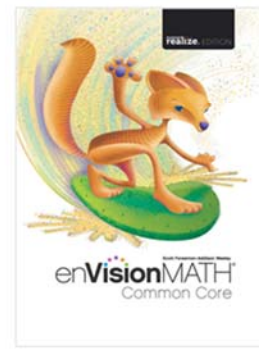
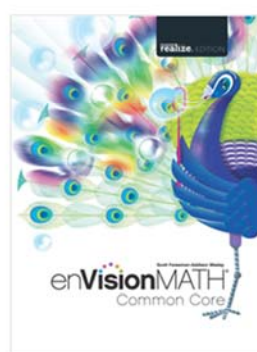
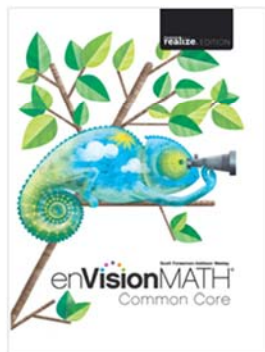
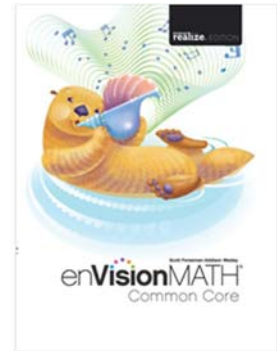
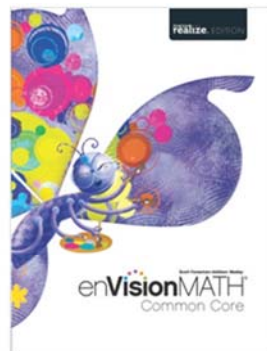
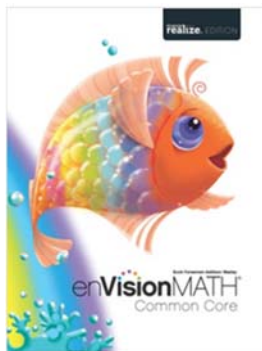


A Correlation of

Scott Foresman-Addison Wesley

enVisionMATH™ Common Core

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To the

Nebraska College and Career Ready Standards for Mathematics 2015

Kindergarten-Grade 6

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Introduction

enVisionMATH Common Core, Realize Edition demonstrates the careful development of deep understanding that is a hallmark of enVisionMATH. Deep understanding empowers your learners to achieve the level of rigor required by the Common Core State Standards.

Have confidence that enVisionMATH Common Core, Realize Edition is fully aligned to the Common Core. Lessons have been aligned and developed to support the Common Core Standards at a depth that competitors do not match.

The ease of navigating the new Realize platform will let you spend more time actually teaching math because you'll have all your resources at your fingertips. Data is easier use and progress easier to track than ever on the Realize platform allowing you to make informed decisions to ensure your students success.

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Nebraska College and Career Ready Standards for Mathematics Kindergarten	enVisionMATH Common Core, ©2015 Kindergarten
MATHEMATICAL PROCESSES	
<p>1. Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.</p>	<p>SE/TE: Topic 1: 5-6, 11-12; Topic 3: 49-50, 59-60; Topic 5: 101-102, 103-104; Topic 7: 127-128, 131-132; Topic 9: 169-170, 173-174; Topic 11: 207-208, 211-212; Topic 13: 245-246, 251-252; Topic 15: 287-288, 291-292</p> <p>TE: Topic 1: 5A-6C, 11A-12C; Topic 3: 49A-50C, 59A-60C; Topic 5: 101A-102C, 103A-104C; Topic 7: 127A-128C, 131A-132C; Topic 9: 169A-170C, 173A-174C; Topic 11: 207A-208C, 211A-212C; Topic 13: 245A-246C, 251A-252C; Topic 15: 287A-288C, 291A-292C</p>
<p>2. Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.</p>	<p>SE/TE: Topic 1: 3-4, 9-10; Topic 3: 47-48, 51-52; Topic 5: 93-94, 97-98; Topic 7: 133-134, 135-136; Topic 9: 171-172, 175-176; Topic 11: 207-208, 209-210; Topic 13: 245-246, 249-250; Topic 16: 309-310, 311-312</p> <p>TE: Topic 1: 3A-4C, 9A-10C; Topic 3: 47A-48C, 51A-52C; Topic 5: 93A-94C, 97A-98C; Topic 7: 133A-134C, 135A-136C; Topic 9: 171A-172C, 175A-176C; Topic 11: 207A-208C, 209A-210C; Topic 13: 245A-246C, 249A-250C; Topic 16: 309A-310C, 311A-312C</p>
<p>3. Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p>	<p>SE/TE: Topic 1: 7-8; Topic 3: 47-48, 57-58; Topic 5: 93-94, 103-104; Topic 7: 131-132, 139-140; Topic 9: 171-172, 175-176; Topic 11: 211-212; Topic 13: 251-252; Topic 16: 303-304, 305-306</p> <p>TE: Topic 1: 7A-8C; Topic 3: 47A-48C, 57A-58C; Topic 5: 93A-94C, 103A-104C; Topic 7: 131A-132C, 139A-140C; Topic 9: 171A-172C, 175A-176C; Topic 11: 211A-212C; Topic 13: 251A-252C; Topic 16: 303A-304C, 305A-306C</p>

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Nebraska College and Career Ready Standards for Mathematics Kindergarten	enVisionMATH Common Core, ©2015 Kindergarten
<p>4. Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p>	<p>SE/TE: Topic 1: 2, 15-16; Topic 3: 46, 59-60; Topic 5: 92, 103-104; Topic 7: 126, 139-140; Topic 9: 168, 185-186; Topic 11: 206, 215-216; Topic 13: 244, 253-254; Topic 15: 286, 295-296</p> <p>TE: Topic 1: 2, 15A-16C; Topic 3: 46, 59A-60C; Topic 5: 92, 103A-104C; Topic 7: 126, 139A-140C; Topic 9: 168, 185A-186C; Topic 11: 206, 215A-216C; Topic 13: 244, 253A-254C; Topic 15: 286, 295A-296C</p>
<p>MA 0.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>	
<p>MA.0.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</p>	
<p>MA 0.1.1.a Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number.</p>	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10, 11-12; Topic 3: 47-48, 51-52, 55-56; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 111-112, 113-114, 115-116</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 9A-10C, 11A-12C; Topic 3: 47A-48C, 51A-52C, 55A-56C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C; Topic 6: 111A-112C, 113A-114C, 115A-116C</p>
<p>MA 0.1.1.b Demonstrate cardinality (i.e. the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted.</p>	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10, 11-12; Topic 3: 47-48, 51-52, 55-56; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 111-112, 113-114, 115-116</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 9A-10C, 11A-12C; Topic 3: 47A-48C, 51A-52C, 55A-56C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C; Topic 6: 111A-112C, 113A-114C, 115A-116C</p>
<p>MA 0.1.1.c Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.</p>	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10, 11-12; Topic 3: 47-48, 51-52, 55-56</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 9A-10C, 11A-12C; Topic 3: 47A-48C, 51A-52C, 55A-56C</p>

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MA 0.1.1.d Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.	SE/TE: Topic 2: 23-24, 25-26, 27-28, 29-30; Topic 4: 67-68, 69-71, 73-75 TE: Topic 2: 23A-24C, 25A-26C, 27A-28C, 29A-30C; Topic 4: 67A-68C, 69A-71C, 73A-75C
MA 0.1.1.e Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.	SE/TE: Topic 1: 3-4, 5-6, 9-10, 11-12; Topic 3: 47-48, 51-52, 55-56; Topic 5: 93-94, 95-96, 97-98, 99-100 TE: Topic 1: 3A-4C, 5A-6C, 9A-10C, 11A-12C; Topic 3: 47A-48C, 51A-52C, 55A-56C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C
MA 0.1.1.f Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.	SE/TE: Topic 1: 7-8, 13-14; Topic 3: 49-50, 53-54, 57-58; Topic 5: 93-94, 95-96, 97-98, 99-100 TE: Topic 1: 7A-8C, 13A-14C; Topic 3: 49A-50C, 53A-54C, 57A-58C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C
MA 0.1.1.g Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.	SE/TE: Topic 10: 193-194, 195-196, 197-198; Topic 11: 207-208, 209-210, 211-212, 213-214 TE: Topic 10: 193A-194C, 195A-196C, 197A-198C; Topic 11: 207A-208C, 209A-210C, 211A-212C, 213A-214C
MA 0.1.1.h Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.	SE/TE: Topic 4: 73-74, 75-76, 77-78, 79-80 TE: Topic 4: 73A-74C, 75A-76C, 77A-78C, 79A-80C
MA 0.1.1.i Compare the value of two written numerals between 1 and 10.	SE/TE: Topic 4: 67-68, 69-70, 71-72 TE: Topic 4: 67A-68C, 69A-70C, 71A-72C

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MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	
MA 0.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 5.	SE/TE: Topic 7: 135-136, 137-138; Topic 8: 155-156, 157-158; Topic 9: 169-170, 171-172 TE: Topic 7: 135A-136C, 137A-138C; Topic 8: 155A-156C, 157A-158C; Topic 9: 169A-170C, 171A-172C
MA 0.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 0.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 0.2.1.a Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing, or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$).	SE/TE: Topic 8: 147-148, 149-150, 151-152; Topic 9: 169-170, 173-174, 177-178, 181-182 TE: Topic 8: 147A-148C, 149A-150C, 151A-152C; Topic 9: 169A-170C, 173A-174C, 177A-178C, 181A-182C
MA 0.2.1.b For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation.	SE/TE: Topic 9: 181-182, 183-184 TE: Topic 9: 181A-182C, 183A-184C
MA 0.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting. <i>(No additional indicator(s) at this level.)</i>	
MA 0.2.3 Applications: Students will solve real-world problems involving addition and subtraction.	
MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).	SE/TE: Topic 7: 127-128, 131-132, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 159-160, 161-162; Topic 9: 171-172, 175-176, 179-180, 183-184 TE: Topic 7: 127A-128C, 131A-132C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 159A-160C, 161A-162C; Topic 9: 171A-172C, 175A-176C, 179A-180C, 183A-184C

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MA 0.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 0.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
MA 0.3.1.a Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).	SE/TE: Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 279-280 TE: Topic 14: 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 279A-280C
MA 0.3.1.b Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”).	SE/TE: Topic 14: 275-276, 277-278 TE: Topic 14: 275A-276C, 277A-278C
MA 0.3.1.c Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe	SE/TE: Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280 TE: Topic 14: 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C
MA 0.3.1.d Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.	SE/TE: Topic 14: 279-280; Topic 16: 303-304, 305-306, 309-310 TE: Topic 14: 279A-280C; Topic 16: 303A-304C, 305A-306C, 309A-310C
MA 0.3.1.e Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).	SE/TE: Topic 16: 305-306 TE: Topic 16: 305A-306C
MA 0.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	
MA 0.3.2.a Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).	SE/TE: Topic 15: 287-288, 289-290, 291-292, 293-294 TE: Topic 15: 287A-288C, 289A-290C, 291A-292C, 293A-294C

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MA 0.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 0.3.3.a Describe measurable attributes of real-world objects (e.g., length or weight).	SE/TE: Topic 12: 225-226, 227-228, 231-232, 233-234, 235-236, 237-238 TE: Topic 12: 225A-226C, 227A-228C, 231A-232C, 233A-234C, 235A-236C, 237A-238C
MA 0.3.3.b Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).	SE/TE: Topic 12: 225-226, 227-228, 231-232, 233-234, 235-236, 237-238 TE: Topic 12: 225A-226C, 227A-228C, 231A-232C, 233A-234C, 235A-236C, 237A-238C
MA 0.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 0.4.1 Representations: Students will create displays that represent data. <i>(No additional indicator(s) at this level.)</i>	
MA 0.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 0.4.2.a Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	SE/TE: Topic 12: 223-224; Topic 13: 247-248, 249-250, 251-252 TE: Topic 12: 223A-224C; Topic 13: 247A-248C, 249A-250C, 251A-252C
MA 0.4.3 Probability: Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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Nebraska College and Career Ready Standards for Mathematics Grade 1	enVisionMATH Common Core, ©2015 Grade 1
MATHEMATICAL PROCESSES	
<p>1. Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.</p>	<p>SE/TE: Topic 1: 3-6, 7-8; Topic 3: 79-82, 87-90; Topic 5: 123-126, 135-138; Topic 7: 187-190, 191-194; Topic 9: 271-274, 275-278; Topic 11: 335-338, 339-342; Topic 13: 419-422, 427-430; Topic 15: 467-470, 475-478</p> <p>TE: Topic 1: 3A-6B, 7A-8B; Topic 3: 79A-82B, 87A-90B; Topic 5: 123A-126B, 135A-138B; Topic 7: 187A-190B, 191A-194B; Topic 9: 271A-274B, 275A-278B; Topic 11: 335A-338B, 339A-342B; Topic 13: 419A-422B, 427A-430B; Topic 15: 467A-470B, 475A-478B</p>
<p>2. Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.</p>	<p>SE/TE: Topic 1: 3-6, 7-10; Topic 3: 71-74, 75-78; Topic 5: 147-150; Topic 7: 187-190, 191-194; Topic 9: 259-262, 263-266; Topic 11: 355-358, 367-370; Topic 13: 423-426, 435-438; Topic 15: 491-494, 499-502</p> <p>TE: Topic 1: 3A-6B, 7A-10B; Topic 3: 71A-74B, 75A-78B; Topic 5: 147A-150B; Topic 7: 187A-190B, 191A-194B; Topic 9: 259A-262B, 263A-266B; Topic 11: 355A-358B, 367A-370B; Topic 13: 423A-426B, 435A-438B; Topic 15: 491A-494B, 499A-502B</p>
<p>3. Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p>	<p>SE/TE: Topic 1: 7-10, 27-30; Topic 3: 75-78, 83-86; Topic 5: 143-146, 147-150; Topic 7: 187-190, 191-194; Topic 9: 255-258, 263-266; Topic 11: 343-346, 355-358; Topic 13: 419-422, 435-438; Topic 15: 467-470, 483-486</p> <p>TE: Topic 1: 7A-10B, 27A-30B; Topic 3: 75A-78B, 83A-86B; Topic 5: 143A-146B, 147A-150B; Topic 7: 187A-190B, 191A-194B; Topic 9: 255A-258B, 263A-266B; Topic 11: 343A-346B, 355A-358B; Topic 13: 419A-422B, 435A-438B; Topic 15: 467A-470B, 483A-486B</p>

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<p>4. Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p>	<p>SE/TE: Topic 1: 2, 27-30; Topic 3: 70, 91-94; Topic 5: 70, 91-94; Topic 7: 186, 203-206; Topic 9: 254, 287-290; Topic 11: 334, 375-378; Topic 13: 418, 435-438; Topic 15: 466, 499-502</p> <p>TE: Topic 1: 2, 27A-30B; Topic 3: 70, 91A-94B; Topic 5: 70, 91A-94B; Topic 7: 186, 203A-206B; Topic 9: 254, 287A-290B; Topic 11: 334, 375A-378B; Topic 13: 418, 435A-438B; Topic 15: 466, 499A-502B</p>
<p>MA 1.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>	
<p>MA.1.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</p>	
<p>MA 1.1.1.a Count to 120 by ones and tens, starting at any given number.</p>	<p>SE/TE: Topic 7: 247-250, 251-254, 255-258</p> <p>TE: Topic 7: 247A-250B, 251A-254B, 255A-258B</p>
<p>MA 1.1.1.b Read and write numerals within the range of 0 – 120.</p>	<p>SE/TE: Topic 7: 251-254</p> <p>TE: Topic 7: 251A-254B</p>
<p>MA 1.1.1.c Write numerals to match a representation of a given set of objects for numbers up to 120.</p>	<p>SE/TE: Topic 7: 251-254</p> <p>TE: Topic 7: 251A-254B</p>
<p>MA 1.1.1.d Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., $19 = 10 + 9$).</p>	<p>SE/TE: Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292</p> <p>TE: Topic 8: 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B</p>
<p>MA 1.1.1.e Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., $50 = 5$ tens and 0 ones).</p>	<p>SE/TE: Topic 8: 269-272, 273-276</p> <p>TE: Topic 8: 269A-272B, 273A-276B</p>

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MA 1.1.1.f Compare two two-digit numbers by using symbols $<$, $=$, and $>$ and justify the comparison based on the number of tens and ones.	SE/TE: Topic 9: 311-314 TE: Topic 9: 311A-314B
MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	
MA 1.1.2.a Fluently (i.e., automatic recall based on understanding) add and subtract within 10.	SE/TE: Topic 1: 23-26, 27-30; Topic 2: 73-76; Topic 4: 117-120, 121-124, 125-128, 129-131, 133-136, 137-140, 141-144, 145-148, 149-152 TE: Topic 1: 23A-26B, 27A-30B; Topic 2: 73A-76B; Topic 4: 117A-120B, 121A-124B, 125A-128B, 129A-131B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B
MA 1.1.2.b Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).	SE/TE: Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190, 191-194; Topic 6: 205-208, 209-212, 213-216, 221-224, 225-228 TE: Topic 5: 163A-166B, 167A-170B, 171A-174B, 179A-182B, 183A-186B, 187A-190B, 191A-194B; Topic 6: 205A-208B, 209A-212B, 213A-216B, 221A-224B, 225A-228B
MA 1.1.2.c Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., $90 - 70 = 20$).	SE/TE: Topic 11: 355-358, 359-362, 363-366, 367-370 TE: Topic 11: 355A-358B, 359A-362B, 363A-366B, 367A-370B
MA 1.1.2.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).	SE/TE: Topic 9: 299-302 TE: Topic 9: 299A-302B

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MA 1.1.2.e Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.	SE/TE: Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344 TE: Topic 10: 325A-328B, 329A-332B, 333A-336B, 337A-340B, 341A-344B
MA 1.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 1.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 1.2.1.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$, $6 = 7 - 1$, $6 + 3 = 3 + 6$, and $7 + 2 = 5 + 4$).	SE/TE: Topic 2: 53-56, 73-76; Topic 4: 145-148, 149-152 TE: Topic 2: 53A-56B, 73A-76B; Topic 4: 145A-148B, 149A-152B
MA 1.2.1.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = \underline{\quad}$, using the addition fact $9 + 3 = 12$).	SE/TE: Topic 2: 73-76; Topic 4: 145-148, 149-152 TE: Topic 2: 73A-76B; Topic 4: 145A-148B, 149A-152B
MA 1.2.1.c Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).	SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18; Topic 2: 41-44, 45-48, 49-52, 57-60 TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B; Topic 2: 41A-44B, 45A-48B, 49A-52B, 57A-60B
MA 1.2.1.d Determine the unknown whole number in an addition or subtraction equation (e.g. $7 + ? = 13$).	SE/TE: Topic 2: 41-44, 45-48, 49-52, 65-68, 73-76; Topic 3: 103-106; Topic 6: 217-220 TE: Topic 2: 41A-44B, 45A-48B, 49A-52B, 65A-68B, 73A-76B; Topic 3: 103A-106B; Topic 6: 217A-220B

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MA 1.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting.	
MA 1.2.2.a Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, $7 + 5 = 7 + 3 + 2 = 10 + 2 = 12$; using the commutative property to count on $2 + 6 = 6 + 2$; and using the associative property to make 10, $5 + 3 + 7 = 5 + (3 + 7) = 5 + 10$).	SE/TE: Topic 2: 41-44, 45-48, 49-52; Topic 3: 99-102, 103-106; Topic 4: 145-148, 149-152; Topic 5: 179-182, 183-186, 187-190; Topic 6: 205-208, 209-212 TE: Topic 2: 41A-44B, 45A-48B, 49A-52B; Topic 3: 99A-102B, 103A-106B; Topic 4: 145A-148B, 149A-152B; Topic 5: 179A-182B, 183A-186B, 187A-190B; Topic 6: 205A-208B, 209A-212B
MA 1.2.3 Applications: Students will solve real-world problems involving addition and subtraction.	
MA 1.2.3.a Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	SE/TE: Topic 1: 23-26, 31-34; Topic 2: 57-60, 61-64, 65-68, 69-72, 81-84; Topic 4: 153-156; Topic 5: 175-178, 195-198; Topic 6: 229-232 TE: Topic 1: 23A-26B, 31A-34B; Topic 2: 57A-60B, 61A-64B, 65A-68B, 69A-72B, 81A-84B; Topic 4: 153A-156B; Topic 5: 175A-178B, 195A-198B; Topic 6: 229A-232B
MA 1.2.3.b Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.	SE/TE: Topic 5: 191-194, 195-198 TE: Topic 5: 191A-194B, 195A-198B
MA 1.2.3.c Create a real-world problem to represent a given equation involving addition and subtraction within 20.	SE/TE: Topic 5: 175-178, 195-198; Topic 6: 229-232 TE: Topic 5: 175A-178B, 195A-198B; Topic 6: 229A-232B

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MA 1.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 1.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
MA 1.3.1.a Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.	SE/TE: Topic 15: 467-470, 471-474, 475-478 TE: Topic 15: 467A-470B, 471A-474B, 475A-478B
MA 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms “halves”, “fourths” and “quarters”, and use the phrases “half of”, “fourths of”, and “quarter of”.	SE/TE: Topic 16: 513-516, 517-520, 521-524, 525-528 TE: Topic 16: 513A-516B, 517A-520B, 521A-524B, 525A-528B
MA 1.3.1.c Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.	SE/TE: Topic 15: 479-482, 483-486, 499-502 TE: Topic 15: 479A-482B, 483A-486B, 499A-502B
MA 1.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane. <i>(No additional indicator(s) at this level. Mastery is expected at previous grade levels.)</i>	
MA 1.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 1.3.3.a Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real-world problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?).	This standard is covered in enVisionMATH Common Core ©2015 Grade 2 curriculum. Please see: SE/TE: Topic 13: 417-418, 419-422, 423-426, 427-430, 431-434, 435-438; Topic 14: 443-444, 445-448, 449-452, 453-456, 457-460 TE: Topic 13: 417A-417F, 422A-422B, 426A-426B, 430A-430B, 434A-434B, 438A-438B; Topic 14: 448A-448B, 452A-452B, 456A-456B, 460A-460B

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MA 1.3.3.b Tell and write time to the half hour and hour using analog and digital clocks.	SE/TE: Topic 13: 411-414, 415-418, 419-422, 423-426 TE: Topic 13: 411A-414B, 415A-418B, 419A-422B, 423A-426B
MA 1.3.3.c Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.	SE/TE: Topic 12: 385-388, 389-392, 393-396, 397-400, 401-404 TE: Topic 12: 385A-388B, 389A-392B, 393A-396B, 397A-400B, 401A-404B
MA 1.3.3.d Order three objects by directly comparing their lengths, or indirectly by using a third object.	SE/TE: Topic 12: 381-384 TE: Topic 12: 381A-384B
MA 1.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 1.4.1 Representations: Students will create displays that represent data.	
MA 1.4.1.a Organize and represent a data set with up to three categories using a picture graph.	SE/TE: Topic 14: 437-440, 453-456, 457-460 TE: Topic 14: 437A-440B, 453A-456B, 457A-460B
MA 1.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 1.4.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.	SE/TE: Topic 14: 433-436, 437-440, 441-444, 453-456 TE: Topic 14: 433A-436B, 437A-440B, 441A-444B, 453A-456B
MA 1.4.3 Probability: Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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Mathematical Processes	
<p>1. Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.</p>	<p>SE/TE: Topic 1: 3-6, 7-10; Topic 3: 79-82, 87-90; Topic 5: 123-126, 135-138; Topic 7: 187-190, 195-198; Topic 9: 271-274, 275-278; Topic 11: 335-338, 339-342; Topic 13: 423-426, 431-434; Topic 15: 467-470, 471-474</p> <p>TE: Topic 1: 3A-6B, 7A-10B; Topic 3: 79A-82B, 87A-90B; Topic 5: 123A-126B, 135A-138B; Topic 7: 187A-190B, 195A-198B; Topic 9: 271A-274B, 275A-278B; Topic 11: 335A-338B, 339A-342B; Topic 13: 423A-426B, 431A-434B; Topic 15: 467A-470B, 471A-474B</p>
<p>2. Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.</p>	<p>SE/TE: Topic 1: 3-6, 11-14; Topic 3: 71-74, 75-78; Topic 5: 147-150; Topic 7: 187-190, 199-202; Topic 9: 255-258, 263-266; Topic 11: 335-338, 355-358; Topic 13: 435-438; Topic 15: 491-494, 499-502</p> <p>TE: Topic 1: 3A-6B, 11A-14B; Topic 3: 71A-74B, 75A-78B; Topic 5: 147A-150B; Topic 7: 187A-190B, 199A-202B; Topic 9: 255A-258B, 263A-266B; Topic 11: 335A-338B, 355A-358B; Topic 13: 435A-438B; Topic 15: 491A-494B, 499A-502B</p>
<p>3. Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p>	<p>SE/TE: Topic 1: 7-10, 15-18; Topic 3: 75-78, 83-86; Topic 5: 143-146, 147-150; Topic 7: 187-190, 191-194; Topic 9: 255-258, 263-266; Topic 11: 343-346; Topic 13: 419-422, 427-430; Topic 15: 467-470, 483-486</p> <p>TE: Topic 1: 7A-10B, 15A-18B; Topic 3: 75A-78B, 83A-86B; Topic 5: 143A-146B, 147A-150B; Topic 7: 187A-190B, 191A-194B; Topic 9: 255A-258B, 263A-266B; Topic 11: 343A-346B; Topic 13: 419A-422B, 427A-430B; Topic 15: 467A-470B, 483A-486B</p>

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<p>4. Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p>	<p>SE/TE: Topic 1: 2, 27-30; Topic 3: 70, 91-94; Topic 5: 122, 147-150; Topic 7: 186, 203-206; Topic 9: 254, 287-290; Topic 11: 334, 375-378; Topic 13: 418, 435-438; Topic 15: 466, 499-502</p> <p>TE: Topic 1: 2, 27A-30B; Topic 3: 70, 91A-94B; Topic 5: 122, 147A-150B; Topic 7: 186, 203A-206B; Topic 9: 254, 287A-290B; Topic 11: 334, 375A-378B; Topic 13: 418, 435A-438B; Topic 15: 466, 499A-502B</p>
<p>MA 2.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>	
<p>MA.2.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</p>	
<p>MA 2.1.1.a Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.</p>	<p>SE/TE: Topic 5: 135-138, 139-142, 143-146</p> <p>TE: Topic 5: 135A-138B, 139A-142B, 143A-146B</p>
<p>MA 2.1.1.b Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.</p>	<p>SE/TE: Topic 5: 127-130</p> <p>TE: Topic 5: 127A-130B</p>
<p>MA 2.1.1.c Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).</p>	<p>SE/TE: Topic 5: 123-126; Topic 6: 157-160, 161-164, 169-172</p> <p>TE: Topic 5: 123A-126B; Topic 6: 157A-160B, 161A-164B, 169A-172B</p>
<p>MA 2.1.1.d Demonstrate that 100 represents a group of ten tens.</p>	<p>SE/TE: Topic 5: 123-126</p> <p>TE: Topic 5: 123A-126B</p>
<p>MA 2.1.1.e Compare two three-digit numbers by using symbols $<$, $=$, and $>$ and justify the comparison based on the meanings of the hundreds, tens, and ones.</p>	<p>SE/TE: Topic 5: 131-134</p> <p>TE: Topic 5: 131A-134B</p>

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MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	
MA 2.1.2.a Fluently (i.e. automatic recall based on understanding) add and subtract within 20.	SE/TE: Topic 2: 37-40, 41-44, 45-48, 49-52, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90 TE: Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B
MA 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.	SE/TE: Topic 2: 37-40, 45-48, 49-52, 57-60; Topic 3: 71-74, 75-78, 83-86, 87-90; Topic 6: 157-160, 161-164, 169-172, 173-176; Topic 7: 187-190, 191-194, 199-202, 203-206; Topic 8: 213-216, 221-224, 229-232, 237-240; Topic 9: 255-258, 263-266, 271-274, 279-282 TE: Topic 2: 37A-40B, 45A-48B, 49A-52B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 83A-86B, 87A-90B; Topic 6: 157A-160B, 161A-164B, 169A-172B, 173A-176B; Topic 7: 187A-190B, 191A-194B, 199A-202B, 203A-206B; Topic 8: 213A-216B, 221A-224B, 229A-232B, 237A-240B; Topic 9: 255A-258B, 263A-266B, 271A-274B, 279A-282B
MA 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900.	SE/TE: Topic 6: 157-160, 165-168, 173-176; Topic 7: 187-190; Topic 10: 309-312, 313-316 TE: Topic 6: 157A-160B, 165A-168B, 173A-176B; Topic 7: 187A-190B; Topic 10: 309A-312B, 313A-316B
MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.	SE/TE: Topic 2: 53-56, 61-64; Topic 5: 139-142; Topic 6: 165-168, 169-172, 173-176; Topic 8: 225-228, 229-232, 233-236, 237-240 TE: Topic 2: 53A-56B, 61A-64B; Topic 5: 139A-142B; Topic 6: 165A-168B, 169A-172B, 173A-176B; Topic 8: 225A-228B, 229A-232B, 233A-236B, 237A-240B

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MA 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.	SE/TE: Topic 8: 241-244; Topic 11: 335-338, 339-342, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370, 371-374 TE: Topic 8: 241A-244B; Topic 11: 335A-338B, 339A-342B, 347A-350B, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B
MA 2.1.2.f Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., $3 + 3 + 3 = 9$).	SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116 TE: Topic 4: 101A-104B, 105A-108B, 109A-112B, 113A-116B
MA 2.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 2.2.1.a Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts.	SE/TE: Topic 5: 143-146 TE: Topic 5: 143A-146B
MA 2.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting. <i>(No additional indicator(s) at this level. Mastery is expected at previous grade levels.)</i>	
MA 2.2.3 Applications: Students will solve real-world problems involving addition and subtraction.	
MA 2.2.3.a Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.	SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22; Topic 2: 61-64; Topic 3: 91-94; Topic 6: 177-180; Topic 7: 203-206 TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B; Topic 2: 61A-64B; Topic 3: 91A-94B; Topic 6: 177A-180B; Topic 7: 203A-206B
MA 2.2.3.b Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.	SE/TE: Topic 3: 91-94; Topic 8: 245-248; Topic 9: 267-270, 287-290 TE: Topic 3: 91A-94B; Topic 8: 245A-248B; Topic 9: 267A-270B, 287A-290B

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MA 2.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
MA 2.3.1.a Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons.	SE/TE: Topic 12: 385-388, 393-396, 389-392 TE: Topic 12: 385A-388B, 393A-396B, 389A-392B
MA 2.3.1.b Partition a rectangle into rows and columns of equal sized squares. Count to find the total.	SE/TE: Topic 12: 397-400, 401-404 TE: Topic 12: 397A-400B, 401A-404B
MA 2.3.1.c Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.	SE/TE: Topic 12: 397-400, 401-404, 405-408 TE: Topic 12: 397A-400B, 401A-404B, 405A-408B
MA 2.3.1.d Recognize that equal shares of identical wholes need not have the same shape.	SE/TE: Topic 12: 405-408 TE: Topic 12: 405A-408B
MA 2.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane. <i>(No additional indicator(s) at this level. Mastery is expected at previous grade levels.)</i>	
MA 2.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 2.3.3.a Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	SE/TE: Topic 14: 445-448, 449-452, 453-456, 457-460 TE: Topic 14: 445A-448B, 449A-452B, 453A-456B, 457A-460B
MA 2.3.3.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.	SE/TE: Topic 16: 509-512, 513-516 TE: Topic 16: 509A-512B, 513A-516B
MA 2.3.3.c Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).	SE/TE: Topic 15: 467-470, 471-474, 475-478, 499-502 TE: Topic 15: 467A-470B, 471A-474B, 475A-478B, 499A-502B
MA 2.3.3.d Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.	SE/TE: Topic 15: 487-490 TE: Topic 15: 487A-490B

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MA 2.3.3.e Measure and estimate lengths using inches, feet, centimeters, and meters.	SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486 TE: Topic 15: 471A-474B, 475A-478B, 479A-482B, 483A-486B
MA 2.3.3.f Compare the difference in length of objects using inches and feet or centimeters and meters.	SE/TE: Topic 15: 479-482, 483-486 TE: Topic 15: 479A-482B, 483A-486B
MA 2.3.3.g Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line.	SE/TE: Topic 8: 233-236; Topic 9: 275-278; Topic 15: 491-494 TE: Topic 8: 233A-236B; Topic 9: 275A-278B; Topic 15: 491A-494B
MA 2.3.3.h Use measurement lengths and addition and subtraction within 100 to solve real-world problems.	SE/TE: Topic 15: 491-494 TE: Topic 15: 491A-494B
MA 2.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 2.4.1 Representations: Students will create displays that represent data.	
MA 2.4.1.a Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.	SE/TE: Topic 16: 525-528, 529-532 TE: Topic 16: 525A-528B, 529A-532B
MA 2.4.1.b Create and represent a data set by making a line plot.	SE/TE: Topic 16: 517-520 TE: Topic 16: 517A-520B
MA 2.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 2.4.2.a Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.	SE/TE: Topic 16: 517-520, 529-532 TE: Topic 16: 517A-520B, 529A-532B
MA 2.4.3 Probability: Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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Nebraska's College and Career Ready Standards for Mathematics Grade 3	enVisionMATH Common Core, ©2015 Grade 3
Mathematical Processes	
<p>1. Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.</p>	<p>SE/TE: Topic 1: 10-11, 14-15; Topic 3: 58-59, 68-69; Topic 5: 116-117, 122-123; Topic 7: 170-171, 176-177; Topic 9: 234-235; Topic 11: 280-281, 282-283; Topic 13: 310-311, 312-313; Topic 15: 372-373</p> <p>TE: Topic 1: 10A-11B, 14A-15B; Topic 3: 58A-59B, 68A-69B; Topic 5: 116A-117B, 122A-123B; Topic 7: 170A-171B, 176A-177B; Topic 9: 234A-235B; Topic 11: 280A-281B, 282A-283B; Topic 13: 310A-311B, 312A-313B; Topic 15: 372A-373B</p>
<p>2. Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.</p>	<p>SE/TE: Topic 1: 18-19; Topic 3: 60-61, 68-69; Topic 5: 122-123, 126-127; Topic 7: 170-171, 172-173; Topic 9: 222-223, 224-225; Topic 11: 272-275; Topic 13: 312-313, 314-315; Topic 15: 372-373</p> <p>TE: Topic 1: 18A-19B; Topic 3: 60A-61B, 68A-69B; Topic 5: 122A-123B, 126A-127B; Topic 7: 170A-171B, 172A-173B; Topic 9: 222A-223B, 224A-225B; Topic 11: 272A-275B; Topic 13: 312A-313B, 314A-315B; Topic 15: 372A-373B</p>
<p>3. Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p>	<p>SE/TE: Topic 1: 6-7, 8-9; Topic 3: 58-59, 70-71; Topic 5: 120-121, 128-129; Topic 7: 170-171, 174-175; Topic 9: 220-221, 224-225; Topic 11: 272-275, 276-277; Topic 13: 310-311, 316-317; Topic 15: 364-365, 366-367</p> <p>TE: Topic 1: 6A-7B, 8A-9B; Topic 3: 58A-59B, 70A-71B; Topic 5: 120A-121B, 128A-129B; Topic 7: 170A-171B, 174A-175B; Topic 9: 220A-221B, 224A-225B; Topic 11: 272A-275B, 276A-277B; Topic 13: 310A-311B, 316A-317B; Topic 15: 364A-365B, 366A-367B</p>

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<p>4. Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p>	<p>SE/TE: Topic 1: 3, 20-21; Topic 3: 55, 86-89; Topic 5: 113; 130-131; Topic 7: 167, 180-181; Topic 9: 217, 234-235; Topic 11: 269, 280-281; Topic 13: 307, 318-321; Topic 15: 361, 372-373</p> <p>TE: Topic 1: 3, 20A-21B; Topic 3: 55, 86A-89B; Topic 5: 113; 130A-131B; Topic 7: 167, 180A-181B; Topic 9: 217, 234A-235B; Topic 11: 269, 280A-281B; Topic 13: 307, 318A-321B; Topic 15: 361, 372A-373B</p>
<p>MA 3.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>	
<p>MA.3.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers and simple fractions within the base-ten number system.</p>	
<p>MA 3.1.1.a Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation.</p>	<p>SE/TE: Topic 1: 6-7</p> <p>TE: Topic 1: 6A-7B</p>
<p>MA 3.1.1.b Compare whole numbers through the hundred thousands and represent the comparisons using the symbols $>$, $<$ or $=$.</p>	<p>SE/TE: Related Content: Topic 1: 6-7, 8-9, 10-11, 12-13</p> <p>TE: Related Content: Topic 1: 6A-7B, 8A-9B, 10A-11B, 12A-13B</p>
<p>MA 3.1.1.c Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.</p>	<p>SE/TE: Topic 1: 14-17, 18-19</p> <p>TE: Topic 1: 14A-17B, 18A-19B</p>
<p>MA 3.1.1.d Represent and understand a fraction as a number on a number line.</p>	<p>SE/TE: Topic 9: 228-229, 230-231</p> <p>TE: Topic 9: 228A-229B, 230A-231B</p>
<p>MA 3.1.1.e Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>	<p>SE/TE: Topic 9: 220-221, 222-223, 224-225, 226-227; Topic 10: 252-255, 258-259</p> <p>TE: Topic 9: 220A-221B, 222A-223B, 224A-225B, 226A-227B; Topic 10: 252A-255B, 258A-259B</p>

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MA 3.1.1.f Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.	SE/TE: Topic 10: 252-255, 256-257 TE: Topic 10: 252A-255B, 256A-257B
MA 3.1.1.g Find parts of a whole and parts of a set using visual representations.	SE/TE: Topic 9: 220-221, 222-223, 224-225, 226-227 TE: Topic 9: 220A-221B, 222A-223B, 224A-225B, 226A-227B
MA 3.1.1.h Explain and demonstrate how fractions $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and a whole relate to time, measurement, and money, and demonstrate using visual representation.	SE/TE: Topic 10: 248-249; Topic 12: 292-295 TE: Topic 10: 248A-249B; Topic 12: 292A-295B
MA 3.1.1.i Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning.	SE/TE: Topic 10: 244-245, 246-247, 250-251 TE: Topic 10: 244A-245B, 246A-247B, 250A-251B
MA 3.1.2 Operations: Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately.	
MA 3.1.2.a Add and subtract within 1,000 with or without regrouping.	SE/TE: Topic 3: 58-59, 60-63, 64-65, 66-67, 70-71, 72-73, 74-77, 84-85 TE: Topic 3: 58A-59B, 60A-63B, 64A-65B, 66A-67B, 70A-71B, 72A-73B, 74A-77B, 84A-85B
MA 3.1.2.b Select and apply the appropriate methods of computation when solving one- and two- step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).	SE/TE: Topic 2: 34-37, 38-39, 40-43, 44-47, 48-49; Topic 3: 58-59, 60-63, 68-69, 70-71, 72-73, 86-89 TE: Topic 2: 34A-37B, 38A-39B, 40A-43B, 44A-47B, 48A-49B; Topic 3: 58A-59B, 60A-63B, 68A-69B, 70A-71B, 72A-73B, 86A-89B
MA 3.1.2.c Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.	SE/TE: Topic 4: 98-99, 100-101, 102-103, 104-105, 106-107 TE: Topic 4: 98A-99B, 100A-101B, 102A-103B, 104A-105B, 106A-107B

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MA 3.1.2.d Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication.	SE/TE: Topic 5: 122-123 TE: Topic 5: 122A-123B
MA 3.1.2.e Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90.	SE/TE: Topic 5: 126-127, 128-129 TE: Topic 5: 126A-127B, 128A-129B
MA 3.1.2.f Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$).	SE/TE: Topic 8: 190-191, 192-195, 196-197, 198-199, 206-207 TE: Topic 8: 190A-191B, 192A-195B, 196A-197B, 198A-199B, 206A-207B
MA 3.1.2.g Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.	SE/TE: Topic 6: 142-143, 144-145, 146-149, 150-151, 154-155, 156-157; Topic 8: 192-195, 196-197, 198-199, 200-201, 206-207 TE: Topic 6: 142A-143B, 144A-145B, 146A-149B, 150A-151B, 154A-155B, 156A-157B; Topic 8: 192A-195B, 196A-197B, 198A-199B, 200A-201B, 206A-207B
MA 3.1.2.h Determine the reasonableness of whole number sums and differences in real-world problems using estimation, compatible numbers, mental computations, or other strategies.	SE/TE: Topic 2: 40-43, 44-47, 48-49 TE: Topic 2: 40A-43B, 44A-47B, 48A-49B
MA 3.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 3.2.1.a Identify arithmetic patterns (including patterns in the addition or multiplication tables) using properties of operations.	SE/TE: Topic 4: 98-99, 100-101; Topic 5: 116-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131; Topic 7: 172-173, 174-175 TE: Topic 4: 98A-99B, 100A-101B; Topic 5: 116A-119B, 120A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-129B, 130A-131B; Topic 7: 172A-173B, 174A-175B

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MA 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret 4×6 as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.	SE/TE: Topic 4: 98-99, 100-101, 104-105, 106-107 TE: Topic 4: 98A-99B, 100A-101B, 104A-105B, 106A-107B
MA 3.2.2 Algebraic Processes: Student will apply the operational properties when multiplying and dividing.	
MA 3.2.2.a Apply the commutative, associative, and distributive properties as strategies to multiply and divide.	SE/TE: Topic 4: 102-103, 104-105, 106-107; Topic 6: 140-141, 152-153, 156-157, 158-161 TE: Topic 4: 102A-103B, 104A-105B, 106A-107B; Topic 6: 140A-141B, 152A-153B, 156A-157B, 158A-161B
MA 3.2.2.b Solve one-step whole number equations involving addition, subtraction, multiplication, or division, including the use of a letter to represent the unknown quantity.	SE/TE: Topic 3: 80-81, 82-83, 86-89; Topic 7: 176-177, 178-179; Topic 8: 202-203, 208-211 TE: Topic 3: 80A-81B, 82A-83B, 86A-89B; Topic 7: 176A-177B, 178A-179B; Topic 8: 202A-203B, 208A-211B
MA 3.2.3 Applications: Students will solve real-world problems involving equations with whole numbers.	
MA 3.2.3.a Solve real-world problems involving two-step equations (involving two operations) involving whole numbers using addition and subtraction.	SE/TE: Topic 3: 80-81, 82-83, 84-85, 86-89 TE: Topic 3: 80A-81B, 82A-83B, 84A-85B, 86A-89B
MA 3.2.3.b Write an equation (e.g., one operation, one variable) to represent real-world problems involving whole numbers.	SE/TE: Topic 3: 80-81, 82-83, 86-89; Topic 7: 176-177; Topic 8: 202-203, 208-211 TE: Topic 3: 80A-81B, 82A-83B, 86A-89B; Topic 7: 176A-177B; Topic 8: 202A-203B, 208A-211B
MA 3.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
MA 3.3.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes.	SE/TE: Topic 11: 272-275, 276-277, 278-279 TE: Topic 11: 272A-275B, 276A-277B, 278A-279B

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MA 3.3.1.b Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles).	SE/TE: Topic 11: 276-277, 278-279 TE: Topic 11: 276A-277B, 278A-279B
MA 3.3.1.c Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.	SE/TE: Topic 14: 350-351 TE: Topic 14: 350A-351B
MA 3.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane. <i>(No additional indicator(s) at this level. Mastery is expected at previous grade levels.)</i>	
MA 3.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 3.3.3.a Find the perimeter of polygons given the side lengths, and find an unknown side length.	SE/TE: Topic 13: 310-311, 312-313, 314-315, 316-317, 318-321 TE: Topic 13: 310A-311B, 312A-313B, 314A-315B, 316A-317B, 318A-321B
MA 3.3.3.b Tell and write time to the minute using both analog and digital clocks.	SE/TE: Topic 12: 292-295, 296-297, 298-299, 300-301 TE: Topic 12: 292A-295B, 296A-297B, 298A-299B, 300A-301B
MA 3.3.3.c Solve real-world problems involving addition and subtraction of time intervals and find elapsed time.	SE/TE: Topic 12: 298-299, 300-301 TE: Topic 12: 298A-299B, 300A-301B
MA 3.3.3.d Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-world problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).	SE/TE: Topic 14: 352-353; Topic 15: 364-365, 366-367, 368-369, 370-371, 372-373 TE: Topic 14: 352A-353B; Topic 15: 364A-365B, 366A-367B, 368A-369B, 370A-371B, 372A-373B
MA 3.3.3.e Estimate and measure length to the nearest half inch, quarter inch, and centimeter.	SE/TE: Related Content: Topic 15: 366-367, 370-371 TE: Related Content: Topic 15: 366A-367B, 370A-371B

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MA 3.3.3.f Use concrete and pictorial models to measure areas in square units by counting square units.	SE/TE: Topic 14: 330-331, 332-333, 334-335, 336-337 TE: Topic 14: 330A-331B, 332A-333B, 334A-335B, 336A-337B
MA 3.3.3.g Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths.	SE/TE: Topic 14: 336-337, 338-339 TE: Topic 14: 336A-337B, 338A-339B
MA 3.3.3.h Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	SE/TE: Topic 14: 342-345, 346-347, 348-349 TE: Topic 14: 342A-345B, 346A-347B, 348A-349B
MA 3.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 3.4.1 Representations: Students will create displays that represent data.	
MA 3.4.1.a Create scaled pictographs and scaled bar graphs to represent a data set—including data collected through observations, surveys, and experiments—with several categories.	SE/TE: Topic 16: 386-389, 390-391, 392-393, 394-395 TE: Topic 16: 386A-389B, 390A-391B, 392A-393B, 394A-395B
MA 3.4.1.b Represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	SE/TE: Topic 16: 382-383, 384-385, 394-395 TE: Topic 16: 382A-383B, 384A-385B, 394A-395B
MA 3.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 3.4.2.a Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information represented in pictographs and bar graphs.	SE/TE: Topic 16: 386-389, 390-391, 392-393, 394-395 TE: Topic 16: 386A-389B, 390A-391B, 392A-393B, 394A-395B
MA 3.4.3 Probability: Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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Mathematical Processes	
<p>1. Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.</p>	<p>SE/TE: Topic 1: 12-13, 20-23; Topic 3: 70-73, 78-79; Topic 5: 124-125, 126-129; Topic 7: 174-175; Topic 9: 210-211, 212-213; Topic 11: 256-257, 262-265; Topic 13: 330-331, 344-349; Topic 15: 404-405, 410-413</p> <p>TE: Topic 1: 12A-13B, 20A-23B; Topic 3: 70A-73B, 78A-79B; Topic 5: 124A-125B, 126A-129B; Topic 7: 174A-175B; Topic 9: 210A-211B, 212A-213B; Topic 11: 256A-257B, 262A-265B; Topic 13: 330A-331B, 344A-349B; Topic 15: 404A-405B, 410A-413B</p>
<p>2. Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.</p>	<p>SE/TE: Topic 1: 6-9, 10-11; Topic 3: 74-77, 78-79; Topic 5: 116-117, 120-121; Topic 7: 166-169, 176-177; Topic 9: 214-217, 218-219; Topic 11: 258-259, 260-261; Topic 13: 328-329, 332-333; Topic 15: 404-405, 406-407</p> <p>TE: Topic 1: 6A-9B, 10A-11B; Topic 3: 74A-77B, 78A-79B; Topic 5: 116A-117B, 120A-121B; Topic 7: 166A-169B, 176A-177B; Topic 9: 214A-217B, 218A-219B; Topic 11: 258A-259B, 260A-261B; Topic 13: 328A-329B, 332A-333B; Topic 15: 404A-405B, 406A-407B</p>
<p>3. Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p>	<p>SE/TE: Topic 1: 6-9, 14-17; Topic 3: 66-67, 68-69; Topic 5: 116-117, 126-129; Topic 7: 170-171, 172-173; Topic 9: 206-207, 208-208; Topic 11: 256-257, 260-261; Topic 13: 328-329, 330-331; Topic 15: 400-401, 402-403</p> <p>TE: Topic 1: 6A-9B, 14A-17B; Topic 3: 66A-67B, 68A-69B; Topic 5: 116A-117B, 126A-129B; Topic 7: 170A-171B, 172A-173B; Topic 9: 206A-207B, 208A-209B; Topic 11: 256A-257B, 260A-261B; Topic 13: 328A-329B, 330A-331B; Topic 15: 400A-401B, 402A-403B</p>

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<p>4. Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p>	<p>SE/TE: Topic 1: 3, 30-31; Topic 3: 63, 80-81; Topic 5: 113, 126-129; Topic 7: 163, 176-177; Topic 9: 203, 218-219; Topic 11: 253, 274-277; Topic 13: 325, 352-353; Topic 15: 397, 408-409</p> <p>TE: Topic 1: 3, 30A-31B; Topic 3: 63, 80A-81B; Topic 5: 113, 126A-129B; Topic 7: 163, 176A-177B; Topic 9: 203, 218A-219B; Topic 11: 253, 274A-277B; Topic 13: 325, 352A-353B; Topic 15: 397, 408A-409B</p>
<p>MA 4.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>	
<p>MA.4.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.</p>	
<p>MA 4.1.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation.</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77, 78-79, 80-81</p> <p>TE: Topic 3: 66A-67B, 68A-69B, 70A-73B, 74A-77B, 78A-79B, 80A-81B</p>
<p>MA 4.1.1.b Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left.</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77, 78-79; Topic 5: 116-117, 118-119</p> <p>TE: Topic 3: 66A-67B, 68A-69B, 70A-73B, 74A-77B, 78A-79B; Topic 5: 116A-117B, 118A-119B</p>
<p>MA 4.1.1.c Classify a number up to 100 as prime or composite.</p>	<p>SE/TE: Topic 11: 258-259</p> <p>TE: Topic 11: 258A-259B</p>
<p>MA 4.1.1.d Determine whether a given whole number up to 100 is a multiple of a given one-digit number.</p>	<p>SE/TE: Topic 11: 260-261</p> <p>TE: Topic 11: 260A-261B</p>
<p>MA 4.1.1.e Determine factors of any whole number up to 100.</p>	<p>SE/TE: Topic 11: 256-257</p> <p>TE: Topic 11: 256A-257B</p>
<p>MA 4.1.1.f Compare whole numbers up to one million and decimals through the hundredths place using $>$, $<$, and $=$ symbols, and visual representations.</p>	<p>SE/TE: Topic 3: 70-73, 74-77</p> <p>TE: Topic 3: 70A-73B, 74A-77B</p>

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MA 4.1.1.g Round a multi-digit whole number to any given place.	SE/TE: Topic 3: 78-79; Topic 7: 172-173 TE: Topic 3: 78A-79B; Topic 7: 172A-173B
MA 4.1.1.h Use decimal notation for fractions with denominators of 10 or 100.	SE/TE: Topic 13: 334-335, 336-339, 344-345 TE: Topic 13: 334A-335B, 336A-339B, 344A-345B
MA 4.1.1.i Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1.	SE/TE: Topic 11: 262-265, 266-267 TE: Topic 11: 262A-265B, 266A-267B
MA 4.1.1.j Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.	SE/TE: Topic 12: 300-303, 304-307, 308-309, 310-311 TE: Topic 12: 300A-303B, 304A-307B, 308A-309B, 310A-311B
MA 4.1.1.k Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators).	SE/TE: Topic 11: 266-267, 268-271, 272-273 TE: Topic 11: 266A-267B, 268A-271B, 272A-273B
MA 4.1.1.l Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.	SE/TE: Topic 11: 294-295, 312-313, 314-317 TE: Topic 11: 294A-295B, 312A-313B, 314A-317B
MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.	
MA 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm.	SE/TE: Topic 4: 96-99, 100-101, 102-103, 104-107 TE: Topic 4: 96A-99B, 100A-101B, 102A-103B, 104A-107B
MA 4.1.2.b Multiply a four-digit whole number by a one-digit whole number.	SE/TE: Topic 5: 118-119, 120-121, 122-123; Topic 6: 138-141, 148-151, 152-153 TE: Topic 5: 118A-119B, 120A-121B, 122A-123B; Topic 6: 138A-141B, 148A-151B, 152A-153B

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MA 4.1.2.c Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.	SE/TE: Topic 7: 166-169, 170-171, 172-173, 174-175, 176-177; Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197 TE: Topic 7: 166A-169B, 170A-171B, 172A-173B, 174A-175B, 176A-177B; Topic 8: 186A-189B, 190A-191B, 192A-193B, 194A-195B, 196A-197B
MA 4.1.2.d Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.	SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219; Topic 10: 230-233, 234-237, 238-239, 240-241, 242-243, 244-245 TE: Topic 9: 206A-207B, 208A-209B, 210A-211B, 212A-213B, 214A-217B, 218A-219B; Topic 10: 230A-233B, 234A-237B, 238A-239B, 240A-241B, 242A-243B, 244A-245B
MA 4.1.2.e Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.	SE/TE: Topic 12: 288-289, 290-291, 292-293, 294-295, 296-299, 312-313, 314-317 TE: Topic 12: 288A-289B, 290A-291B, 292A-293B, 294A-295B, 296A-299B, 312A-313B, 314A-317B
MA 4.1.2.f Add and subtract fractions and mixed numbers with like denominators.	SE/TE: Topic 12: 290-291, 294-295, 296-299, 300-303, 304-307, 308-309, 310-311, 312-313, 314-317 TE: Topic 12: 290A-291B, 294A-295B, 296A-299B, 300A-303B, 304A-307B, 308A-309B, 310A-311B, 312A-313B, 314A-317B
MA 4.1.2.g Multiply a fraction by a whole number.	SE/TE: Topic 13: 330-331, 332-333, 352-353 TE: Topic 13: 330A-331B, 332A-333B, 352A-353B
MA 4.1.2.h Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.	SE/TE: Topic 5: 124-125, 126-129; Topic 7: 166-169, 170-171, 172-173, 174-175, 176-177; Topic 9: 206-207, 208-209, 210-211 TE: Topic 5: 124A-125B, 126A-129B; Topic 7: 166A-169B, 170A-171B, 172A-173B, 174A-175B, 176A-177B; Topic 9: 206A-207B, 208A-209B, 210A-211B

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MA 4.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 4.2.1.a Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., $3 + n = 15$, $81 \div n = 9$).	SE/TE: Topic 1: 28-29, 30-31; Topic 4: 90-93, 104-107; Topic 8: 196-197; Topic 9: 218-219; Topic 10: 244-245 TE: Topic 1: 28A-29B, 30A-31B; Topic 4: 90A-93B, 104A-107B; Topic 8: 196A-197B; Topic 9: 218A-219B; Topic 10: 244A-245B
MA 4.2.1.b Generate and analyze a number or shape pattern to follow a given rule, such as $y = 3x + 5$ is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given.	SE/TE: Topic 1: 10-11; Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57 TE: Topic 1: 10A-11B; Topic 2: 40A-41B, 42A-43B, 44A-45B, 46A-49B, 50A-53B, 54A-57B
MA 4.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	
MA 4.2.2.a Solve one- and two-step problems which use any or all of the four basic operations and include the use of a letter to represent the unknown quantity.	SE/TE: Topic 1: 30-31; Topic 4: 104-107; Topic 5: 126-129; Topic 7: 176-177; Topic 8: 196-197; Topic 9: 218-219; Topic 10: 244-245; Topic 12: 314-317 TE: Topic 1: 30A-31B; Topic 4: 104A-107B; Topic 5: 126A-129B; Topic 7: 176A-177B; Topic 8: 196A-197B; Topic 9: 218A-219B; Topic 10: 244A-245B; Topic 12: 314A-317B
MA 4.2.3 Applications: Students will solve real-world problems involving equations with fractions.	
MA 4.2.3.a Solve real-world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders.	SE/TE: Topic 4: 104-108; Topic 6: 154-158; Topic 7: 176-178; Topic 8: 196-197; Topic 9: 218-219; Topic 10: 244-245 TE: Topic 4: 104A-108B; Topic 6: 154A-158B; Topic 7: 176A-178B; Topic 8: 196A-197B; Topic 9: 218A-219B; Topic 10: 244A-245B
MA 4.2.3.b Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.	SE/TE: Topic 12: 288-289, 290-291, 292-293, 294-295, 300-303, 304-307, 314-317 TE: Topic 12: 288A-289B, 290A-291B, 292A-293B, 294A-295B, 300A-303B, 304A-307B, 314A-317B

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MA 4.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
MA 4.3.1.a Recognize angles as geometric shapes that are formed where two rays share a common endpoint.	SE/TE: Topic 16: 424-425, 426-427 TE: Topic 16: 424A-425B, 426A-427B
MA 4.3.1.b Classify an angle as acute, obtuse, or right.	SE/TE: Topic 16: 424-425, 426-427 TE: Topic 16: 424A-425B, 426A-427B
MA 4.3.1.c Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.	SE/TE: Topic 16: 422-423, 424-425, 434-435, 436-437, 438-439 TE: Topic 16: 422A-423B, 424A-425B, 434A-435B, 436A-437B, 438A-439B
MA 4.3.1.d Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.	SE/TE: Topic 16: 434-435, 436-437, 438-439 TE: Topic 16: 434A-435B, 436A-437B, 438A-439B
MA 4.3.1.e Identify right triangles.	SE/TE: Topic 16: 436-437 TE: Topic 16: 436A-437B
MA 4.3.1.f Measure angles in whole number degrees using a protractor.	SE/TE: Topic 16: 426-427, 428-429, 430-431, 432-433 TE: Topic 16: 426A-427B, 428A-429B, 430A-431B, 432A-433B
MA 4.3.1.g Sketch angles of a specified measure.	SE/TE: Topic 16: 428-429, 430-431 TE: Topic 16: 428A-429B, 430A-431B
MA 4.3.1.h Recognize and draw lines of symmetry in two-dimensional shapes.	SE/TE: Topic 16: 440-441 TE: Topic 16: 440A-441B

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MA 4.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane. <i>(No additional indicator(s) at this level. Mastery is expected at previous grade levels.)</i>	
MA 4.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 4.3.3.a Apply perimeter and area formulas for rectangles.	SE/TE: Topic 15: 404-405 TE: Topic 15: 404A-405B
MA 4.3.3.b Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume.	SE/TE: Topic 15: 404-405, 406-407, 408-409, 410-413 TE: Topic 15: 404A-405B, 406A-407B, 408A-409B, 410A-413B
MA 4.3.3.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.	SE/TE: Topic 15: 406-407 TE: Topic 15: 406A-407B
MA 4.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 4.4.1 Representations: Students will create displays that represent data.	
MA 4.4.1.a Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).	SE/TE: Topic 15: 400-401, 402-403 TE: Topic 15: 400A-401B, 402A-403B
MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 4.4.2.a Solve problems involving addition or subtraction of fractions using information presented in line plots.	SE/TE: Topic 15: 400-401, 402-403 TE: Topic 15: 400A-401B, 402A-403B
MA 4.4.3 Probability: Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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Mathematical Processes	
<p>1. Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.</p>	<p>SE/TE: Topic 1: 8-11, 12-13; Topic 3: 66-67, 68-69; Topic 5: 112-113, 114-115; Topic 7: 158-159, 160-161; Topic 9: 204-205, 216-217; Topic 11: 254-257, 260-263; Topic 13: 306-307, 316-317; Topic 15: 352-353</p> <p>TE: Topic 1: 8A-11B, 12A-13B; Topic 3: 66A-67B, 68A-69B; Topic 5: 112A-113B, 114A-115B; Topic 7: 158A-159B, 160A-161B; Topic 9: 204A-205B, 216A-217B; Topic 11: 254A-257B, 260A-263B; Topic 13: 306A-307B, 316A-317B; Topic 15: 352A-353B</p>
<p>2. Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.</p>	<p>SE/TE: Topic 1: 12-13, 14-15; Topic 3: 64-65, 66-67; Topic 5: 112-113, 114-115; Topic 7: 158-159, 170-171; Topic 9: 218-221; Topic 11: 254-257, 260-263; Topic 13: 308-309, 318-319; Topic 15: 356-357</p> <p>TE: Topic 1: 12A-13B, 14A-15B; Topic 3: 64A-65B, 66A-67B; Topic 5: 112A-113B, 114A-115B; Topic 7: 158A-159B, 170A-171B; Topic 9: 218A-221B; Topic 11: 254A-257B, 260A-263B; Topic 13: 308A-309B, 318A-319B; Topic 15: 356A-357B</p>
<p>3. Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p>	<p>SE/TE: Topic 1: 6-7, 12-13; Topic 3: 62-63, 66-67; Topic 5: 110-111, 116-119; Topic 7: 158-159, 170-171; Topic 9: 218-221; Topic 11: 254-257, 260-263; Topic 13: 308-309, 318-319; Topic 15: 356-357</p> <p>TE: Topic 1: 6A-7B, 12A-13B; Topic 3: 62A-63B, 66A-67B; Topic 5: 110A-111B, 116A-119B; Topic 7: 158A-159B, 170A-171B; Topic 9: 218A-221B; Topic 11: 254A-257B, 260A-263B; Topic 13: 308A-309B, 318A-319B; Topic 15: 356A-357B</p>

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<p>4. Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p>	<p>SE/TE: Topic 1: 3, 18-21; Topic 3: 59, 72-73; Topic 5: 105, 124-125; Topic 7: 155, 170-171; Topic 9: 201, 218-221; Topic 11: 249, 278-279; Topic 13: 303, 318-319; Topic 15: 343, 356-357</p> <p>TE: Topic 1: 3, 18A-21B; Topic 3: 59, 72A-73B; Topic 5: 105, 124A-125B; Topic 7: 155, 170A-171B; Topic 9: 201, 218A-221B; Topic 11: 249, 278A-279B; Topic 13: 303, 318A-319B; Topic 15: 343, 356A-357B</p>
<p>MA 5.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>	
<p>MA.5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers, fractions, and decimals within the base-ten number system.</p>	
<p>MA 5.1.1.a Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.</p>	<p>SE/TE: Topic 1: 6-7, 8-11, 12-13, 14-15, 16-17, 18-21</p> <p>TE: Topic 1: 6A-7B, 8A-11B, 12A-13B, 14A-15B, 16A-17B, 18A-21B</p>
<p>MA 5.1.1.b Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols $<$, $>$, or $=$.</p>	<p>SE/TE: Topic 1: 16-17</p> <p>TE: Topic 1: 16A-17B</p>
<p>MA 5.1.1.c Round whole numbers and decimals to any given place.</p>	<p>SE/TE: Topic 2: 34-35</p> <p>TE: Topic 2: 34A-35B</p>
<p>MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths).</p>	<p>SE/TE: Related Content: Topic 11: 254-257</p> <p>TE: Related Content: Topic 11: 254A-257B</p>
<p>MA 5.1.1.e Write powers of 10 with exponents.</p>	<p>SE/TE: Topic 3: 64-65; Topic 6: 134-135</p> <p>TE: Topic 3: 64A-65B; Topic 6: 134A-135B</p>

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MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.	
MA 5.1.2.a Multiply multi-digit whole numbers using the standard algorithm.	SE/TE: Topic 3: 66-67, 68-69, 70-71, 72-73 TE: Topic 3: 66A-67B, 68A-69B, 70A-71B, 72A-73B
MA 5.1.2.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.	SE/TE: Topic 5: 114-115, 116-119, 120-121, 122-123, 124-125 TE: Topic 5: 114A-115B, 116A-119B, 120A-121B, 122A-123B, 124A-125B
MA 5.1.2.c Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.	SE/TE: Topic 11: 252-253, 260-263, 264-265, 266-267, 268-269 TE: Topic 11: 252A-253B, 260A-263B, 264A-265B, 266A-267B, 268A-269B
MA 5.1.2.d Divide a unit fraction by a whole number and a whole number by a unit fraction.	SE/TE: Topic 11: 274-275, 276-277, 278-279 TE: Topic 11: 274A-275B, 276A-277B, 278A-279B
MA 5.1.2.e Explain division of a whole number by a fraction using models and visual representations.	SE/TE: Topic 11: 270-271, 274-275, 278-279 TE: Topic 11: 270A-271B, 274A-275B, 278A-279B
MA 5.1.2.f Interpret a fraction as division of the numerator by the denominator.	SE/TE: Topic 11: 270-271, 272-273 TE: Topic 11: 270A-271B, 272A-273B
MA 5.1.2.g Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.	SE/TE: Topic 2: 30-33, 36-39, 40-43, 44-45, 46-47, 48-51; Topic 6: 134-135, 136-137, 138-139, 140-143, 144-145, 146-147, 148-149; Topic 7: 158-159, 162-163, 164-165, 166-167, 168-169, 170-171 TE: Topic 2: 30A-33B, 36A-39B, 40A-43B, 44A-45B, 46A-47B, 48A-51B; Topic 6: 134A-135B, 136A-137B, 138A-139B, 140A-143B, 144A-145B, 146A-147B, 148A-149B; Topic 7: 158A-159B, 162A-163B, 164A-165B, 166A-167B, 168A-169B, 170A-171B

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MA 5.1.2.h Add and subtract fractions and mixed numbers with unlike denominators.	SE/TE: Topic 9: 208-209, 210-211, 212-215, 216-217 TE: Topic 9: 208A-209B, 210A-211B, 212A-215B, 216A-217B
MA 5.1.2.i Determine the reasonableness of computations involving whole numbers, fractions, and decimals.	SE/TE: Topic 2: 34-35, 36-39; Topic 4: 84-85, 86-87; Topic 5: 110-111; Topic 6: 136-137; Topic 7: 160-161; Topic 9: 206-207; Topic 10: 230-231; Topic 11: 258-259 TE: Topic 2: 34A-35B, 36A-39B; Topic 4: 84A-85B, 86A-87B; Topic 5: 110A-111B; Topic 6: 136A-137B; Topic 7: 160A-161B; Topic 9: 206A-207B; Topic 10: 230A-231B; Topic 11: 258A-259B
MA 5.1.2.j Multiply and divide by powers of 10.	SE/TE: Topic 6: 134-135; Topic 7: 158-159 TE: Topic 6: 134A-135B; Topic 7: 158A-159B
MA 5.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.	
MA 5.2.1.a Form ordered pairs from a rule such as $y=2x$, and graph the ordered pairs on a coordinate plane.	SE/TE: Topic 16: 366-369, 372-373, 374-375, 376-377 TE: Topic 16: 366A-369B, 372A-373B, 374A-375B, 376A-377B
MA 5.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.	
MA 5.2.2.a Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents).	SE/TE: Topic 8: 180-181, 182-185, 186-187, 188-189, 190-191 TE: Topic 8: 180A-181B, 182A-185B, 186A-187B, 188A-189B, 190A-191B

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MA 5.2.3 Applications: Students will solve real-world problems involving equations with fractions and mixed numbers.	
MA 5.2.3.a Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.	SE/TE: Topic 9: 204-205, 206-207, 208-209, 210-211, 212-215, 216-217; Topic 10: 230-231, 232-235, 236-237, 238-239, 240-241, 242-243 TE: Topic 9: 204A-205B, 206A-207B, 208A-209B, 210A-211B, 212A-215B, 216A-217B; Topic 10: 230A-231B, 232A-235B, 236A-237B, 238A-239B, 240A-241B, 242A-243B
MA 5.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
MA 5.3.1.a Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders.	SE/TE: Related Content: Topic 15: 346-347, 348-349, 350-351, 352-353, 354-355 TE: Related Content: Topic 15: 346A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-355B
MA 5.3.1.b Identify faces, edges, and vertices of rectangular prisms.	SE/TE: Related Content: Topic 15: 346-347, 348-349, 350-351, 352-353, 354-355 TE: Related Content: Topic 15: 346A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-355B
MA 5.3.1.c Justify the classification of two-dimensional figures based on their properties.	SE/TE: Topic 15: 346-347, 348-349, 350-351, 352-353, 354-355 TE: Topic 15: 346A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-355B
MA 5.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	
MA 5.3.2.a Identify the origin, x axis, and y axis of the coordinate plane.	SE/TE: Topic 16: 366-369, 370-371 TE: Topic 16: 366A-369B, 370A-371B

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MA 5.3.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.	SE/TE: Topic 16: 366-369, 370-371, 372-373, 374-375, 376-377 TE: Topic 16: 366A-369B, 370A-371B, 372A-373B, 374A-375B, 376A-377B
MA 5.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 5.3.3.a Recognize that solid figures have volume that is measured in cubic units.	SE/TE: Topic 12: 288-289, 290-293, 294-295, 296-297 TE: Topic 12: 288A-289B, 290A-293B, 294A-295B, 296A-297B
MA 5.3.3.b Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.	SE/TE: Topic 12: 288-289, 290-293, 294-295, 296-297 TE: Topic 12: 288A-289B, 290A-293B, 294A-295B, 296A-297B
MA 5.3.3.c Generate conversions within the customary and metric systems of measurement.	SE/TE: Topic 13: 306-307, 308-309, 310-311, 312-313, 314-315, 316-317, 318-319 TE: Topic 13: 306A-307B, 308A-309B, 310A-311B, 312A-313B, 314A-315B, 316A-317B, 318A-319B
MA 5.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 5.4.1 Representations: Students will create displays that represent data. <i>(No additional indicator(s) at this level. Mastery is expected at previous grade levels.)</i>	
MA 5.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 5.4.2.a Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs.	SE/TE: Topic 14: 328-329, 330-331, 332-333, 334-335, 336-337 TE: Topic 14: 328A-329B, 330A-331B, 332A-333B, 334A-335B, 336A-337B
MA 5.4.2.b Formulate questions that can be addressed with data and make predictions about the data.	SE/TE: Topic 14: 330-331, 332-333, 334-335, 336-337 TE: Topic 14: 330A-331B, 332A-333B, 334A-335B, 336A-337B
MA 5.4.3 Probability: Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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Mathematical Processes	
<p>1. Solves mathematical problems. Through the use of appropriate academic and technical tools, students will make sense of mathematical problems and persevere in solving them. Students will draw upon their prior knowledge in order to employ critical thinking skills, reasoning skills, creativity, and innovative ability. Additionally, students will compute accurately and determine the reasonableness of solutions.</p>	<p>SE/TE: Topic 1: 12-15, 16-17; Topic 3: 84-85, 90-91; Topic 5: 140-143; Topic 7: 186-187; Topic 9: 234-237, 238-239; Topic 11: 286-289, 292-293; Topic 13: 340-343, 350-351</p> <p>TE: Topic 1: 12A-15B, 16A-17B; Topic 3: 84A-85B, 90A-91B; Topic 5: 140A-143B; Topic 7: 186A-187B; Topic 9: 234A-237B, 238A-239B; Topic 11: 286A-289B, 292A-293B; Topic 13: 340A-343B, 350A-351B</p>
<p>2. Models and represents mathematical problems. Students will analyze relationships in order to create mathematical models given a real-world situation or scenario. Conversely, students will describe situations or scenarios given a mathematical model.</p>	<p>SE/TE: Topic 1: 6-9, 18-19; Topic 3: 84-85, 86-87; Topic 5: 130-131, 136-137; Topic 7: 184-185; Topic 9: 232-235, 238-239; Topic 11: 292-293, 300-303; Topic 13: 340-343, 350-351</p> <p>TE: Topic 1: 6A-9B, 18A-19B; Topic 3: 84A-85B, 86A-87B; Topic 5: 130A-131B, 136A-137B; Topic 7: 184A-185B; Topic 9: 232A-235B, 238A-239B; Topic 11: 292A-293B, 300A-303B; Topic 13: 340A-343B, 350A-351B</p>
<p>3. Communicates mathematical ideas effectively. Students will communicate mathematical ideas effectively and precisely. Students will critique the reasoning of others as well as provide mathematical justifications. Students will utilize appropriate communication approaches individually and collectively and through multiple methods, including writing, speaking, and listening.</p>	<p>SE/TE: Topic 1: 6-9, 18-19; Topic 3: 84-85, 88-89; Topic 5: 126-127, 128-129; Topic 7: 184-185, 192-195; Topic 9: 232-235, 238-239; Topic 11: 286-289, 290-292; Topic 13: 340-343, 344-347</p> <p>TE: Topic 1: 6A-9B, 18A-19B; Topic 3: 84A-85B, 88A-89B; Topic 5: 126A-127B, 128A-129B; Topic 7: 184A-185B, 192A-195B; Topic 9: 232A-235B, 238A-239B; Topic 11: 286A-289B, 290A-292B; Topic 13: 340A-343B, 344A-347B</p>

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<p>4. Makes mathematical connections. Students will connect mathematical knowledge, ideas, and skills beyond the math classroom. This includes the connection of mathematical ideas to other topics within mathematics and to other content areas. Additionally, students will be able to describe the connection of mathematical knowledge and skills to their career interest as well as within authentic/real-world contexts.</p>	<p>SE/TE: Topic 1: 3, 34-37; Topic 3: 90-91; Topic 5: 140-143; Topic 7: 198-201; Topic 9: 246-247; Topic 11: 304-305; Topic 13: 352-355</p> <p>TE: Topic 1: 3, 34A-37B; Topic 3: 81E, 90A-91B; Topic 5: 123E, 140A-143B; Topic 7: 181E, 198A-201B; Topic 9: 229E, 246A-247B; Topic 11: 283E, 304A-305B; Topic 13: 337E, 352A-355B</p>
<p>MA 6.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</p>	
<p>MA.6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.</p>	
<p>MA 6.1.1.a Determine common factors and common multiples using prime factorization of numbers with and without exponents.</p>	<p>SE/TE: Topic 6: 152-153, 154-155</p> <p>TE: Topic 6: 152A-153B, 154A-155B</p>
<p>MA 6.1.1.b Represent non-negative whole numbers using exponential notation.</p>	<p>SE/TE: Topic 1: 6-9</p> <p>TE: Topic 1: 6A-9B</p>
<p>MA 6.1.1.c Compare and order rational numbers both on the number line and not on the number line.</p>	<p>SE/TE: Topic 7: 186-187, 188-191, 192-195, 196-197, 198-201</p> <p>TE: Topic 7: 186A-187B, 188A-191B, 192A-195B, 196A-197B, 198A-201B</p>
<p>MA 6.1.1.d Convert among fractions, decimals, and percents using multiple representations.</p>	<p>SE/TE: Topic 11: 286-289, 290-291, 292-293</p> <p>TE: Topic 11: 286A-289B, 290A-291B, 292A-293B</p>
<p>MA 6.1.1.e Determine ratios from drawings, words, and manipulatives.</p>	<p>SE/TE: Topic 9: 232-233, 234-237, 238-239, 240-241, 242-245, 246-247</p> <p>TE: Topic 9: 232A-233B, 234A-237B, 238A-239B, 240A-241B, 242A-245B, 246A-247B</p>

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MA 6.1.1.f Explain and determine unit rates.	SE/TE: Topic 10: 260-261, 262-263, 264-267, 268-271, 272-275 TE: Topic 10: 260A-261B, 262A-263B, 264A-267B, 268A-271B, 272A-275B
MA 6.1.1.g Model integers using drawings, words, manipulatives, number lines, and symbols.	SE/TE: Topic 7: 184-185, 186-187 TE: Topic 7: 184A-185B, 186A-187B
MA 6.1.1.h Compare and order integers and absolute value both on the number line and not on the number line.	SE/TE: Topic 7: 186-187, 188-191 TE: Topic 7: 186A-187B, 188A-191B
MA 6.1.1.i Determine absolute value of rational numbers.	SE/TE: Topic 7: 188-191 TE: Topic 7: 188A-191B
MA 6.1.2 Operations: Students will compute with fractions and decimals accurately.	
MA 6.1.2.a Multiply and divide non-negative fractions and mixed numbers.	SE/TE: Topic 6: 156-157, 158-159, 160-161, 162-163, 164-165, 166-167 TE: Topic 6: 156A-157B, 158A-159B, 160A-161B, 162A-163B, 164A-165B, 166A-167B
MA 6.1.2.b Evaluate expressions with positive exponents.	SE/TE: Topic 1: 6-9, 12-15, 18-19 TE: Topic 1: 6A-9B, 12A-15B, 18A-19B
MA 6.1.2.c Divide multi-digit whole numbers using the standard algorithm.	SE/TE: Topic 5: 126-127, 128-129, 130-131 TE: Topic 5: 126A-127B, 128A-129B, 130A-131B
MA 6.1.2.d Add, subtract, multiply, and divide decimals using the standard algorithms.	SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-109, 110-113, 114-117; Topic 5: 132-133, 134-135, 136-137, 138-139 TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-109B, 110A-113B, 114A-117B; Topic 5: 132A-133B, 134A-135B, 136A-137B, 138A-139B

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MA 6.1.2.e Estimate and check reasonableness of answers using appropriate strategies and tools.	SE/TE: Topic 4: 100-101, 106-109; Topic 5: 126-127; Topic 6: 164-165 TE: Topic 4: 100A-101B, 106A-109B; Topic 5: 126A-127B; Topic 6: 164A-165B
MA 6.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions, equations, and inequalities.	
MA 6.2.1.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.	SE/TE: Topic 1: 18-19, 20-21, 22-23, 24-25, 30-31 TE: Topic 1: 18A-19B, 20A-21B, 22A-23B, 24A-25B, 30A-31B
MA 6.2.1.b Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms.	SE/TE: Topic 1: 30-31, 32-33 TE: Topic 1: 30A-31B, 32A-33B
MA 6.2.1.c Represent and analyze the relationship between two variables using graphs, tables, and one-step equations.	SE/TE: Topic 1: 26-27, 34-37; Topic 2: 56-59, 72-75; Topic 3: 84-85, 86-87, 88-89, 90-91 TE: Topic 1: 26A-27B, 34A-37B; Topic 2: 56A-59B, 72A-75B; Topic 3: 84A-85B, 86A-87B, 88A-89B, 90A-91B
MA 6.2.2 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving expressions, equations, and inequalities.	
MA 6.2.2.a Simplify expressions using the distributive property and combining like terms.	SE/TE: Topic 1: 16-17, 18-19, 20-21, 22-23, 24-25, 28-29 TE: Topic 1: 16A-17B, 18A-19B, 20A-21B, 22A-23B, 24A-25B, 28A-29B
MA 6.2.2.b Use substitution to determine if a given value for a variable makes an equation or inequality true.	SE/TE: Topic 2: 48-49, 50-51, 52-55, 56-59, 68-71, 72-75 TE: Topic 2: 48A-49B, 50A-51B, 52A-55B, 56A-59B, 68A-71B, 72A-75B

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MA 6.2.2.c Evaluate numerical expressions, including absolute value and exponents, with respect to order of operations.	SE/TE: Topic 1: 6-9, 10-11, 12-15, 18-19 TE: Topic 1: 6A-9B, 10A-11B, 12A-15B, 18A-19B
MA 6.2.2.d Given the value of the variable, evaluate algebraic expressions (which may include absolute value) with respect to order of operations (non-negative rational numbers).	SE/TE: Topic 1: 20-21, 22-23, 24-25, 26-27, 28-29 TE: Topic 1: 20A-21B, 22A-23B, 24A-25B, 26A-27B, 28A-29B
MA 6.2.2.e Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication and division.	SE/TE: Topic 2: 52-55, 56-59, 60-63, 72-75 TE: Topic 2: 52A-55B, 56A-59B, 60A-63B, 72A-75B
MA 6.2.2.f Use equivalent ratios relating quantities with whole numbers to create a table. Find missing values in the table.	SE/TE: Topic 9: 234-237, 240-241, 242-245, 246-247 TE: Topic 9: 234A-237B, 240A-241B, 242A-245B, 246A-247B
MA 6.2.2.g Represent inequalities on a number line (e.g., graph $x > 3$).	SE/TE: Topic 2: 66-67, 68-71 TE: Topic 2: 66A-67B, 68A-71B
MA 6.2.3 Applications: Students will solve real-world problems involving ratios, unit rates, and percents.	
MA 6.2.3.a Write equations (e.g., one operation, one variable) to represent real-world problems involving non-negative rational numbers.	SE/TE: Topic 2: 48-49, 50-51, 52-55, 56-59, 60-63, 72-75 TE: Topic 2: 48A-49B, 50A-51B, 52A-55B, 56A-59B, 60A-63B, 72A-75B
MA 6.2.3.b Solve real-world problems involving non-negative rational numbers.	SE/TE: Topic 2: 48-49, 50-51, 52-55, 56-59, 60-63, 72-75; Topic 3: 84-85, 86-87, 88-89, 90-91; Topic 4: 104-105, 114-117 TE: Topic 2: 48A-49B, 50A-51B, 52A-55B, 56A-59B, 60A-63B, 72A-75B; Topic 3: 84A-85B, 86A-87B, 88A-89B, 90A-91B; Topic 4: 104A-105B, 114A-117B
MA 6.2.3.c Solve real-world problems involving percents of numbers.	SE/TE: Topic 11: 286-289, 290-291, 292-293, 294-295, 296-299, 300-303, 304-305 TE: Topic 11: 286A-289B, 290A-291B, 292A-293B, 294A-295B, 296A-299B, 300A-303B, 304A-305B

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MA 6.2.3.d Solve real-world problems using ratios and unit rates.	SE/TE: Topic 9: 234-237, 238-239, 240-241, 242-245, 246-247; Topic 10: 256-257, 260-261, 262-263, 276-277 TE: Topic 9: 234A-237B, 238A-239B, 240A-241B, 242A-245B, 246A-247B; Topic 10: 256A-257B, 260A-261B, 262A-263B, 276A-277B
MA 6.3 GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
MA 6.3.1.a Identify and create nets to represent two-dimensional drawings of prisms, pyramids, cylinders, and cones.	SE/TE: Topic 13: 340-343, 344-347 TE: Topic 13: 340A-343B, 344A-347B
MA 6.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.	
MA 6.3.2.a Identify the ordered pair of a given point in the coordinate plane.	SE/TE: Topic 8: 210-211, 212-213 TE: Topic 8: 210A-211B, 212A-213B
MA 6.3.2.b Plot the location of an ordered pair in the coordinate plane.	SE/TE: Topic 8: 210-211, 212-213, 214-215 TE: Topic 8: 210A-211B, 212A-213B, 214A-215B
MA 6.3.2.c Identify the quadrant of a given point in the coordinate plane.	SE/TE: Topic 8: 210-211, 212-213 TE: Topic 8: 210A-211B, 212A-213B
MA 6.3.2.d Draw polygons in the coordinate plane given coordinates for the vertices.	SE/TE: Topic 8: 216-217 TE: Topic 8: 216A-217B
MA 6.3.2.e Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area.	SE/TE: Topic 8: 214-215, 216-217; Topic 12: 328-329 TE: Topic 8: 214A-215B, 216A-217B; Topic 12: 328A-329B

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MA 6.3.3 Measurement: Students will perform and compare measurements and apply formulas.	
MA 6.3.3.a Determine the area of quadrilaterals, including parallelograms, trapezoids, and triangles by composition and decomposition of polygons as well as application of formulas.	SE/TE: Topic 12: 316-319, 320-322, 324-325, 326-327, 328-329; Topic 13: 344-347 TE: Topic 12: 316A-319B, 320A-322B, 324A-325B, 326A-327B, 328A-329B; Topic 13: 344A-347B
MA 6.3.3.b Determine the surface area of rectangular prisms and triangular prisms using nets.	SE/TE: Topic 13: 340-343, 344-347, 352-355 TE: Topic 13: 340A-343B, 344A-347B, 352A-355B
MA 6.3.3.c Apply volume formulas for rectangular prisms.	SE/TE: Topic 13: 348-349, 350-351, 352-355 TE: Topic 13: 348A-349B, 350A-351B, 352A-355B
MA 6.4 DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
MA 6.4.1 Representations: Students will create displays that represent data.	
MA 6.4.1.a Represent data using line plots, dot plots, box plots, and histograms.	SE/TE: Topic 14: 364-365, 366-367, 372-375, 376-377 TE: Topic 14: 364A-365B, 366A-367B, 372A-375B, 376A-377B
MA 6.4.2 Analysis & Applications: Students will analyze data to address the situation.	
MA 6.4.2.a Solve problems using information presented in line plots, dot plots, box plots, and histograms.	SE/TE: Topic 14: 364-365, 366-367, 372-375, 376-377 TE: Topic 14: 364A-365B, 366A-367B, 372A-375B, 376A-377B
MA 6.4.2.b Compare and interpret data sets based upon their graphical representations (e.g., center, spread, and shape).	SE/TE: Topic 14: 366-367, 376-377, 378-381, 382-385, 386-387 TE: Topic 14: 366A-367B, 376A-377B, 378A-381B, 382A-385B, 386A-387B
MA 6.4.2.c Find and interpret the mean, median, mode, and range for a set of data.	SE/TE: Topic 14: 368-369, 370-371, 372-375, 376-377, 378-381, 382-385, 386-387 TE: Topic 14: 368A-369B, 370A-371B, 372A-375B, 376A-377B, 378A-381B, 382A-385B, 386A-387B

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<p>MA 6.4.2.d Compare the mean, median, mode, and range from two sets of data.</p>	<p>SE/TE: Topic 14: 370-371, 372-375, 376-377, 378-381, 382-385, 386-387</p> <p>TE: Topic 14: 370A-371B, 372A-375B, 376A-377B, 378A-381B, 382A-385B, 386A-387B</p>
<p>MA 6.4.3 Probability: Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i></p>	