140, 145–148, 149–152, 169–172, 217–220, 233–236, 253–256, 61–264, 269–272, 305–308, 309–312
7. Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 41–44, 45–48, 53–56, 77–80, 81–84, 85–88, 89–92, 101–104, 121–124, 129–132, 137–140, 169–172, 177–180

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
8. Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 21–24, 53–56, 97–100, 101–104, 133–136, 145–148, 181–184, 185–188, 221–224, 225–228, 269–272, 293–296, 345–348, 353–356, 389–392
Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
NC.3.OA.1 For products of whole numbers with two factors up to and including 10: • Interpret the factors as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.	**SE:** 3, 4, 5–8, 9–12, 13–16, 25–28, Reteaching: 31–32 Sets A–C, E; 41–44, 45–48, 49–52, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 185–188, Reteaching: 197–198 Set E **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 25A–28B, Reteaching: 31–32 Sets A–C, E; 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 185A–188B, Reteaching: 197–198 Set E
NC.3.OA.2 For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: • Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.	**SE:** 4, 17–20, 21–24, 25–28, Reteaching: 32 Sets D, E; 185–188, Reteaching: 197–198 Set E **TE:** 4–4C, 17A–20B, 21A–24B, 32, Reteaching: 25A–28B Sets D, E; 185A–188B, Reteaching: 197–198 Set E

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division. • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, Reteaching: 31–32 Sets A–E; 39–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, Reteaching: 67–68 Sets A–F; 76, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets B–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, Reteaching: 155–158 Sets A–I; 167, 168, 177–180, 181–184, 185–188, 189–192, Reteaching: 196–198 Sets C–F; 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 385–388, Reteaching: 399 Set B; 408, 561–564, Reteaching: 574 Set H; 617–620, Reteaching: 639 Set A **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, Reteaching: 31–32 Sets A–E; 39–40A, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, Reteaching: 67–68 Sets A–F; 76–76C, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets B–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, Reteaching: 155–158 Sets A–I; 167–167A, 168–168C, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 195–198, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 385A–388B, Reteaching: 399 Set B; 408–408C, 561A–564B, Reteaching: 573–574 Set H; 617A–620B, Reteaching: 639 Set A

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
Understand properties of multiplication and the relationship between multiplication and division.	
NC.3.OA.6 Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.	**SE:** 117–120, 121–124, 125–128, 129–132, 137–140, Reteaching: 55–157 Sets A–D, F, G **TE:** 117–120, 121–124, 125–128, 129–132, 137–140, 141–144, Reteaching: 155–157 Sets A–D, F, G
Multiply and divide within 100.	
NC.3.OA.7 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. • Know from memory all products with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	**SE:** 49–52, Reteaching: 67 Set C; 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets A–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, Reteaching: 155-158 Sets A–H; 167, 168, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, Reteaching: 195–198 Sets A–F; 221–224, 225–228, 229–232, 233–236, Reteaching: 240–242 Sets D–G; 297–300, 313–316, Reteaching: 324-325 Sets C, G; 345–348, 349–352, Reteaching: 368–369 Sets C, D; 413–416, 417–420, 421–424, Reteaching: 427–428 Sets B–D; 561-564, Reteaching: 574 Set H; 617-620, 625-628, 629-632, Reteaching: 639-640 Sets A-C **TE:** 49A–52B, Reteaching: 67 Set C; 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets A–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, Reteaching: 155–158 Sets A–H; 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, Reteaching: 195–198 Sets A–F; 221A–224B, 225A–228B, 229A–232B, 233A–236B, 239–242, 297A–300B, 313A–316B, Reteaching: 323–326 Sets C, G; 345A–348B, 349A–352B, Reteaching: 367–370 Sets C, D; 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets B–D; 561A–564B, Reteaching: 573-574 Set H; 617A-620B, 625A-628B, 629A-632B, Reteaching: 639-640 Sets A, C

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
Solve two-step problems.	
NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	**SE:** 149–152, Reteaching: 158 Set I; 168, 253–256, 265–268, Reteaching: 275–277 Sets A, C; 287–288, 289–292, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–326 Sets A, C–E; G, H; 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 381-384, Reteaching: 399 Set A; 407, 408, 409–412, 413–416, 417–420, 421–424, Reteaching: 427–428 Sets A–D; 621–624, 639 **TE:** 149A–152B, Reteaching: 157–158 Set I; 168–168C, 253A–256B, 265A–268B, Reteaching: 275–278 Sets A, C; 287–288A, 289A–292B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C–E, G, H; 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 381A–384B, Reteaching: 399 Set A; 407–407A, 408–408C, 409A–412B, 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A–D; 621A–624B, Reteaching: 639 Set B
Explore patterns of numbers.	
NC.3.OA.9 Interpret patterns of multiplication on a hundreds board and/or multiplication table.	**SE:** 41–44, 45–48, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 81–84, 85–88, 89–92, Reteaching: 107–108 Sets B–D; 133–136, Reteaching: 157 Set E; 169–172, 189–192, 195–198, 293–296, Reteaching: Set B; 393–396, Reteaching: 400 Set D **TE:** 41A–44B, 45A–48B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 81A–84B, 85A–88B, 89A–92B, Reteaching: 107–108 Sets B–D; 133A–136B, Reteaching: 157–158 Set E; 169A–172B, 189A–192B, Reteaching: 195–198 Sets A, F; 293A–296B, Reteaching: 323–324 Set B; 393A–396B, Reteaching: 400 Set D

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
Number and Operations in Base Ten	
Use place value to add and subtract.	
NC.3.NBT.2 Add and subtract whole numbers up to and including 1,000. • Use estimation strategies to assess reasonableness of answers. • Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems. • Use expanded form to decompose numbers and then find sums and differences.	**SE:** 287–288, 289–292, 297–300, 301–304, 309–312, 313–316, 317–320, Reteaching: 323–326 Sets A, C, D, F–H; 335, 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364 **TE:** 287–288A, 289A–292B, 297A–300B, 301A–304B, 309A–312B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C, D, F–H; 335–335A, 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B
Generalize place value understanding for multi-digit numbers.	
NC.3.NBT.3 Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.	**SE:** 379–380, 381–384, 385–388, 389–392, 393–396, Reteaching: 399–400 Sets A–D **TE:** 379–380A, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 399–400 Sets A–D
Number and Operations – Fractions	
Understand fractions as numbers.	
NC.3.NF.1 Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models.	**SE:** 435-436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 585–588, 589–592, Reteaching: 603 Sets A, B **TE:** 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 484–484C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
NC.3.NF.2 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models. • Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. • Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.	**SE:** 435-436, 437–440, 441–444, 445–448, 449-452, 453–456, 457–460, 461–464, 465–468, Reteaching: 471–474 Sets A-H; 484, 585–588, 589–592, Reteaching: 603 Sets A, B **TE:** 435–436A, 437A–440B, 441A–444B, 445A–448B, 449A-452B, 453A-456B, 457A-460B, 461A-464B, 465A–468B, Reteaching: 471–474 Sets A-H; 484–484C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B
NC.3.NF.3 Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	**SE:** 445-448, Reteaching: 472 Set C; 483, 484, 485-488, 489-492, 493-496, 497-500, 501-504, 505-508, 509-512, 513-516, Reteaching: 519-522 Sets A-H **TE:** 445A-448B, Reteaching: 472 Set C; 483-483C, 484-484C, 485A-488B, 489A-492B, 493A-496B, 497A-500B, 501A-504B, 505A-508B, 509A-512B, 513A-516B Reteaching: 519-522 Sets A-H
NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.	**SE:** 483, 493–496, 497–500, 501–504, 513–516, Reteaching: 520–522 Sets C–E, H **TE:** 483–483A, 493A–496B, 497A–500B, 501A–504B, 513A–516B, Reteaching: 519–522 Sets C–E, H
Measurement and Data	
Solve problems involving measurement.	
NC.3.MD.1 Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.	**SE:** 531–532, 533–536, 537–540, 541–544, 565–568, Reteaching: 571–574 Sets A–C, I **TE:** 531–532A, 533A–536B, 537A–540B, 541A–544B, 565A–568B, Reteaching: 571–574 Sets A–C, I

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
NC.3.MD.2 Solve problems involving customary measurement. • Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit. • Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds. • Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.	**SE:** MDIS D13, D15, D16, D24, D27, D58, D66 **TE:** MDIS D13, D15, D16, D24, D27, D58, D66 For related content, please see: **SE:** 309–312, Reteaching: 325 Set F; 531–532, 545–548, 549–552, 553–556, 557–560, 561–564, Reteaching: 572–574 Sets D–H **TE:** 309A–312B, Reteaching: 325–326 Set F; 531–532A, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, Reteaching: 571–574 Sets D–H
Represent and interpret data.	
NC.3.MD.3 Represent and interpret scaled picture and bar graphs: • Collect data by asking a question that yields data in up to four categories. • Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. • Solve one and two-step "how many more" and "how many less" problems using information from these graphs	**SE:** 251, 252, 253–256, 257–260, 261–264, 265–268, 269–272, 275–278, 417–420, Reteaching: 428 Set C **TE:** 251–251A, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 417A–420B, Reteaching: 428 Set C
Understand the concept of area.	
NC.3.MD.5 Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.	**SE:** 252 **TE:** 252-252C

North Carolina Standard Course of Study Mathematics – Grade 3	enVision® Mathematics, ©2020 Grade 3
NC.3.MD.7 Relate area to the operations of multiplication and addition. • 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. • Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.	**SE:** 101–104, Reteaching: 108 Set F; 221–224, 225-228, 229-232, 233–236, Reteaching: 241-242 Sets E-G; 252, 597-600, Reteaching: 604 Set D; 625-628, 629-632, Reteaching: 640 Set C **TE:** 101A–104B, Reteaching: 108 Set F; 221A–224B, 225A-228B, 229A-232B, 233A–236B, Reteaching: 241-242 Sets E-G; 252-252C, 597A-600B, Reteaching: 604 Set D; 625A-628B, 629A-632B, Reteaching: 640 Set C
Understand the concept of perimeter.	
NC.3.MD.8 Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.	**SE:** 611–612, 613–616, 617–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D **TE:** 611–612A, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching: 639-640 Sets A–D
Geometry	
Reason with shapes and their attributes.	
NC.3.G.1 Reason with two-dimensional shapes and their attributes. • Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. • Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.	**SE:** 435–436, 437–440, 441–444, Reteaching: 471-472 Sets A, B; 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D **TE:** 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 583-538A, 584-584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	**enVision® Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at PearsonRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 13–16, 21–24, 49–52, 53–56, 65–68, 81–84, 105–108, 109–112, 153–156, 205–208, 233–236, 237–240, 245–248, 261–264, 293–296

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
2. Reason abstractly and quantitatively.	**enVision® Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 13–16, 17–20, 21–24, 41–44, 57–60, 61–64, 65–68, 81–84, 85–88, 105–108, 129–132, 133–136, 137–140
3. Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision® Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 9–12, 17–20, 21–24, 37–40, 41–44, 45–48, 49–52, 57–60, 61–64, 85–88, 101–104, 137–140, 149–152, 177–180, 181–184

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
4. Model with mathematics.	Students using **enVision® Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 13–16, 65–68, 89–92, 93–96, 109–112, 133–136, 141–144, 145–148, 153–156, 169–172, 177–180, 181–184, 185–188, 193–196
5. Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 17–20, 45–48, 53–56, 97–100, 133–136, 193–196, 245–248, 293–296, 297–300, 313–316, 317–320, 333–336, 337–340, 345–348, 353–356

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
6. Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 21–24, 37–40, 97–100, 105–108, 153–156, 197–200, 245–248, 269–272, 305–308, 345–348, 393–396, 417–420, 449–452, 465–468, 481–484
7. Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 5–8, 37–40, 45–48, 53–56, 57–60, 61–64, 81–84, 89–92, 93–96, 97–100, 101–104, 129–132, 141–144, 145–148, 149–152

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
8. Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 9–12, 49–52, 269–272, 309–312, 361–364, 365–368, 389–392, 421–424, 461–464, 481–484, 485–488, 489–492, 497–500, 521–524, 557–560
Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
NC.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.	**SE:** 85–88, 223–224, 260, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D, H; 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572 **TE:** 85A–88B, 223–224A, 260–260C, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D, H; 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
Use the four operations with whole numbers to solve problems.	
NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers. • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity.	**SE:** 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528 **TE:** 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B
Gain familiarity with factors and multiples.	
NC.4.OA.4 Find all factor pairs for whole numbers up to and including 50 to: • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number is a multiple of a given one-digit number. • Determine if the number is prime or composite.	**E:** 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528 **TE:** 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B
Generate and analyze patterns.	
NC.4.OA.5 Generate and analyze a number or shape pattern that follows a given rule.	**SE:** 519–520, 521–524, 525–528, 529–532, 533–536, Reteaching: 539–540 Sets A–D; 589–592 **TE:** 519–520A, 521A–524B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 539–540 Sets A–D; 589A–592B
Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers.	
NC.4.NBT.1 Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.	**SE:** 4, 9–12, 21–24, Reteaching: 27 Set B **TE:** 4–4C, 9A–12B, 21A–24B, Reteaching: 27 Set B
NC.4.NBT.2 Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.	**SE:** 3, 4, 5-8, 13–16, 21–24, Reteaching: 27 Sets A-C; 35–36 **TE:** 3–3A, 4–4C, 5A–8B, 13A–16B, 21A–24B, Reteaching: 27 Sets A-C; 35–36A

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
NC.4.NBT.7 Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**SE:** 4, 13–16, 21–24, Reteaching: 27 Set C **TE:** 4–4C, 13A–16B, 21A–24B, Reteaching: 27 Set C
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
NC.4.NBT.4 Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.	**SE:** 35–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 80, 233–236, 237–240, 241–244, 521–524, 565–568 **TE:** 35–36A, 37A–40B, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 80–80C, 233A–236B, 237A–240B, 241A–244B, 521A–524B, 565A–568B
NC.4.NBT.5 Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.	**SE:** 79, 80, 81–84, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, Reteaching: 115–118 Sets A–G; 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 159–160 Sets A–F; 168, 173–176, 177–180, 223–224, 225–228, 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 301–304, 313–316, 525–528 **TE:** 79–79A, 80–80C, 81A–84B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets A–G; 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 159–160 Sets A–F; 168–168C, 173A–176B, 177A–180B, 223–224A, 225A–228B, 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 301A–304B, 313A–316B, 525A–528B

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
NC.4.NBT.6 Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.	**SE:** 167, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, Reteaching: 211–214 Sets A, C, H; 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 260, 305–308, 525–528, 529–532 **TE:** 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, Reteaching: 211–214 Sets A, C, H; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 260–260C, 305A–308B, 525A–528B, 529A–532B
Number and Operations – Fractions	
Extend understanding of fractions.	
NC.4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.	**SE:** 291–292, 293–296, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–324 Sets A, B; 421–424, 553–556 **TE:** 291–292, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–324 Sets A, B; 421A–424B, 553A–556B
NC.4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. 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 by: • Reasoning about their size and using area and length models. • Using benchmark fractions 0, ½, and a whole. • Comparing common numerator or common denominators.	**SE:** 259, 309–312, 313–316, 317–320, Reteaching: 324 Sets C, D; 332, 415, 416, 421–424 **TE:** 259–259A, 309A–312B, 313A–316B, 317A–320B, Reteaching: 324 Sets C, D; 332–332A, 415–415A, 416–416C, 421A–424B

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. • Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.	**SE:** 331, 332, 333–336, 337-340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, 365–368, 369–372, Reteaching: 375-376 Sets A-F; 397–400, 401–404, Reteaching: 407 Set C; 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D; 481–484, 485–488, 489–492, 553-556, 569-572 **TE:** 331–331A, 332–332C, 333A–336B, 337A-340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 365A–368B, 369A–372B, Reteaching: 375-376 Sets A-F; 397A–400B, 401A–404B, Reteaching: 407 Set C; 416-416C, 417A–420B, 421A–424B, 425A–428B, 429A–432B, Reteaching: 435–436 Sets A–D; 481A–484B, 485A–488B, 489A–492B, 553A-556B, 569A-572B
Use unit fractions to understand operations of fractions.	
NC.4.NF.4 Apply and extend previous understandings of multiplication to: • Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one. • Solve word problems involving multiplication of a fraction by a whole number.	**SE:** 383–384, 385-388, 389–392, 393–396, 397–400, 401–404, Reteaching: 407–408 Sets A-C, E; 481–484, 485–488, 489–492, 501–504, 505–508 **TE:** 383–384A, 385A-388B, 389A–392B, 393A–396B, 397A–400B, 401A–404B, Reteaching: 407–408 Sets A-C, E; 481A–484B, 485A–488B, 489A–492B, 501A–504B, 505A–508B

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
Understand decimal notation for fractions, and compare decimal fractions.	
NC.4.NF.6 Use decimal notation to represent fractions. • Express, model, and explain the equivalence between fractions with denominators of 10 and 100. • Use equivalent fractions to add two fractions with denominators of 10 or 100. • Represent tenths and hundredths with models, making connections between fractions and decimals.	**SE:** 443–444, 445–448, 449–452, 457–460, Reteaching: 471-472 Sets A, B, D **TE:** 443A–444B, 445A–448B, 449A–452B, 457A-460B, Reteaching: 471-472 Sets A, B, D
NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	**SE:**, 443–444, 453–456, 65–468, Reteaching: 471 Set C; 493–496 **TE:** 443–444A, 453A–456B, 465A–468B, Reteaching: 471 Set C; 493A–496B
Measurement and Data	
Solve problems involving measurement.	
NC.4.MD.1 Know relative sizes of measurement units. Solve problems involving metric measurement. • Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, liter, milliliter. • Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.	**SE:** 479, 480, 481-484, 485-488, 489-492, 493-496, 497-500, Reteaching: 511 Sets A, B **TE:** 397A-400B, 479-479A, 480-480C, 481A-484B, 485A-488B, 489A-492B, 493A-496B, 497A-500B, Reteaching: 511 Sets A, B
NC.4.MD.2 Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.	**SE:** 489-492, 493-496, 497-500, Reteaching: 511 Sets A, B **TE:** 489A-492B, 493A-496B, 497A-500B, Reteaching: 511 Sets A, B

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.	**SE:** 383–384, 397–400, Reteaching: 408 Set D; 453–456 **TE:** 383A–384B, 397A–400B, Reteaching: 408 Set D; 453A–456B
Solve problems involving area and perimeter.	
NC.4.MD.3 Solve problems with area and perimeter. • Find areas of rectilinear figures with known side lengths. • Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. • Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	**SE:** 153–156, 479, 501–504, 505–508, Reteaching: 512 Sets C, D; 605–608 **TE:** 153A–156B, 479–479A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 605A–608B
Represent and interpret data.	
NC.4.MD.4 Represent and interpret data using whole numbers. • Collect data by asking a question that yields numerical data. • Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. • Determine whether a survey question will yield categorical or numerical data.	**SE:** 415, 416, 417-420, 421-424, 525-428, 429-432, Reteaching: 435-436 Sets A-D **TE:** 415-415A, 416-416C, 417A-420B, 421A-424B, 525A-428B, 429A-432B, Reteaching: 435-436 Sets A-D
Understand concepts of angle and measure angles.	
NC.4.MD.6 Develop an understanding of angles and angle measurement. • Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees. • Measure and sketch angles in whole-number degrees using a protractor. • Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.	**SE:** 547, 548, 549-552, 553-556, 557-560, 561-564, 565-568, 569-572, Reteaching: 575-576 Sets B, D-F; 589-592 **TE:** 547-547A, 548548C, 549A-552B, 553A-556B, 557A-560B, 561A-564B, 565A-568B, 569A-572B, Reteaching: 575-576 Sets B, D-F; 589A-592B

North Carolina Standard Course of Study Mathematics – Grade 4	enVision® Mathematics, ©2020 Grade 4
Geometry	
Classify shapes based on lines and angles in two-dimensional figures.	
NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.	**SE:** 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A **TE:** 547–547A, 548–548C, 549A–552B, Reteaching: 575 Set A; 583–584A, 585A–588B, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611 Set A
NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.	**SE:** 583-584, 589-592, 593-596, 605-608, Reteaching: 611-612 Sets B, C, F **TE:** 583-584A, 589A-592B, 593A-596B, 605A-608B, Reteaching: 611-612 Sets B, C, F
NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.	**SE:** 583-584, 597-600, 601-604, Reteaching: 612 Sets D, E **TE:** 583-584A, 597A-600B, 601A-604B, Reteaching: 612 Sets D, E

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	**enVision® Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at PearsonRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **Student's Edition and Teacher's Edition pages** 25–28, 53–56, 61–64, 65–68, 89–92, 93–96, 97–100, 101–104, 109–112, 113–116, 137–140, 149–152, 153–156, 161–164, 185–188

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
2. Reason abstractly and quantitatively.	**enVision® Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **Student's Edition and Teacher's Edition pages** 13–16, 45–48, 49–52, 85–88, 105–108, 113–116, 133–136, 157–160, 197–200, 201–204, 205–208, 209–212, 229–232, 233–236, 237–240
3. Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision® Mathematics**, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **Student's Edition and Teacher's Edition pages** 9–12, 13–16, 21–24, 25–28, 45–48, 49–52, 53–56, 57–60, 65–68, 81–84, 85–88, 89–92, 93–96, 97–100, 109–112

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
4. Model with mathematics.	Students using **enVision® Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **Student's Edition and Teacher's Edition pages** 5–8, 65–68, 89–92, 93–96, 101–104, 105–108, 109–112, 145–148, 161–164, 185–188, 193–196, 197–200, 241–244, 249–252, 277–280
5. Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **Student's Edition and Teacher's Edition pages** 5–8, 61–64, 81–84, 149–152, 189–192, 197–200, 237–240, 273–276, 293–296, 301–304, 353–356, 397–400, 401–404, 457–460, 473–476

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
6. Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **Student's Edition and Teacher's Edition pages** 17–20, 21–24, 29–32, 105–108, 113–116, 133–136, 145–148, 161–164, 181–184, 249–252, 305–308, 309–312, 341–344, 349–352, 361–364
7. Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 13–16,17–20, 25–28, 29–32, 61–64, 101–104, 129–132, 153–156, 181–184, 201–204, 229–232, 245–248, 297–300

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
8. Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 17–20, 29–32, 57–60, 133–136, 141–144, 145–148, 157–160, 281–284, 289–292, 301–304, 357–360, 413–416, 433–436, 489–492, 493–496
Operations and Algebraic Thinking	
Write and interpret numerical expressions.	
NC.5.OA.2 Write, explain, and evaluate numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving: • Parentheses, using the order of operations. • Commutative, associative and distributive properties.	**SE:** 535, 536, 537-540, 541–544, 545–548, 549-552, Reteaching: 555-556 Sets A-D **TE:** 535–535A, 536–536C, 537A–540B, 541A–544B, 545A–548B, 549–552, Reteaching: 555-556 Sets A-D
Analyze patterns and relationships.	
NC.5.OA.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. • Graph the ordered pairs on a coordinate plane.	**SE:** 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching: 611–612 Sets A–D **TE:** 591, 592, 593A–596B, 597A–600B, 601A–604B, 605A–608B, 611–Reteaching: 612 Sets A–D

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
Number and Operations in Base Ten	
Understand the place value system.	
NC.5.NBT.1 Explain the patterns in the place value system from one million to the thousandths place. • Explain 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. • Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.	**SE:** 3, 4, 5-8, 9-12, 13-16, Reteaching: 35 Sets A-C; 80, 81-84, Reteaching: 119 Set A; 127-128, 129-132, Reteaching: 167 Set A; 229-232, Reteaching: 255 Set A; 267, 268, 501-504, 505-508, 509-512, Reteaching: 527-528 Sets D-F **TE:** 3-3A, 4-4C, 5A-8B, 9A- 12B, 13A-16B, Reteaching: 35 Sets A-C; 80-80C, 81A-84B, Reteaching: 119 Set A; 127-128A, 129A-132B, Reteaching: 167 Set A; 229A-232B, Reteaching: 255-256 Set A; 267-267A, 268-268C, 501A-504B, 505A-508B, 509A-512B, Reteaching: 527-528 Sets D-F
NC.5.NBT.3 Read, write, and compare decimals to thousandths. • Write decimals using base-ten numerals, number names, and expanded form. • Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**SE:** 3, 4, 13–16, 17–20, 21-24, 29–32, Reteaching: 35–36 Sets C-D, F **TE:** 3–3A, 4–4C, 13A–16B, 17A–20B, 21A–24B, 29A–32B, Reteaching: 35–36 Sets C-D, F
Perform operations with multi-digit whole numbers.	
NC.5.NBT.5 Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.	**SE:** 80, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, Reteaching: 119–120 Sets B–G; 487–488, 489–492, 493–496, 497–500, 513–516, 517–520, 521–524, 527–Reteaching: 528 Sets A, B, C, G, H **TE:** 80–80C, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, Reteaching: 119–120 Sets B–G; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A, B, C, G, H

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
NC.5.NBT.6 Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.	**SE:** 179, 179, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 09–212, Reteaching: 215–218 Sets A–H; 487–488, 489–492, 493–496, 497–500, 513–516 **TE:** 179–179A, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, Reteaching: 215–218 Sets A–H; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B
Perform operations with decimals limited to hundredths.	
NC.5.NBT.7 Compute and solve real-world problems with multi-digit whole numbers and decimal numbers. • Add and subtract decimals to thousandths using models, drawings, or strategies based on place value. • Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value. • Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. • Use estimation strategies to assess reasonableness of answers.	**SE:** 43-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-68, Reteaching: 71-72 Sets A-E; 79, 127-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, 153-156, 157-160, 161-164, Reteaching: 167-170 Sets A-F; 229-232, 233-236, 237-240, 241-244, 245-248, 249-252, Reteaching: 255-258 Sets A-F; 268 **TE:** 43-44A, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, 65A-68B, Reteaching: 71-72 Sets A-E; 79-79A, 127-128A, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, 153A-156B, 157A-160B, 161A-164B, Reteaching: 167-170 Sets A-F; 229A-232B, 233A-236B, 237A-240B, 241A-244B, 245A-248B, 249A-252B, Reteaching: 255-258 Sets A-F; 268-268C
Number and Operations – Fractions	
Use equivalent fractions as a strategy to add and subtract fractions.	
NC.5.NF.1 Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths, and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths. • Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. • Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.	**SE:** 268, 269-272, 273-276, 277-280, 281-284, 285-288, 289-292, 293-296, 297-300, 301-304, 305-308, 309-312, 313-316, Reteaching: 319-322 Sets A-H; 427-428, 429-432, 433-436, 437-440, 441-444, Reteaching: 448 Sets C, D **TE:** 268-268C, 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B, 293A-296B, 297A-300B, 301A-304B, 305A-308B, 309A-312B, 313A-316B, Reteaching: 319-322 Sets A-H; 427-428A, 429A-432B, 433A-436B, 437A-440B, 441A-444B, Reteaching: 448 Sets C, D

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
NC.5.NF.3 Use fractions to model and solve division problems. • Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts. • Model and interpret a fraction as the division of the numerator by the denominator. • Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.	**SE:** 384, 385-388, 389-392, Reteaching: 419 Set A **TE:** 384-384C, 385A-388B, 389A-392B, Reteaching: 419 Set A
NC.5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers. • Use area and length models to multiply two fractions, with the denominators 2, 3, 4. • Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number. • Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.	**SE:** 331-332, 333-336, 337-340, 341-344, 345-348, 349-352, 353-356, 357-360, 361-364, 365-368, Reteaching: 371-374 Sets A-H; 384, 437-440 **TE:** 331-332A, 333A-336B, 337A-340B, 341A-344B, 345A-348B, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 365A-368B, Reteaching: 371-374 Sets A-H; 384-384C, 437A-440B
NC.5.NF.7 Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.	**SE:** 383, 393-396, 397-400, 401-404, 405-408, 409-412, Reteaching: 419-420 Sets B-D **TE:** 383-383A, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B, Reteaching: 419-420 Sets B-D

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
Measurement and Data	
Convert like measurement units within a given measurement system.	
NC.5.MD.1 Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.	**SE:** 487–488, 489–492, 93–496, 497–500, 501–504, 505–508, 509–512, 513–516, 517–520, 521–524, Reteaching: 527–528 Sets A–H; 536 **TE:** 487–488A, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A–H; 536–536C
Represent and interpret data.	
NC.5.MD.2 Represent and interpret data. • Collect data by asking a question that yields data that changes over time. • Make and interpret a representation of data using a line graph. • Determine whether a survey question will yield categorical or numerical data, or data that changes over time.	**SE:** 427-428, 429-432, 433-436, 437-440, 441-444, Reteaching: 447-448 Sets A-C **TE:** 427-428A, 429A-432B, 433A-436B, 437A-440B, 441A-444B, Reteaching: 447-448 Sets A-C
Understand concepts of volume.	
NC.5.MD.4 Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.	**SE:** 456, 457-460, 461-464, 473-476 **TE:** 456-456C, 457A-460B, 461A-464B, 473A-476B
NC.5.MD.5 Relate volume to the operations of multiplication and addition. • Find the volume of a 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. • Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems. • Find volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.	**SE:** 455, 456, 461-464, 465-468, 469-472, Reteaching: 479-480 Sets B-D **TE:** 455-455A, 456-456C, 461A-464B, 465A-468B, 469A-472B, Reteaching: 479-480 Sets B-D

North Carolina Standard Course of Study Mathematics – Grade 5	enVision® Mathematics, ©2020 Grade 5
Geometry	
Understand the coordinate plane.	
NC.5.G.1 Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.	**SE:** 563–564, 565-568, 569–572, 573–576, 577–580, Reteaching: 583–584 Sets A-C; 592, 601–604, Reteaching: 612 Set C **TE:** 563–564A, 565A–568B, 569A–572B, 573A–576B, 577A–580B, Reteaching: 583–584 Sets A-C; 592–592C, 601A–604B, Reteaching: 612 Set C
Classify quadrilaterals.	
NC.5.G.3 Classify quadrilaterals into categories based on their properties. • Explain that attributes belonging to a category of quadrilaterals also belong to all subcategories of that category. • Classify quadrilaterals in a hierarchy based on properties.	**SE:** 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D **TE:** 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 639–Reteaching: 640 Sets A–D