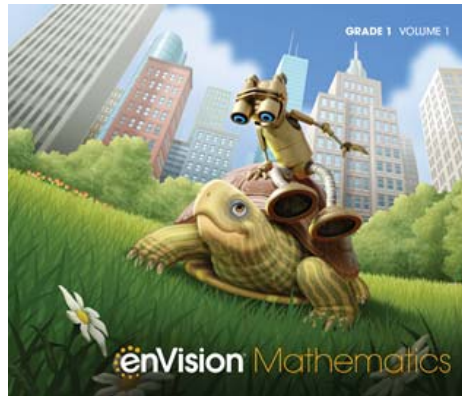


A Correlation of  
**enVision**® Mathematics

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To the  
**Nebraska's College and Career Ready  
Standards for Mathematics  
Kindergarten – Grade 5**

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**Introduction**

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

**UNDERSTANDING**

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

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

**ASSESSMENT**

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

**DIAGNOSTIC Assessment**

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

**FORMATIVE Assessment**

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

**SUMMATIVE Assessment**

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

**INSTRUCTIONAL SUPPORT**

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

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

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

Kids See the Math. Teachers See Results.

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<b>Nebraska’s College and Career Ready Standards for Mathematics Kindergarten</b>	<b>enVision Mathematics, ©2020 Kindergarten</b>
<b>MATHEMATICAL PROCESSES</b>	
<p><b>1. Solves mathematical problems.</b> 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><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the mathematical processes. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p><b>SE/TE:</b> 21–24, 29–32, 77–80, 145–148, 157–160, 173–176, 181–184, 205–208, 217–220, 225–228, 265–268, 273–276, 297–300, 305–308, 317–320</p>
<p><b>2. Models and represents mathematical problems.</b> 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>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>SE/TE:</b> 9–12, 17–20, 21–24, 25–28, 29–32, 69–72, 77–80, 93–96, 109–112, 141–144, 153–156, 201–204, 209–212, 217–220, 221–224</p>

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<p style="text-align: center;"><b>Nebraska’s College and Career Ready Standards for Mathematics Kindergarten</b></p>	<p style="text-align: center;"><b>enVision Mathematics, ©2020 Kindergarten</b></p>
<p><b>3. Communicates mathematical ideas effectively.</b> 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>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. Students are expected to use mathematical terms and symbols with precision. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <p><b>SE/TE:</b> 5-8, 9-12, 13-16, 17-20, 41-44, 65-68, 69-72, 73-76, 77-80, 93-96, 101-104, 105-108, 109-112, 117-120, 141-144</p>
<p><b>4. Makes mathematical connections.</b> 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><b>enVision Mathematics</b> offers students the opportunity to explore areas of interest and complete projects of their choosing. <i>Pick a Project</i>, <i>3-Act Math</i>, and <i>enVision® STEM</i> provide interesting questions about interesting contexts that get students engaged. The projects let students choose context related to everyday life as well as contexts with cross-curricular connections to social studies, science, art, and literacy. Multisensory experiences in the projects support visual, auditory, verbal, kinesthetic, and tactile learning.</p> <p><b>SE/TE:</b> 1, 3, 4, 53, 55-56, 105, 107, 108, 157, 159-160, 209, 211, 212, 249, 251-252, 281, 283, 284, 321, 323-324, 361, 363, 364, 397, 399-400, 449, 451, 452, 489, 491-492, 517, 519, 520, 553, 555-556, 605, 607, 608</p>

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Nebraska's College and Career Ready Standards for Mathematics Kindergarten	enVision Mathematics, ©2020 Kindergarten
<b>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.</b>	
<b>MA.0.1.1 Numeric Relationships:</b> Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	
<b>MA 0.1.1.a</b> 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.	<b>SE:</b> 92, 117–120, Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 455–456 Sets A–D; 465–468, 469–472, 473–476, 477–480  <b>TE:</b> 92–92C, 117A–120B, Reteaching: 129–130 Set G; 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 455–456 Sets A–D; 465A–468B, 469A–472B, 473A–476B, 477A–480B
<b>MA 0.1.1.b</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.	<b>SE:</b> 3, 4, 9–12, 21–24, 41–44, Reteaching: 50 Set F; 91, 109–112, 121–124, Reteaching: 127–128 Sets B, D  <b>TE:</b> 3–3A, 4–4C, 9A–12B, 21A–24B, 41A–44B, Reteaching: 49–50 Set F; 91–91A, 109A–112B, 121A–124B, Reteaching: 127–128 Sets B, D
<b>MA 0.1.1.c</b> 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.	<b>SE:</b> 3, 4, 5–8, 17–20, 29–32, 37–40, 41–44, Reteaching: 47–50 Sets A, C, F; 91, 92, 93–96, 101–104, 109–112, Reteaching: 127–128 Sets B, D  <b>TE:</b> 3–3A, 4–4C, 5A–8B, 17A–20B, 29A–32B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A, C, F; 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, Reteaching: 127–128 Sets B, D

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<p><b>MA 0.1.1.d</b> Demonstrate the relationship between whole numbers, knowing each sequential number name refers to a quantity that is one larger.</p>	<p><b>SE:</b> 3, 4, 37-40, 91, 117-120, 139-140, 157-160, 347, 365-368</p> <p><b>TE:</b> 3-3A, 4-4C, 37A-40B, 91-91A, 117A-120B, 139-140A, 157A-160B, 347-347A, 365A-368B</p>
<p><b>MA 0.1.1.e</b> 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.</p>	<p><b>SE:</b> 3, 4, 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 41-44, Reteaching: 47- 50 Sets A, C, F; 59-60, 61-64, 65-68, 69-72, 73-76, 91, 92, 93-96, 97-100, 101-104, 105-108, 113-116, 139-140, 141-144, 171, 173-176, 177-180, 199-200, 201-204, 247, 249-252, 347, 348, 349-352, 353-356, 357-360, 361-364, 369-372, 373-376, Reteaching: 379-380 Sets A, C, D; 387-388, 389-392, 393-396, 397-400, 401-404, 405-408, 409-412, 413-416, 513-516, 525-528, 529-532, 533-536</p> <p><b>TE:</b> 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 41A-44B, Reteaching: 47-50 Sets A, C, F; 59-60A, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 91-91A, 92-92C, 93A-96B, 97A-100B, 101A-104B, 105A-108B, 113A-116B, 139-140A, 141A-144B, 171-171A, 173A-176B, 177A-180B, 199-200A, 201A-204B, 247-247A, 249A-252B, 347-347A, 348-348C, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 369A-372B, 373A-376B, Reteaching: 379-380 Sets A, C, D; 387-388A, 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B, 413A-416B, 513A-516B, 525A-528B, 529A-532B, 533A-536B</p>

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<p><b>MA 0.1.1.f</b> Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.</p>	<p><b>SE:</b> 3, 4, 13–16, 25–28, 33–36, Reteaching: 47, 49 Sets B, E; 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 121–124, Reteaching: 127–129 Sets A, C, E; 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching: 379 Set A</p> <p><b>TE:</b> 3–3A, 4–4C, 13A–16B, 25A–28B, 33A–36B, Reteaching: 47–50 Sets B, E; 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 121A–124B, Reteaching: 127–130 Sets A, C, E; 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 379 Set A</p>
<p><b>MA 0.1.1.g</b> Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., <math>14 = 10 + 4</math>) to record each composition and decomposition.</p>	<p><b>SE:</b> 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419–422 Sets A–G</p> <p><b>TE:</b> 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G</p>
<p><b>MA 0.1.1.h</b> 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.</p>	<p><b>SE:</b> 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83–84 Sets A–D; 92, 117–120, 139–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 163–164 Sets A–D; 171, 181–184, 185–188, 509–512</p> <p><b>TE:</b> 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A–D; 92–92C, 117A–120B, 139–140A, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163–164 Sets A–D; 171–171A, 181A–184B, 185A–188B, 509A–512B</p>



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<b>MA 0.1.1.i</b> Compare the value of two written numerals between 1 and 10.	<b>SE:</b> 139–140, 145–148, 149–152, 153–156, Reteaching: 163-164 Sets B, C; 171, 181–184, 185–188  <b>TE:</b> 139–140A, 145A–148B, 149A–152B, 153A–156B, Reteaching: 163-164 Sets B, C; 171–171A, 181A–184B, 185A–188B
<b>MA 0.1.2 Operations:</b> Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	
<b>MA 0.1.2.a</b> Fluently (i.e. automatic recall based on understanding) add and subtract within 5.	<b>SE:</b> 199–200, 225–228, Reteaching: 238 Set H; 247, 269–272, Reteaching: 282 Set G; 291–292, 297–300, 301–304, 305–308, Reteaching: 335-336 Sets B, D  <b>TE:</b> 199–200A, 225A–228B, Reteaching: 237–238 Set H; 247–247A, 269A–272B, Reteaching: 281–282 Set G; 291–292A, 297A–300B, 301A–304B, 305A–308B, Reteaching: 335–336 Sets B, D
<b>MA 0.2 ALGEBRA:</b> Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
<b>MA 0.2.1 Algebraic Relationships:</b> Students will demonstrate, represent, and show relationships with expressions and equations.	
<b>MA 0.2.1.a</b> 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 $7 = 1 + 6$ ).	<b>SE:</b> 293-296, 309-312, 313-316, 321-324, 325-328, 329-332  <b>TE:</b> 293A-296B, 309A-312B, 313A-316B, 321A–324B, 325A-328B, 329A-332B
<b>MA 0.2.1.b</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.	<b>SE:</b> 291–292, 325–328, 329–332, Reteaching: 338 Set H; 517–520, 521–524  <b>TE:</b> 291–292A, 325A–328B, 329A–332B, Reteaching: 337–338 Set H; 517A–520B, 521A–524B

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<b>MA 0.2.2 Algebraic Processes:</b> Students will apply the operational properties when adding and subtracting. <i>(No additional indicator(s) at this level.)</i>	
<b>MA 0.2.3 Applications:</b> Students will solve real-world problems involving addition and subtraction.	
<b>MA 0.2.3.a</b> Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem).	<p><b>SE:</b> 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching: 237–238 Sets E–G; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching: 280–282 Sets C, E, G, H; 291–292, 293–296, 309–312, 313–316, 321–324, 348</p> <p><b>TE:</b> 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching: 237–238 Sets E, F, G; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching: 279–282 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C</p>
<b>MA 0.3 GEOMETRY:</b> Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.	
<b>MA 0.3.1 Characteristics:</b> Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
<b>MA 0.3.1.a</b> 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).	<p><b>SE:</b> 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching: 495–497 Sets B–E; 508</p> <p><b>TE:</b> 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching: 495–498 Sets B–E; 508–508C</p>
<b>MA 0.3.1.b</b> Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”).	<p><b>SE:</b> 465–468, 485–488, Reteaching: 495 Set A; 507, 521–524</p> <p><b>TE:</b> 465A–468B, 485A–488B, Reteaching: 495–496 Set A; 507–507A, 521A–524B</p>

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<b>MA 0.3.1.c</b> Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe	<b>SE:</b> 463-464, 473-476, 477-480, 481-484, 507, 509-512, 513-516, 517-520, 521-524, 529-532, Reteaching: 539-540 Sets A-D  <b>TE:</b> 463-464A, 473A-476B, 477A-480B, 481A-484B, 507-507A, 509A-512B, 513A-516B, 517A-520B, 521A-524B, 529A-532B, Reteaching: 539-540 Sets A-D
<b>MA 0.3.1.d</b> Model shapes found in the real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes.	<b>SE:</b> 507, 513-516, 525-528, 529-532, 533-536, Reteaching: 540 Set D  <b>TE:</b> 507-507A, 513A-516B, 525A-528B, 529A-532B, 533A-536B, Reteaching: 540 Set D
<b>MA 0.3.1.e</b> Combine simple shapes to compose larger shapes (e.g., use triangle pattern blocks to build a hexagon).	<b>SE:</b> 463-464, 507, 508, 525-528, 533-536  <b>TE:</b> 463-464A, 507-507A, 508-508C, 525A-528B, 533A-536B
<b>MA 0.3.2 Coordinate Geometry:</b> Students will determine location, orientation, and relationships on the coordinate plane.	
<b>MA 0.3.2.a</b> Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).	<b>SE:</b> 463-464, 469-472, 473-476, 477-480, 481-484, 485-488, 489-492, Reteaching: 497-498 Sets F, G; 507, 508, 525-528  <b>TE:</b> 463-464A, 469A-472B, 473A-476B, 477A-480B, 481A-484B, 485A-488B, 489A-492B, Reteaching: 497-498 Sets F, G; 507-507A, 508-508C, 525A-528B
<b>MA 0.3.3 Measurement:</b> Students will perform and compare measurements and apply formulas.	
<b>MA 0.3.3.a</b> Describe measurable attributes of real-world objects (e.g., length or weight).	<b>SE:</b> 547-548, 549-552, 553-556, 557-560, 561-564, 565-568  <b>TE:</b> 547-548A, 549A-552B, 553A-556B, 557A-560B, 561A-564B, 565A-568B

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<b>MA 0.3.3.b</b> Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).	<b>SE:</b> 547-548, 549-552, 553-556, 557-560, 565-568, 569-572, Reteaching: 575-576 Sets A-D  <b>TE:</b> 547-548A, 549A-552B, 553A-556B, 557A-560B, 565A-568B, 569A-572B, Reteaching: 575-576 Sets A, B, D
<b>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.</b>	
<b>MA 0.4.1 Representations:</b> Students will create displays that represent data. <i>(No additional indicator(s) at this level.)</i>	
<b>MA 0.4.2 Analysis &amp; Applications:</b> Students will analyze data to address the situation.	
<b>MA 0.4.2.a</b> 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.	<b>SE:</b> 171, 172, 173-176, 177-180, 181-184, 185-188, Reteaching: 191-192 Sets A-D; 465-468  <b>TE:</b> 171-171A, 172-172C, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 191-192 Sets A-D; 465A-468B
<b>MA 0.4.3 Probability:</b> Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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<b>MATHEMATICAL PROCESSES</b>	
<p><b>1. Solves mathematical problems.</b> 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><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the mathematical processes. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p><b>SE/TE:</b> 9–12, 29–32, 33–36, 37–40, 61–64, 85–88, 117–120, 133–136, 137–140, 169–172, 185–188, 189–192, 193–196, 233–236, 253–256</p>
<p><b>2. Models and represents mathematical problems.</b> 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>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>SE/TE:</b> 5–8, 17–20, 21–24, 25–28, 33–36, 57–60, 69–72, 73–76, 81–84, 85–88, 89–92, 113–116, 117–120, 125–128, 137–140</p>

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<p><b>3. Communicates mathematical ideas effectively.</b> 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>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. Students are expected to use mathematical terms and symbols with precision. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p><b>SE/TE:</b> 13–16, 21–24, 37–40, 61–64, 65–68, 69–72, 73–76, 89–92, 113–116, 117–120, 125–128, 129–132, 133–136, 141–144, 185–188, 217–220</p>
<p><b>4. Makes mathematical connections.</b> 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><b>enVision Mathematics</b> offers students the opportunity to explore areas of interest and complete projects of their choosing. <i>Pick a Project</i>, <i>3-Act Math</i>, and <i>enVision® STEM</i> provide interesting questions about interesting contexts that get students engaged. The projects let students choose context related to everyday life as well as contexts with cross-curricular connections to social studies, science, art, and literacy. Multisensory experiences in the projects support visual, auditory, verbal, kinesthetic, and tactile learning.</p> <p><b>SE/TE:</b> 1, 3, 4, 53, 55-56, 105, 107, 108, 157, 159-160, 209, 211, 212, 249, 251-252, 281, 283, 284, 321, 323-324, 361, 363, 364, 397, 399-400, 449, 451, 452, 489, 491-492, 517, 519, 520, 553, 555-556, 605, 607, 608</p>

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<b>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.</b>	
<b>MA.1.1.1 Numeric Relationships:</b> Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	
<b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.	<p><b>SE:</b> 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588</p> <p><b>TE:</b> 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B</p>
<b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.	<p><b>SE:</b> 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588</p> <p><b>TE:</b> 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B</p>
<b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.	<p><b>SE:</b> 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588</p> <p><b>TE:</b> 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B</p>

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<p><b>MA 1.1.1.d</b> 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., <math>19 = 10 + 9</math>).</p>	<p><b>SE:</b> 323–324, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 355–356 Sets A–C; 364, 409–412, 413–416, 417–420, 457–460, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540</p> <p><b>TE:</b> 323–324A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 355–356 Sets A–C; 364–364C, 409A–412B, 413A–416B, 417A–420B, 457A–460B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B</p>
<p><b>MA 1.1.1.e</b> Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., <math>50 = 5</math> tens and 0 ones).</p>	<p><b>SE:</b> 283, 284, 285–288, 297–300, 305–308, Reteaching: 315 Set A; 329–332, 401–404, 451, 453–456, 461–464, 573–576</p> <p><b>TE:</b> 283–283A, 284–284C, 285A–288B, 297A–300B, 305A–308B, Reteaching: 315 Set A; 329A–332B, 401A–404B, 451–451A, 453A–456B, 461A–464B, 573A–576B</p>
<p><b>MA 1.1.1.f</b> Compare two two-digit numbers by using symbols <math>&lt;</math>, <math>=</math>, and <math>&gt;</math> and justify the comparison based on the number of tens and ones.</p>	<p><b>SE:</b> 363, 364, 365–368, 369–372, 373–376, 377–380, 381–384, 385–388, Reteaching: 392 Sets C, D</p> <p><b>TE:</b> 363–363A, 364–364C, 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B, Reteaching: 392 Sets C, D</p>



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<b>MA 1.1.2 Operations:</b> Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	
<b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.	<p><b>SE:</b> 55-56, 57-60, 61-64, 65-68, 69-72, 77-80, 81-84, 85-88, 89-92, Reteaching: 95-96 Sets B, D; 107, 108, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, Reteaching: 148-149 Sets C-E; 159-160, 165-168, 169-172, 173-176, 177-180, 181-184, 185-188, Reteaching: 200-201 Sets B, E; 211, 213-216, 251-252</p> <p><b>TE:</b> 55-56A, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, Reteaching: 95-96 Sets B, D; 107-107A, 108-108C, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, Reteaching: 147-150 Sets C-E; 159-160A, 165A-168B, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 199-202 Sets B, E; 211-211A, 213A-216B, 251-252A</p>
<b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).	<p><b>SE:</b> 57-60, 61-64, 65-68, 77-80, Reteaching: 95-97 Sets A, C, F; 107, 108, 109-112, 113-116, 117-120, 121-124, Reteaching: 147 Sets A, B, 159-160, 161-164, 185-188, Reteaching: 199, 201 Sets A, E; 211, 213-216, 217-220, 221-224, 251-252, 253-256, 257-260, 533-536, 537-540</p> <p><b>TE:</b> 57A-60B, 61A-64B, 65A-68B, 77A-80B, Reteaching: 95-98 Sets A, C, F; 107-107A, 108-108C, 109A-112B, 113A-116B, 117A-120B, 121A-124B, Reteaching: 147-148 Sets A, B, 159-160A, 161A-164B, 185A-188B, Reteaching: 199-202 Sets A, E; 211-211A, 213A-216B, 217A-220B, 221A-224B, 251-252A, 253A-256B, 257A-260B, 533A-536B, 537A-540B</p>

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<b>MA 1.1.2.c</b> 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., $90 - 70 = 20$ ).	<b>SE:</b> 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, Reteaching: 483–484 Sets A, B, D  <b>TE:</b> 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, Reteaching: 483–484 Sets A, B, D
<b>MA 1.1.2.d</b> 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).	<b>SE:</b> 363, 365–368, 369–372, Reteaching: 391 Sets A, B; 399–400, 405–408, 429–432, Reteaching: 439 Set B; 452, 453–456, 457–460, 461–464, 469–472, 473–476, 477–480, Reteaching: 484 Set C  <b>TE:</b> 363–363A, 365A–368B, 369A–372B, Reteaching: 391 Sets A, B; 399–400A, 405A–408B, 429A–432B, Reteaching: 439–440 Set B; 452–452C, 453A–456B, 457A–460B, 461A–464B, 469A–472B, 473A–476B, 477A–480B, Reteaching: 484 Set C
<b>MA 1.1.2.e</b> 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.	<b>SE:</b> 399–400, 401–404, 409–412, 413–416, 417–420, 421–424, 425–428, 429–432, 433–436, Reteaching: 439–442 Sets A, C–H; 452  <b>TE:</b> 399–400A, 401A–404B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, 433A–436B, Reteaching: 439–442 Sets A, C–H; 452–452C
<b>MA 1.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 1.2.1 Algebraic Relationships:</b> Students will demonstrate, represent, and show relationships with expressions and equations.	
<b>MA 1.2.1.a</b> 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 $7 + 2 = 5 + 4$ ).	<b>SE:</b> 4, 5–8, 9–12, 13–16, 17–20, 211, 212, 217–220, 221–224, 237–240, Reteaching: 243–244 Sets A, D  <b>TE:</b> 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 211–211A, 212–212C, 217A–220B, 221A–224B, 237A–240B, Reteaching: 243–244 Sets A, D

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<b>MA 1.2.1.b</b> Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = \underline{\quad}$ , using the addition fact $9 + 3 = 12$ ).	<b>SE:</b> 81-84, 85-88, Reteaching: 98 Set G; 159-160, 165-168, 169-172, 173-176, 177-180, 181-184, 185-188, Reteaching: 200-201 Sets D-F  <b>TE:</b> 81A-84B, 85A-88B, 89A-92B, Reteaching: 98 Set G; 159-160A, 165A-168B, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 199-202 Sets D-F
<b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).	<b>SE:</b> 211, 212, 213-216, 221-224, 237-240, Reteaching: 243 Set B  <b>TE:</b> 211-211A, 212-212C, 213A-216B, 221A-224B, 237A-240B, Reteaching: 243 Set B
<b>MA 1.2.1.d</b> Determine the unknown whole number in an addition or subtraction equation (e.g. $7 + ? = 13$ ).	<b>SE:</b> 211, 212, 213-216, 221-224, 237-240, Reteaching: 243 Set B  <b>TE:</b> 211-211A, 212-212C, 213A-216B, 221A-224B, 237A-240B, Reteaching: 243 Set B
<b>MA 1.2.2 Algebraic Processes:</b> Students will apply the operational properties when adding and subtracting.	
<b>MA 1.2.2.a</b> 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, $5 + 3 + 7 = 5 + (3 + 7) = 5 + 10$ ).	<b>SE:</b> 73-76, 89-92, Reteaching: 97 Set E; 108, 109-112, 141-144, 159-160, 161-164, 165-168, 169-172, 173-176, 177-180, 181-184, 185-188, 189-192, 193-186, Reteaching: 199-200 Sets A-G; 169-172, 211, 212, 225-228, 229-232, Reteaching: 244 Set C  <b>TE:</b> 73A-76B, 89A-92B, Reteaching: 97-98 Set E; 108-108C, 109A-112B, 141A-144B, 159A-160B, 161A-164B, 165A-168B, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, 189A-192B, 193A-186B, Reteaching: 199-200 Sets A-G; 169A-172B, 211-211A, 212-212C, 225A-228B, 229A-232B, Reteaching: 244 Set C

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<b>MA 1.2.3 Applications:</b> Students will solve real-world problems involving addition and subtraction.	
<b>MA 1.2.3.a</b> 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).	<b>SE:</b> 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, Reteaching: 43–46 Sets A–H; 55–56, 57–60, 61–64, 81–84, 85–88, Reteaching: 98 Set H; 107, 108, 113–116, 117–120, 121–124, 137–140, 141–144, Reteaching: 149–150 Sets F, G; 161–164, 189–192, 193–196, Reteaching: 202 Sets F, G; 211, 233–236, 261–264, 265–268, 269–272  <b>TE:</b> 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, Reteaching: 43–46 Sets A–H; 55–56A, 57A–60B, 61A–64B, 81A–84B, 85A–88B, Reteaching: 97–98 Set H; 107–107A, 108–108C, 113A–116B, 117A–120B, 121A–124B, 137A–140B, 141A–144B, Reteaching: 149–150 Sets F, G; 161A–164B, 189A–192B, 193A–196B, Reteaching: 201–202 Sets F, G; 211–211A, 233A–236B, 261A–264B, 265A–268B, 269A–272B
<b>MA 1.2.3.b</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.	<b>SE:</b> 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572  <b>TE:</b> 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251–252A, 261A–264B, 569A–572B
<b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.	<b>SE:</b> 5–8, 193–196, Reteaching: 202 Set G; 211, 400,  <b>TE:</b> 5A–8B, 193A–196B, Reteaching: 202 Set G; 211–211A, 400–400A

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<b>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.</b>	
<b>MA 1.3.1 Characteristics:</b> Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
<b>MA 1.3.1.a</b> Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.	<b>SE:</b> 555-556, 557-560, 561-564, 565-568, 577-580, 581-584, 589-592, Reteaching: 595-598 Sets A, B, E, G, H; 608  <b>TE:</b> 555-556A, 557A-560B, 561A-564B, 565A-568B, 577A-580B, 581A-584B, 589A-592B, Reteaching: 595-598 Sets A, B, E, G, H; 608-608C
<b>MA 1.3.1.b</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".	<b>SE:</b> 607, 608, 609-612, 613-616, 617-620, 621-624, Reteaching: 627-628 Sets A-D  <b>TE:</b> 607-607A, 608-608C, 609A-612B, 613A-616B, 617A-620B, 621A-624B, Reteaching: 627-628 Sets A-D
<b>MA 1.3.1.c</b> 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.	<b>SE:</b> 555-556, 569-572, 573-576, 585-588, 589-592, Reteaching: 596-597 Sets C, D, F, H; 608  <b>TE:</b> 555-556A, 569-572B, 573-576B, 585A-588B, 589A-592B, Reteaching: 595-598 Sets C, D, F, H; 608-608C
<b>MA 1.3.2 Coordinate Geometry:</b> 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>	
<b>MA 1.3.3 Measurement:</b> Students will perform and compare measurements and apply formulas.	
<b>MA 1.3.3.a</b> 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?).	<b>SE:</b> 519, 521-524, 525-528, Reteaching: 547 Set A  <b>TE:</b> 519-519A, 521A-524B, 525A-528B, Reteaching: 547 Set A

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<b>MA 1.3.3.b</b> Tell and write time to the half hour and hour using analog and digital clocks.	<b>SSE:</b> 520, 529–532, 533–536, 537–540, 541–544, Reteaching: 547–548 Sets B–D  <b>TE:</b> 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching: 547–548 Sets B–D
<b>MA 1.3.3.c</b> 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.	<b>SE:</b> 491–492, 501–504, 505–508, Reteaching: 512 Sets C, D; 557–560, 561–564, 581–584  <b>TE:</b> 491–492A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 557A–560B, 561A–564B, 581A–584B
<b>MA 1.3.3.d</b> Order three objects by directly comparing their lengths, or indirectly by using a third object.	<b>SE:</b> 491–492, 493–496, 497–500, 505–508, Reteaching: 511 Sets A, B  <b>TE:</b> 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching: 511 Sets A, B
<b>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.</b>	
<b>MA 1.4.1 Representations:</b> Students will create displays that represent data.	
<b>MA 1.4.1.a</b> Organize and represent a data set with up to three categories using a picture graph.	<b>SE:</b> 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B  <b>TE:</b> 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B
<b>MA 1.4.2 Analysis &amp; Applications:</b> Students will analyze data to address the situation.	
<b>MA 1.4.2.a</b> 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.	<b>SE:</b> 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B; 364, 520  <b>TE:</b> 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B; 364–364C, 520–520C
<b>MA 1.4.3 Probability:</b> Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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<b>Mathematical Processes</b>	
<p><b>1. Solves mathematical problems.</b> 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><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the mathematical processes. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p><b>SE/TE:</b> 13-16, 21-24, 37-40, 41-44, 69-72, 77-80, 113-116, 117-120, 141-144, 149-152, 165-168, 169-172, 193-196, 197-200, 205-208</p>
<p><b>2. Models and represents mathematical problems.</b> 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>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>SE/TE:</b> 5-8, 9-12, 21-24, 29-32, 33-36, 41-44, 61-64, 65-68, 73-76, 77-80, 101-104, 109-112, 137-140, 141-144, 145-148</p>

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<p><b>3. Communicates mathematical ideas effectively.</b> 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>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. Students are expected to use mathematical terms and symbols with precision. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p><b>SE/TE:</b> 29–32, 41–44, 69–72, 77–80, 93–96, 105–108, 117–120, 137–140, 141–144, 149–152, 157–160, 169–172, 189–192, 201–204, 217–220</p>
<p><b>4. Makes mathematical connections.</b> 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><b>enVision Mathematics</b> offers students the opportunity to explore areas of interest and complete projects of their choosing. <i>Pick a Project</i>, 3-Act Math, and enVision® STEM provide interesting questions about interesting contexts that get students engaged. The projects let students choose context related to everyday life as well as contexts with cross-curricular connections to social studies, science, art, and literacy. Multisensory experiences in the projects support visual, auditory, verbal, kinesthetic, and tactile learning.</p> <p><b>SE/TE:</b> 1, 3, 4, 57, 59-60, 89, 91, 92, 133, 135-136, 185, 187, 188, 233, 235-237, 277, 279, 280, 325, 327-328, 373, 375, 376, 429, 431-432, 469, 471, 472, 505, 507-508, 557, 559, 560, 605, 607-608, 637, 639, 640</p>



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<b>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.</b>	
<b>MA.2.1.1 Numeric Relationships:</b> Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.	
<b>MA 2.1.1.a</b> Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.	<b>SE:</b> 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, Reteaching: 363–366 Sets A, B, D–F; 375, 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 437–440, 477–480  <b>TE:</b> 329A–332B, 333A–336B, 337A–340B, 349A–352B, 353A–356B, 357A–360B, Reteaching: 363–366 Sets A, B, D–F; 375–375A, 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 437A–440M, 477A–480B
<b>MA 2.1.1.b</b> Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.	<b>SE:</b> 376, 381–384, 385–388, 389–392, 393–396, Reteaching: 419–420 Sets B, C, D  <b>TE:</b> 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 419–420 Sets B, C, D
<b>MA 2.1.1.c</b> 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).	<b>SE:</b> 376, 381–384, 385–388, 389–392, 405–408, 409–412, Reteaching: 419–422 Sets B, C, G  <b>TE:</b> 376–376C, 381A–384B, 385A–388B, 389A–392B, 405A–408B, 409A–412B, Reteaching: 419–422 Sets B, C, G
<b>MA 2.1.1.d</b> Demonstrate that 100 represents a group of ten tens.	<b>SE:</b> 377–380, 393–396, Reteaching: 419–420 Sets A, D  <b>TE:</b> 377A–380B, 393A–396B, Reteaching: 419–420 Sets A, D
<b>MA 2.1.1.e</b> Compare two three-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the meanings of the hundreds, tens, and ones.	<b>SE:</b> 375, 405–408, 409–412, 413–416, Reteaching: 422 Sets G, H  <b>TE:</b> 375–375A, 405A–408B, 409A–412B, 413A–416B, Reteaching: 421–422 Sets G, H

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<b>MA 2.1.2 Operations:</b> Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.	
<b>MA 2.1.2.a</b> Fluently (i.e. automatic recall based on understanding) add and subtract within 20.	<p><b>SE:</b> 92, 93-96, 97-100, 101-104, 105-108, 109-112, 113-116, 117-120, Reteaching: 123-125 Sets A-F; 136, 137-140, 141-144, 145-148, 149-152, 153-156, 157-160, 161-164, 165-168, 169-172, Reteaching: 175-178 Sets A-H; 187, 188, 189-192, 193-196, 197-200, 201-204, 205-208, 209-212, 213-216, 217-220, Reteaching: 223-226 Sets A-H; 236, 237-240, 241-244, 245-248, 249-252, 253-256, 257-260, Reteaching: 267-269 Sets A-F; 279, 280, 281-284, 285-288, 289-292, 293-296, 297-300, 305-308, Reteaching: 315-318 Sets A-D, G</p> <p><b>TE:</b> 92-92C, 93A-96B, 97A-100B, 101A-104B, 105A-108B, 109A-112B, 113A-116B, 117A-120B, Reteaching: 123-126 Sets A-F; 136-136A, 137A-140B, 141A-144B, 145A-148B, 149A-152B, 153A-156B, 157A-160B, 161A-164B, 165A-168B, 169A-172B, Reteaching: 175-178 Sets A-H; 187-187A, 188-188C, 189A-192B, 193A-196B, 197A-200B, 201A-204B, 205A-208B, 209A-212B, 213A-216B, 217A-220B, Reteaching: 223-226 Sets A-H; 236-236A, 237A-240B, 241A-244B, 245A-248B, 249A-252B, 253A-256B, 257A-260B, Reteaching: 267-270 Sets A-F; 279-279A, 280-280C, 281A-284B, 285A-288B, 289A-292B, 293A-296B, 297A-300B, 305A-308B, Reteaching: 315-318 Sets A-D, G</p>
<b>MA 2.1.2.b</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.	<p><b>SE:</b> 92, 93-96, 97-100, 101-104, 105-108, 109-112, 113-116, 117-120, Reteaching: 123-125 Sets A-F; 136, 137-140, 141-144, 145-148, 149-152, 153-156, 157-160, 161-164, 165-168, 169-172, Reteaching: 175-178 Sets A-H; 187, 188, 189-192, 193-196, 197-200, 201-204, 205-208, 209-212, 213-216, 217-220, Reteaching: 223-226 Sets A-H; 236, 237-240, 241-244, 245-248, 249-252, 253-256, 257-260, Reteaching: 267-269 Sets A-F; 279, 280, 281-284, 285-288, 289-292, 293-296, 297-300, 305-308, Reteaching: 315-318 Sets A-D, G</p>

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<p>(Continued) <b>MA 2.1.2.b</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.</p>	<p><b>TE:</b> 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, 117A–120B, Reteaching: 123–126 Sets A–F; 136–136A, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 175–178 Sets A–H; 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, Reteaching: 223–226 Sets A–H; 236–236A, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 257A–260B, Reteaching: 267–270 Sets A–F; 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 305A–308B, Reteaching: 315–318 Sets A–D, G</p>
<p><b>MA 2.1.2.c</b> Mentally add or subtract 10 or 100 to/from a given number 100-900.</p>	<p><b>SE:</b> 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 433–436, Reteaching: 463 Set A; 473–476, Reteaching: 499 Set A</p> <p><b>TE:</b> 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching: 421–422 Sets E, F, H; 433A–436B, Reteaching: 463 Set A; 473A–476B, Reteaching: 499 Set A</p>
<p><b>MA 2.1.2.d</b> Add up to three two-digit numbers using strategies based on place value and understanding of properties.</p>	<p><b>SE:</b> Reteaching: 124–125 Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, Reteaching: 177–178 Sets F–H; 279; Reteaching: 318 Set G</p> <p><b>TE:</b> Reteaching: 124–125 Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 177–178 Sets F–H; 279–279A, Reteaching: 317–318 Set G</p>

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<b>MA 2.1.2.e</b> Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.	<b>SE:</b> 432, 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, Reteaching: 463-464 Sets B-D; 472, 477-480, 481-484, 485-488, 489-492, 493-496, Reteaching: 499-500 Sets B-D  <b>TE:</b> 432-432A, 437-440B, 441-444B, 445-448B, 449-452B, 453-456B, 457-460B, Reteaching: 463-464 Sets B-D; 472-472C, 477-480B, 481-484B, 485-488B, 489A-492B, 493A-496B, Reteaching: 499-500 Sets B-D
<b>MA 2.1.2.f</b> 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., $3 + 3 + 3 = 9$ ).	<b>SE:</b> 69-72, 73-76, 77-80, Reteaching: 83-84 Sets B-D; 92, 136, 577-580, 585-588, 589-592, Reteaching: 597-598 Sets E, G, H  <b>TE:</b> 69A-72B, 73A-76B, 77A-80B, Reteaching: 83-84 Sets B-D; 92-92C, 135-136A, 577A-580B, 585A-588B, 589A-592B, Reteaching: 597-598 Sets E, G, H
<b>MA 2.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 2.2.1 Algebraic Relationships:</b> Students will demonstrate, represent, and show relationships with expressions and equations.	
<b>MA 2.2.1.a</b> 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.	<b>SE:</b> 60, 61-64, 65-68, Reteaching: 83 Set A  <b>TE:</b> 60-60A, 61A-64B, 65A-68B, Reteaching: 83 Set A

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<b>MA 2.2.2 Algebraic Processes:</b> 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>	
<b>MA 2.2.3 Applications:</b> Students will solve real-world problems involving addition and subtraction.	
<b>MA 2.2.3.a</b> 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.	<p><b>SE:</b> 4, 37-40, 41-44, Reteaching: 50 Sets G, H; 77-80, Reteaching: 84 Set D; 92, 113-116, 117-120, Reteaching: 123-125 Sets A-F; 136, 141-144, 145-148, 165-168, 169-172, Reteaching: 175-178 Sets B, C, G, H; 187, 188, 213-216, 217-220, Reteaching: 226 Sets G, H; 236, 245-248, 257-260, 261-264, Reteaching: 268-269 Sets C, F; 279, 280, 281-284, 285-288, 289-292, 293-296, 297-300, 309-312, Reteaching: 315-318 Sets A-C, H; 341-344, 345-348, Reteaching: 364-365 Sets B, C; 609-612, 613-616, 617-620, 621-624, 625-628, Reteaching: 631-632 Sets A-D; 649-652, 653-656, 657-660, 661-664, Reteaching: 668, 670 Sets B, D</p> <p><b>TE:</b> 4-4C, 37A-40B, 41A-44B, Reteaching: 49-50 Sets G, H; 77A-80B, Reteaching: 84 Set D; 92-92C, 113A-116B, 117A-120B, Reteaching: 123-126 Sets A-F; 136-136A, 141A-144B, 145A-148B, 165A-168B, 169A-172B, Reteaching: 175-178 Sets B, C, G, H; 187-187A, 188-188C, 213A-216B, 217A-220B, Reteaching: 225-226 Sets G, H; 236-236A, 245A-248B, 257A-260B, 261A-264B, Reteaching: 267-270 Sets C, F; 279-279A, 280-280C, 281A-284B, 285A-288B, 289A-292B, 293A-296B, 297A-300B, 309A-312B, Reteaching: 315-318 Sets A-C, H; 341A-344B, 345A-348B, Reteaching: 363-366 Sets B, C; 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, Reteaching: 631-632 Sets A-D; 649A-652B, 653A-656B, 657A-660B, 661A-664B, Reteaching: 667-670 Sets B, D</p>

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<b>MA 2.2.3.b</b> Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.	<b>SE:</b> 3, 25-28, 73-76, 91, 137-140, 141-144, 149-152, 153-156, 201-204, 235-236, 241-244, 245-248, 279, 297-300, 309-312, Reteaching: 318 Set H; 441-444, 445-448, 477-480, 481-484, 661-664  <b>TE:</b> 3-3A, 25-28, 73A-76B, 91-91A, 137A-140B, 141A-144B, 149A-152B, 153A-156B, 201A-204B, 235-236A, 241A-244B, 245A-248B, 279-279A, 297A-300B, 309A-312B, 441A-444B, 445A-448B, 477A-480B, 481A-484B, 661A-664B
<b>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.</b>	
<b>MA 2.3.1 Characteristics:</b> Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
<b>MA 2.3.1.a</b> Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons.	<b>SE:</b> 560, 561-564, 565-568, 569-572, 573-576, Reteaching: 595-596 Sets A-D  <b>TE:</b> 560-560C, 561A-564B, 565A-568B, 569A-572B, 573A-576B, Reteaching: 595-596 Sets A-D
<b>MA 2.3.1.b</b> Partition a rectangle into rows and columns of equal sized squares. Count to find the total.	<b>SE:</b> 577-580, 589-592, Reteaching: 597-598 Sets E, H  <b>TE:</b> 577A-580B, 589A-592B, Reteaching: 597-598 Sets E, H
<b>MA 2.3.1.c</b> 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.	<b>SE:</b> 581-584, 585-588, 589-592, Reteaching: 597-598 Sets F, G, H  <b>TE:</b> 581A-584B, 585A-588B, 589A-592B, Reteaching: 597-598 Sets F, G, H
<b>MA 2.3.1.d</b> Recognize that equal shares of identical wholes need not have the same shape.	<b>SE:</b> 585-588, 589-592, Reteaching: 597-598 Set F-H  <b>TE:</b> 585A-588B, 589A-592B, Reteaching: 597-598 Set F-H

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<b>MA 2.3.2 Coordinate Geometry:</b> 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>	
<b>MA 2.3.3 Measurement:</b> Students will perform and compare measurements and apply formulas.	
<b>MA 2.3.3.a</b> Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	<b>SE:</b> 329–332, 333–336, 337–340, 341–344, 345–348, 376, 433–436, 473–476, 485–488  <b>TE:</b> 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 376–376C, 433A–436B, 473A–476B, 485A–488B
<b>MA 2.3.3.b</b> Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.	<b>SE:</b> 328, 349–352, 353–356, 357–360, Reteaching: 365–366 Sets D–F  <b>TE:</b> 328–328A, 349A–352B, 353A–356B, 357A–360B, Reteaching: 365–366 Sets D–F
<b>MA 2.3.3.c</b> Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).	<b>SE:</b> 513–516, 517–520, 521–524, 525–528, 529–532, 533–536, 541–544, Reteaching: 547–550 Sets B–F, H; 560, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets B–D; 641–644, 645–648, Reteaching: 667 Set A  <b>TE:</b> 513A–516B, 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 541A–544B, Reteaching: 547–550 Sets B–F, H; 560–560C, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets B–D; 641A–644B, 645A–648B, Reteaching: 667–668 Set A
<b>MA 2.3.3.d</b> Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.	<b>SE:</b> 521–524, 533–536, Reteaching: 548–549 Sets C, F; 581–584, Reteaching: 597 Set F  <b>TE:</b> 521A–524B, 533A–536B, Reteaching: 548–549 Sets C, F; 581A–584B, Reteaching: 597–598 Set F

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<b>MA 2.3.3.e</b> Measure and estimate lengths using inches, feet, centimeters, and meters.	<b>SE:</b> 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, Reteaching: 547–550 Sets A, B, D, E, H  <b>TE:</b> 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, Reteaching: 547–550 Sets A, B, D, E, H
<b>MA 2.3.3.f</b> Compare the difference in length of objects using inches and feet or centimeters and meters.	<b>SE:</b> 537–540, 541–544, Reteaching: 550 Sets G, H; 560  <b>TE:</b> 537A–540B, 541A–544B, Reteaching: 549–550 Sets G, H; 560–560C
<b>MA 2.3.3.g</b> 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.	<b>SE:</b> 621–624, 625–628, Reteaching: 632 Sets C–D  <b>TE:</b> 621A–624B, 625A–628B, Reteaching: 632 Sets C–D
<b>MA 2.3.3.h</b> Use measurement lengths and addition and subtraction within 100 to solve real-world problems.	<b>SE:</b> 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D  <b>TE:</b> 537A–540B, Reteaching: 549–550 Sets F, G; 560–560C, 609A–612B, 613A–616B, 617A–620B, 625A–628B, Reteaching: 631–632 Sets A–D
<b>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.</b>	
<b>MA 2.4.1 Representations:</b> Students will create displays that represent data.	
<b>MA 2.4.1.a</b> Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.	<b>SE:</b> 640, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–670 Sets B–D  <b>TE:</b> 640–640C, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–670 Sets B–D



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<b>MA 2.4.1.b</b> Create and represent a data set by making a line plot.	<b>SE:</b> 640, 641–644, 645–648, Reteaching: 667 Set A  <b>TE:</b> 640–640C, 641A–644B, 645A–648B, Reteaching: 667–668 Set A
<b>MA 2.4.2 Analysis &amp; Applications:</b> Students will analyze data to address the situation.	
<b>MA 2.4.2.a</b> Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.	<b>SE:</b> 639, 640, 641–644, 645–648, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–670 Sets A–D  <b>TE:</b> 639-639A, 640–640C, 641A–644B, 645A–648B, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–670 Sets A–D
<b>MA 2.4.3 Probability:</b> Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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<b>Mathematical Processes</b>	
<p><b>1. Solves mathematical problems.</b> 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><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the mathematical processes. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p><b>SE/TE:</b> 5-8, 9-12, 17-20, 25-28, 41-44, 49-52, 61-64, 81-84, 89-92, 93-96, 97-100, 101-104, 117-120, 121-124, 125-128</p>
<p><b>2. Models and represents mathematical problems.</b> 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>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>SE/TE:</b> 5-8, 9-12, 17-20, 21-24, 25-28, 61-64, 85-88, 93-96, 125-128, 137-140, 141-144, 181-184, 189-192, 221-224, 225-228</p>

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<p style="text-align: center;"><b>Nebraska's College and Career Ready Standards for Mathematics Grade 3</b></p>	<p style="text-align: center;"><b>enVision Mathematics, ©2020 Grade 3</b></p>
<p><b>3. Communicates mathematical ideas effectively.</b> 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>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. Students are expected to use mathematical terms and symbols with precision. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p><b>SE/TE:</b> 13–16, 25–28, 41–44, 45–48, 57–60, 61–64, 77–80, 101–104, 133–136, 141–144, 149–152, 173–176, 177–180, 189–192, 209–212</p>
<p><b>4. Makes mathematical connections.</b> 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><b>enVision Mathematics</b> offers students the opportunity to explore areas of interest and complete projects of their choosing. <i>Pick a Project</i>, 3-Act Math, and enVision® STEM provide interesting questions about interesting contexts that get students engaged. The projects let students choose context related to everyday life as well as contexts with cross-curricular connections to social studies, science, art, and literacy. Multisensory experiences in the projects support visual, auditory, verbal, kinesthetic, and tactile learning.</p> <p><b>SE/TE:</b> 1, 3, 4, 37, 39-40, 73, 75, 76, 113, 115-116, 165, 167, 168, 205, 207-208, 249, 252, 252, 285, 287-288, 333, 335, 336, 377, 379-380, 405, 407, 408, 433, 435-436, 481, 483, 484, 529, 531-532, 581, 583, 584, 609, 611-612</p>

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<b>Nebraska's College and Career Ready Standards for Mathematics Grade 3</b>	<b>enVision Mathematics, ©2020 Grade 3</b>
<b>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.</b>	
<b>MA.3.1.1 Numeric Relationships:</b> Students will demonstrate, represent, and show relationships among whole numbers and simple fractions within the base-ten number system.	
<b>MA 3.1.1.a</b> 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.	<b>MDIS:</b> A74, A75, A76
<b>MA 3.1.1.b</b> Compare whole numbers through the hundred thousands and represent the comparisons using the symbols $>$ , $<$ or $=$ .	<b>MDIS:</b> A28, A36, A44, A76
<b>MA 3.1.1.c</b> Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.	<b>SE:</b> 287–288, 305–308, 309–312, Reteaching: 324–325 Sets E, F; 336  <b>TE:</b> 287–288A, 305A–308B, 309A–312B, Reteaching: 323–326 Sets E, F; 336–336C
<b>MA 3.1.1.d</b> Represent and understand a fraction as a number on a number line.	<b>SE:</b> 435–436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 485–488, 489–492, Reteaching: 519–522 Sets A–H  <b>TE:</b> 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 484–484C, 485A–488B, 489A–492B, Reteaching: 519–522 Sets A–H
<b>MA 3.1.1.e</b> Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	<b>SE:</b> 445–448, Reteaching: 472 Set C; 484, 509–512, Reteaching: 522 Set G  <b>TE:</b> 445A–448B, Reteaching: 471–472 Set C; 484–484C, 509A–512B, Reteaching: 521–522 Set G
<b>MA 3.1.1.f</b> Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.	<b>SE:</b> 483, 485–488, 489–492, 513–516, Reteaching: 519–522 Sets A, B, H

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	<b>TE:</b> 483–483A, 485A–488B, 489A–492B, 513A–516B, Reteaching: 519–522 Sets A, B, H
<b>MA 3.1.1.g</b> Find parts of a whole and parts of a set using visual representations.	<b>SE:</b> 435-436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 485–488, 489–492, Reteaching: 519-522 Sets A-H; 585-588  <b>TE:</b> 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 484– 484C, 485A–488B, 489A–492B, Reteaching: 519-522 Sets A-H; 585A-585B
<b>MA 3.1.1.h</b> 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.	<b>SE:</b> 141-144, 449-452, 453-456, 457-460, 461-464, Reteaching: 474 Set G; 533-536  <b>TE:</b> 141A-144B, 449A-452B, 453A-456B, 457A-460B, 461A-464B, Reteaching: 474 Set G; 533A-536B
<b>MA 3.1.1.i</b> Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning.	<b>SE:</b> 483, 493–496, 497–500, 501–504, 513–516, Reteaching: 520–522 Sets C–E, H  <b>TE:</b> 483–483A, 493A–496B, 497A–500B, 501A–504B, 513A–516B, Reteaching: 519–522 Sets C–E, H

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<b>MA 3.1.2 Operations:</b> Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately.	
<b>MA 3.1.2.a</b> Add and subtract within 1,000 with or without regrouping.	<p><b>SE:</b> 287–288, 289–292, 297–300, 301–304, 309–312, 313–316, 317–320, Reteaching: 323–326 Sets A, C, D, F–H; 335, 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 408, 409–412, 417–420, 421–424, Reteaching: 427–428 Sets A, C, D; 541–544, Reteaching: 572 Set C; 621–624, Reteaching: 639 Set B</p> <p><b>TE:</b> 287–288A, 289A–292B, 297A–300B, 301A–304B, 309A–312B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C, D, F–H; 335–335A, 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 408–408C, 409A–412B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A, C, D; 541A–544B, Reteaching: 572 Set C; 621A–624B, Reteaching: 639 Set B</p>
<b>MA 3.1.2.b</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).	<p><b>SE:</b> 287–288, 289–292, 297–300, 301–304, 309–312, 313–316, 317–320, Reteaching: 323–326 Sets A, C, D, F–H; 335, 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 408, 409–412, 417–420, 421–424, Reteaching: 427–428 Sets A, C, D; 541–544, Reteaching: 572 Set C; 621–624, Reteaching: 639 Set B</p> <p><b>TE:</b> 287–288A, 289A–292B, 297A–300B, 301A–304B, 309A–312B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C, D, F–H; 335–335A, 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 408–408C, 409A–412B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A, C, D; 541A–544B, Reteaching: 572 Set C; 621A–624B, Reteaching: 639 Set B</p>

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<b>MA 3.1.2.c</b> Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.	<b>SE:</b> 3, 4, 5-8, 9-12, 13-16, 25-28, Reteaching: 31-32 Sets A-C; 41-44, 45-48, 53-56, 57-60, 61-64, Reteaching: 68 Set F  <b>TE:</b> 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 25A-28B, Reteaching: 31-32 Sets A-C; 41A-44B, 45A-48B, 53A-56B, 57A-60B, 61A-64B, Reteaching: 68 Set F
<b>MA 3.1.2.d</b> Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication.	<b>SE:</b> 49-52, Reteaching: 67 Set C; 189-192  <b>TE:</b> 49A-52B, Reteaching: 67 Set C; 189A-192B
<b>MA 3.1.2.e</b> Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90.	<b>SE:</b> 379-380, 381-384, 385-388, 389-392, 393-396, Reteaching: 399-400 Sets A-D  <b>TE:</b> 379-380A, 381A-384B, 385A-388B, 389A-392B, 393A-396B, Reteaching: 399-400 Sets A-D
<b>MA 3.1.2.f</b> Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$ ).	<b>SE:</b> 141-144, 145-148, Reteaching: Sets 157-158, G, H; 168, 221-224, Reteaching: 240 Set D  <b>TE:</b> 141A-144B, 145A-148B, Reteaching: 157-158 Sets G, H; 168-168C, 221A-224B, Reteaching: 239-240 Set D

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<p><b>MA 3.1.2.g</b> Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.</p>	<p><b>SE:</b> 49–52, Reteaching: 67 Set C; 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets A–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, Reteaching: 155–158 Sets A–H; 167, 168, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, Reteaching: 195–198 Sets A–F; 221–224, 225–228, 229–232, 233–236, Reteaching: 240–242 Sets D–G; 297–300, 313–316, Reteaching: 324–325, Sets C, G; 345–348, 349–352, Reteaching: 368–369 Sets C, D; 413–416, 417–420, 421–424, Reteaching: 427–428 Sets B–D; 561–564, Reteaching: 574 Set H; 617–620, 625–628, 629–632, Reteaching: 639–640 Sets A, C</p> <p><b>TE:</b> 49A–52B, Reteaching: 67 Set C; 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets A–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, Reteaching: 155–158 Sets A–H; 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, Reteaching: 195–198 Sets A–F; 221A–224B, 225A–228B, 229A–232B, 233A–236B, 239–242, 297A–300B, 313A–316B, Reteaching: 323–326 Sets C G; 345A–348B, 349A–352B, Reteaching: 367–370 Sets C, D; 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets B–D; 561A–564B, Reteaching: 573–574 Set H; 617A–620B, 625A–628B, 629A–632B, Reteaching: 639–640 Sets A, C</p>
<p><b>MA 3.1.2.h</b> Determine the reasonableness of whole number sums and differences in real-world problems using estimation, compatible numbers, mental computations, or other strategies.</p>	<p><b>SE:</b> 309–312, 313–316, Reteaching: 325 Sets F, G; 341–344, 345–348, 357–360, Reteaching: 367–370 Sets B–F; 409–412, 421–424, Reteaching: 427 Set A</p> <p><b>TE:</b> 309A–312B, 313A–316B, Reteaching: 325 Sets F, G; 341A–344B, 345A–348B, 357A–360B, Reteaching: 367–370 Sets B–F; 409A–412B, 421A–424B, Reteaching: 427 Set A</p>



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<b>MA 3.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 3.2.1 Algebraic Relationships:</b> Students will demonstrate, represent, and show relationships with expressions and equations.	
<b>MA 3.2.1.a</b> Identify arithmetic patterns (including patterns in the addition or multiplication tables) using properties of operations.	<b>SE:</b> 41–44, 45–48, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 81–84, 85–88, 89–92, Reteaching: 107–108 Sets B–D; 133–136, Reteaching: 157 Set E; 169–172, 189–192, 195–198, 293–296, Reteaching: Set B; 393–396, Reteaching: 400 Set D  <b>TE:</b> 41A–44B, 45A–48B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 81A–84B, 85A–88B, 89A–92B, Reteaching: 107–108 Sets B–D; 133A–136B, Reteaching: 157–158 Set E; 169A–172B, 189A–192B, Reteaching: 195–198 Sets A, F; 293A–296B, Reteaching: 323–324 Set B; 393A–396B, Reteaching: 400 Set D
<b>MA 3.2.1.b</b> Interpret a multiplication equation as equal groups (e.g., interpret $4 \times 6$ as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.	<b>SE:</b> 3, 4, 5–8, 9–12, 13–16, 25–28, Reteaching: 31–32 Sets A–C, E; 41–44, 45–48, 49–52, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 185–188, Reteaching: 197–198 Set E  <b>TE:</b> 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 25A–28B, Reteaching: 31–32 Sets A–C, E; 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 185A–188B, Reteaching: 197–198 Set E
<b>MA 3.2.2 Algebraic Processes:</b> Student will apply the operational properties when multiplying and dividing.	
<b>MA 3.2.2.a</b> Apply the commutative, associative, and distributive properties as strategies to multiply and divide.	<b>SE:</b> 4, 13–16, Reteaching: 31–32 Set C; 49–52, Reteaching: 67 Set C; 75, 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, Reteaching: 107–108 Sets A–F; 137–140, Reteaching: 157 Set F; 389–392, Reteaching: 400 Set C  <b>TE:</b> 4–4C, 13A–16B, Reteaching: 31–32 Set C; 49A–52B, Reteaching: 67 Set C; 75–75A, 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, Reteaching: 107–108 Sets A–F; 137A–140B, Reteaching: 157–158 Set F; 389A–392B, Reteaching: 400 Set C

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<b>MA 3.2.2.b</b> Solve one-step whole number equations involving addition, subtraction, multiplication, or division, including the use of a letter to represent the unknown quantity.	<b>SE:</b> 9-12, 13-16, 17-20, 21-24, 45-48, 49-52, 77-80, 81-84, 85-88, 89-92, 121-124, 125-128, 129-132, 141-144, 169-172, 181-184, 301-304, 337-349, 345-348, 353-356, 357-360, 361-364, Reteaching: 379 Set F; 393-396, 485-488, 490-492, 557-560, 625-628,  <b>TE:</b> 9A-12B, 13A-16B, 17A-20B, 21A-24B, 45A-48B, 49A-52B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, 121A-124B, 125A-128B, 129A-132B, 141A-144B, 169A-172B, 181A-184B, 301A-304B, 337A-349B, 345A-348B, 353A-356B, 357A-360B, 361A-364B, Reteaching: 379 Set F; 393A-396B, 485A-488B, 490A-492B, 557A-560B, 625A-628B
<b>MA 3.2.3 Applications:</b> 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.	<b>SE:</b> 289-292, 297-300, 301-304, 305-308, 313-316, 317-320, Reteaching: 323-326 Sets A, C-E, G, H; 336, 337-340, 341-344, 345-348, 349-352, 353-356, 357-360, 361-364, Reteaching: 367-370 Sets A-G; 407, 408, 409-412, 417-420, Reteaching: 427 Set A; 621-624, Reteaching: 639 Set B  <b>TE:</b> 287A- 288B, 289A-292B, 297A-300B, 301A-304B, 305A-308B, 313A-316B, 317A-320B, Reteaching: 323-326 Sets A, C-E, G, H; 336-336C, 337A-340B, 341A-344B, 345A-348B, 349A-352B, 353A-356B, 357A-360B, 361A-364B, Reteaching: 367-370 Sets A-G; 407-407A, 408-408C, 409A-412B, 417A-420B, Reteaching: 427 Set A; 621A-624B, Reteaching: 639 Set B
MA 3.2.3.b Write an equation (e.g., one operation, one variable) to represent real-world problems involving whole numbers.	<b>SE:</b> 287- 288, 289-292, 297-300, 301-304, 305-308, 313-316, 317-320, Reteaching: 323, 325-326 Sets A, F, H; 337-340, 341-344, 345-348, 349-352, 353-356, Reteaching: 370 Set G; 408, 409-412, 417-420, Reteaching: 427 Set A; 621-624  <b>TE:</b> 287A- 288B, 289A-292B, 297A-300B, 301A, 304B, 305A-308B, 313A-316B, 317A-320B, Reteaching: 323, 325-326 Sets A, F, H; 337A-340B, 341A-344B, 345A-348B, 349A-352B, 353A-356B, Reteaching: 370 Set G; 408-408C, 409A-412B, 417A-420B, Reteaching: 427 Set A; 621A-624B

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<b>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.</b>	
<b>MA 3.3.1 Characteristics:</b> Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
<b>MA 3.3.1.a</b> Identify the number of sides, angles, and vertices of two-dimensional shapes.	<b>SE:</b> 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D  <b>TE:</b> 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D
<b>MA 3.3.1.b</b> Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles).	<b>SE:</b> 435–436, 437–440, 441–444, Reteaching: 471–472 Sets A, B; 583, 584, 585–588, 589–592, 593–596, 597–600, 603–Reteaching: 604 Sets A–D  <b>TE:</b> 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, Reteaching: 603 Sets A, B
<b>MA 3.3.1.c</b> Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.	<b>SE:</b> 435–436, 437–440, 441–444, Reteaching: 471 Sets A, B; 584, 585–588, 589–592, Reteaching: 603 Sets A, B  <b>TE:</b> 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 584–584C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B
<b>MA 3.3.2 Coordinate Geometry:</b> 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>	
<b>MA 3.3.3 Measurement:</b> Students will perform and compare measurements and apply formulas.	
<b>MA 3.3.3.a</b> Find the perimeter of polygons given the side lengths, and find an unknown side length.	<b>SE:</b> 611–612, 613–616, 617–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D  <b>TE:</b> 611–612A, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching: Sets A–D
<b>MA 3.3.3.b</b> Tell and write time to the minute using both analog and digital clocks.	<b>SE:</b> 531–532, 533–536, 537–540, 541–544, 565–568, Reteaching: 571–574 Sets A–C, I  <b>TE:</b> 531–532A, 533A–536B, 537A–540B, 541A–544B, 565A–568B, Reteaching: 571–574 Sets A–C, I

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<b>MA 3.3.3.c</b> Solve real-world problems involving addition and subtraction of time intervals and find elapsed time.	<b>SE:</b> 531–532, 541–544, Reteaching: 572 Set C <b>TE:</b> 531–532A, 541A–544B, Reteaching: 572 Set C
<b>MA 3.3.3.d</b> 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).	<b>SE:</b> 309–312, Reteaching: 325 Set F; 531–532, 545–548, 549–552, 553–556, 557–560, 561–564, Reteaching: 572–574 Sets D–H <b>TE:</b> 309A–312B, Reteaching: 325–326 Set F; 531–532A, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, Reteaching: 571–574 Sets D–H
<b>MA 3.3.3.e</b> Estimate and measure length to the nearest half inch, quarter inch, and centimeter.	<b>SE:</b> 435–436, 457–460, 461–464, Reteaching: 473–474 Sets F, G <b>TE:</b> 435–436A, 457A–460B, 461A–464B, Reteaching: 473–474 Sets F, G
<b>MA 3.3.3.f</b> Use concrete and pictorial models to measure areas in square units by counting square units.	<b>SE:</b> 207–208, 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C <b>TE:</b> 207–208A, 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C
<b>MA 3.3.3.g</b> 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.	<b>SE:</b> 207–208, 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C <b>TE:</b> 207–208A, 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C
<b>MA 3.3.3.h</b> Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	<b>SE:</b> 635–628, 629–632, Reteaching: 640 Set C <b>TE:</b> 635A–628B, 629A–632B, Reteaching: 640 Set C

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Nebraska's College and Career Ready Standards for Mathematics Grade 3	enVision Mathematics, ©2020 Grade 3
<b>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.</b>	
<b>MA 3.4.1 Representations:</b> 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.	<b>SE:</b> 251, 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 417–420, Reteaching: 428 Set C  <b>TE:</b> 251–251A, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 417A–420B, Reteaching: 428 Set C
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.	<b>SE:</b> 435–436, 457–460, 461–464, Reteaching: 473–474 Sets F, G  <b>TE:</b> 435–436A, 457A–460B, 461A–464B, Reteaching: 473–474 Sets F, G
<b>MA 3.4.2 Analysis &amp; Applications:</b> 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.	<b>SE:</b> 251, 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 417–420, Reteaching: 428 Set C  <b>TE:</b> 251–251A, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 417A–420B, Reteaching: 428 Set C
<b>MA 3.4.3 Probability:</b> Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	

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<b>Nebraska's College and Career Ready Standards for Mathematics Grade 4</b>	<b>enVision Mathematics, ©2020 Grade 4</b>
<b>Mathematical Processes</b>	
<p><b>1. Solves mathematical problems.</b> 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><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the mathematical processes. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p><b>SE/TE:</b> 13-16, 21-24, 49-52, 53-56, 65-68, 81-84, 105-108, 109-112, 153-156, 205-208, 233-236, 237-240, 245-248, 261-264, 293-296</p>
<p><b>2. Models and represents mathematical problems.</b> 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>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>SE/TE:</b> 5-8, 13-16, 65-68, 89-92, 93-96, 109-112, 133-136, 141-144, 145-148, 153-156, 169-172, 177-180, 181-184, 185-188, 193-196</p>

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<p><b>3. Communicates mathematical ideas effectively.</b> 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>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. Students are expected to use mathematical terms and symbols with precision. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p><b>SE/TE:</b> 9–12, 17–20, 21–24, 37–40, 41–44, 45–48, 49–52, 57–60, 61–64, 85–88, 101–104, 137–140, 149–152, 177–180, 181–184</p>
<p><b>4. Makes mathematical connections.</b> 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><b>enVision Mathematics</b> offers students the opportunity to explore areas of interest and complete projects of their choosing. <i>Pick a Project</i>, <i>3-Act Math</i>, and <i>enVision® STEM</i> provide interesting questions about interesting contexts that get students engaged. The projects let students choose context related to everyday life as well as contexts with cross-curricular connections to social studies, science, art, and literacy. Multisensory experiences in the projects support visual, auditory, verbal, kinesthetic, and tactile learning.</p> <p><b>SE/TE:</b> 1, 3, 4, 33, 35-36, 77, 79, 80, 125, 127-128, 165, 167, 168, 221, 223-224, 257, 259, 260, 289, 291-292, 329, 331, 332, 381, 383-384, 413, 415, 416, 441, 443-444, 477, 479, 480, 517, 519-520, 545, 547, 548, 581, 583-584</p>

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<b>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.</b>	
<b>MA.4.1.1 Numeric Relationships:</b> Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.	
<b>MA 4.1.1.a</b> 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.	<b>MDIS:</b> F12, F15
<b>MA 4.1.1.b</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.	<b>SE:</b> 4, 9–12, 21–24, Reteaching: 27 Set B <b>TE:</b> 4–4C, 9A–12B, 21A–24B, Reteaching: 27 Set B
<b>MA 4.1.1.c</b> Classify a number up to 100 as prime or composite.	<b>SE:</b> 259, 273–276, Reteaching: 274 Set D <b>TE:</b> 259–259A, 273A–276B, Reteaching: 274 Set D
<b>MA 4.1.1.d</b> Determine whether a given whole number up to 100 is a multiple of a given one-digit number.	<b>SE:</b> 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528 <b>TE:</b> 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B
<b>MA 4.1.1.e</b> Determine factors of any whole number up to 100.	<b>SE:</b> 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528 <b>TE:</b> 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B
<b>MA 4.1.1.f</b> Compare whole numbers up to one million and decimals through the hundredths place using $>$ , $<$ , and $=$ symbols, and visual representations.	<b>SE:</b> 3, 4, 5–8, 13–16, 21–24, Reteaching: 27 Sets A–C; 35–36 <b>TE:</b> 3–3A, 4–4C, 5A–8B, 13A–16B, 21A–24B, Reteaching: 27 Sets A–C; 35–36A



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<b>MA 4.1.1.g</b> Round a multi-digit whole number to any given place.	<b>SE:</b> 4, 17–20, 21–24, Reteaching: 28 Sets D, E <b>TE:</b> 4–4C, 17A–20B, 21A–24B, Reteaching: 28 Sets D, E
<b>MA 4.1.1.h</b> Use decimal notation for fractions with denominators of 10 or 100.	<b>SE:</b> 443–444, 445–448, 449–452, Reteaching: 471 Sets A, B <b>TE:</b> 443A–444B, 445A–448B, 449A–452B, Reteaching: 471 Sets A, B
<b>MA 4.1.1.i</b> Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1.	<b>SE:</b> 291–292, 293–296, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–324 Sets A, B; 421–424, 553–556 <b>TE:</b> 291–292, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–324 Sets A, B; 421A–424B, 553A–556B
<b>MA 4.1.1.j</b> Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.	<b>SE:</b> 361–364, 365–368, 369–372, Reteaching: 376 Set E; Reteaching: 407 Set C; 429–432, 569–572 <b>TE:</b> 361A–364B, 365A–368B, 369A–372B, Reteaching: 376 Set E; Reteaching: 407 Set C; 429A–432B, 569A–572B
<b>MA 4.1.1.k</b> 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).	<b>SE:</b> 259, 309–312, 313–316, 317–320, Reteaching: 324 Sets C; D; 332, 415, 416, 421–424 <b>TE:</b> 259–259A, 309A–312B, 313A–316B, 317A–320B, Reteaching: 324 Sets C, D; 332–332A, 415–415A, 416–416C, 421A–424B
<b>MA 4.1.1.l</b> 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.	<b>SE:</b> 332, 337–340, Reteaching: 375 Sets A, B; 416, 553–556 <b>TE:</b> 332–332A, 337A–340B, Reteaching: 375 Sets A, B; 416–416C, 553A–556B

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<b>MA 4.1.2 Operations:</b> Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.	
<b>MA 4.1.2.a</b> Add and subtract multi-digit numbers using the standard algorithm.	<b>SE:</b> 35–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 80, 233–236, 237–240, 241–244, 521–524, 565–568  <b>TE:</b> 35–36A, 37A–40B, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 80–80C, 233A–236B, 237A–240B, 241A–244B, 521A–524B, 565A–568B
<b>MA 4.1.2.b</b> Multiply a four-digit whole number by a one-digit whole number.	<b>SE:</b> 79, 81–84, 85–88, 97–100, 105–108, 109–112, Reteaching: 115–118 Sets A–G  <b>TE:</b> 79–79A, 81A–84B, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets A–G
<b>MA 4.1.2.c</b> Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.	<b>SE:</b> 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, Reteaching: 159–160 Sets A–F  <b>TE:</b> 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching: 159–160 Sets A–F
<b>MA 4.1.2.d</b> Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.	<b>SE:</b> 167, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, Reteaching: 211–214 Sets A, C, H; 229–232, 233–236, 237–240, 241–244, 245–248, Reteaching: 251–252 Sets A, B, D; 260, 305–308, 525–528, 529–532  <b>TE:</b> 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, Reteaching: 211–214 Sets A, C, H; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251–252 Sets A, B, D; 260–260C, 305A–308B, 525A–528B, 529A–532B

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<b>MA 4.1.2.e</b> Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.	<b>SE:</b> 332, 333–336, 341–344, 345–348, 349–352, 353–356, 369–372, Reteaching: 375–376 Sets A, C, D  <b>TE:</b> 332–332C, 333A–336B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 369A–372B, Reteaching: 375–376 Sets A, C, D
<b>MA 4.1.2.f</b> Add and subtract fractions and mixed numbers with like denominators.	<b>SE:</b> 331, 332, 57–360, 361–364, 365–368, 369–372, Reteaching: 376 Set E; Reteaching: 407 Set C; 429–432, 569–572  <b>TE:</b> 331–331A, 332–332C, 357A–360B, 361A–364B, 365A–368B, 369A–372B, 376, Reteaching: 376 Set E; Reteaching: 407 Set C; 429A–432B, 569A–572B
<b>MA 4.1.2.g</b> Multiply a fraction by a whole number.	<b>SE:</b> 383–384, 385–388, 89–392, 393–396, Reteaching: 407 Sets A, B  <b>TE:</b> 383–384A, 385A–388B, 389A–392B, 393A–396B, Reteaching: 407 Sets A, B
<b>MA 4.1.2.h</b> Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.	<b>SE:</b> 79, 80, 85–88, 101–104, 105–108, Reteaching: 118 Set H; 137–140, 149–152, 168, 205–208, Reteaching: 214 Set H; 233–236, 241–244, 245–248  <b>TE:</b> 79–79A, 80–80C, 85A–88B, 101A–104B, 105A–108B, Reteaching: 118 Set H; 137A–140B, 149A–152B, 168–168C, 205A–208B, Reteaching: 214 Set H; 233A–236B, 241A–244B, 245A–248B

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<b>MA 4.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 4.2.1 Algebraic Relationships:</b> Students will demonstrate, represent, and show relationships with expressions and equations.	
<b>MA 4.2.1.a</b> Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., $3 + n = 15$ , $81 \div n = 9$ ).	<b>SE:</b> 81-84, 97-100, 105-108, 109-112, Reteaching: 118 Set H; 185-188, 185-188, 205-208, Reteaching: 214 Set H; 225-228, 229-232, 233-236, 237-240, 241-244, 245-248, Reteaching: 251-252 Sets A, C, D; 341-344, 349-352, 353-356, 369-372, Reteaching: 376 Set F; 389-392, 401-404, Reteaching: 408 Set E; 445-448, 456-460, 461-464, 505-508, 569-572  <b>TE:</b> 81A-84B, 97A-100B, 105A-108B, 109A-112B, Reteaching: 118 Set H; 185A-188B, 185A-188B, 205-208, Reteaching: 214 Set H; 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B, 245A-248B, Reteaching: 251-252 Sets A,C, D; 341A-344B, 349A-352B, 353A-356B, 369A-372B, Reteaching: 376 Set F; 389A-392B, 401A-404B, Reteaching: 408 Set E; 445A-448B, 456A-460B, 461A-464B, 505A-508B, 569A-572B
<b>MA 4.2.1.b</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.	<b>SE:</b> 519-520, 521-524, 525-528, 529-532, 533-536, Reteaching: 539-540 Sets A-D; 589-592  <b>TE:</b> 519-520A, 521A-524B, 525A-528B, 529A-532B, 533A-536B, Reteaching: 539-540 Sets A-D; 589A-592B
<b>MA 4.2.2 Algebraic Processes:</b> Students will apply the operational properties when evaluating expressions and solving equations.	
<b>MA 4.2.2.a</b> 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.	<b>SE:</b> 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-68, Reteaching: 71-72 Sets B, F; 80, 85-88, 97-100, 105-108, 109-112, Reteaching: 115, 117-118 Sets B, G, H; 137-140, 141-144, 149-152, Reteaching: 159-160 Set C; 168, 173-176, 177-180, 193-196, 197-120, 205-208, Reteaching: 211-214 Sets B, H; 233-236, 237-240, 241-244, 245-248, Reteaching: 251 Set B; 259, 260, 481-484, 485-488, 489-492, 493-496, 497-500, 501-504, 505-508, 529-532, 569-572

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<p>(Continued) 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.</p>	<p><b>TE:</b> 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets B, F; 80–80C, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115, 117–118 Sets B, G, H; 137A–140B, 141A–144B, 149A–152B, Reteaching: 159–160 Set C; 168– 168C, 173A–176B, 177A–180B, 193A–196B, 197A–120B, 205A–208B, Reteaching: 211–214 Sets B, H; 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251 Set B; 259–259A, 260–260C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B</p>
<p><b>MA 4.2.3 Applications:</b> Students will solve real-world problems involving equations with fractions.</p>	
<p><b>MA 4.2.3.a</b> Solve real-world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders.</p>	<p><b>SE:</b> 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets B, F; 80, 85–88, 97–100, 105–108, 109–112, Reteaching: 115–118 Sets B, G, H; 137–140, 141–144, 149–152, 153–156, Reteaching: 159–160 Set C; 168, 173–176, 177–180, 181–184, 197–120, 205–208, Reteaching: 211–214 Sets B, H; 233–236, 237–240, 241–244, 245–248, Reteaching: 251 Set B; 260, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572</p> <p><b>TE:</b> 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets B, F; 80–80C, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets B, G, H; 137A–140B, 141A–144B, 149A–152B, 153A–156B, Reteaching: 159–160 Set C; 168– 168C, 173A–176B, 177A–180B, 181A–184B, 197A–120B, 205A–208B, Reteaching: 211–214 Sets B, H; 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251 Set B; 260–260C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B</p>

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<b>MA 4.2.3.b</b> Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.	<b>SE:</b> 331, 332, 57–360, 361–364, 365–368, 369–372, Reteaching: 376 Set E; Reteaching: 407 Set C  <b>TE:</b> 331-331A, 332-332C, 357A–360B, 361A–364B, 365A–368B, 369A–372B, 376, Reteaching: 376 Set E; Reteaching: 407 Set C
<b>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.</b>	
<b>MA 4.3.1 Characteristics:</b> Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
<b>MA 4.3.1.a</b> Recognize angles as geometric shapes that are formed where two rays share a common endpoint.	<b>SE:</b> 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589-592  <b>TE:</b> 547-547A, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A-592B
<b>MA 4.3.1.b</b> Classify an angle as acute, obtuse, or right.	<b>SE:</b> 547, 549–552, Reteaching: 575 Set A; 589–592, 605–608, Reteaching: 611 Set B  <b>TE:</b> 547–547A, 549A–552B, Reteaching: 575 Set A; 589A–592B, 605A–608B, Reteaching: 611 Set B
<b>MA 4.3.1.c</b> Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.	<b>SE:</b> 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A  <b>TE:</b> 547–547A, 548–548C, 549A–552B, Reteaching: 575 Set A; 583–584A, 585A–588B, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611 Set A
<b>MA 4.3.1.d</b> Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.	<b>SE:</b> 583–584, 589–592, 593–596, 605–608, Reteaching: 611–612 Sets B, C, F  <b>TE:</b> 583–584A, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611–612 Sets B, C, F

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<b>MA 4.3.1.e</b> Identify right triangles.	<b>SE:</b> 589–592, 605–608, Reteaching: 612 Set F <b>TE:</b> 589A–592B, 605A–608B, Reteaching: 612 Set F
<b>MA 4.3.1.f</b> Measure angles in whole number degrees using a protractor.	<b>SE:</b> 547, 548, 561–564, 569–572, Reteaching: 576 Sets D, F <b>TE:</b> 547–547A, 548–548C, 561A–564B, 569A–572B, Reteaching: 576 Sets D, F
<b>MA 4.3.1.g</b> Sketch angles of a specified measure.	<b>SE:</b> 547, 548, 561–564 <b>TE:</b> 547–547A, 548–548C, 561A–564B
<b>MA 4.3.1.h</b> Recognize and draw lines of symmetry in two-dimensional shapes.	<b>SE:</b> 583–584, 597–600, 601–604, Reteaching: 612 Sets D, E <b>TE:</b> 583–584A, 597A–600B, 601A–604B, Reteaching: 612 Sets D, E
<b>MA 4.3.2 Coordinate Geometry:</b> 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>	
<b>MA 4.3.3 Measurement:</b> Students will perform and compare measurements and apply formulas.	
<b>MA 4.3.3.a</b> Apply perimeter and area formulas for rectangles.	<b>SE:</b> 153–156, 479, 501–504, 505–508, Reteaching: 512 Sets C, D; 605–608 <b>TE:</b> 153A–156B, 479–479A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 605A–608B

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<b>Nebraska's College and Career Ready Standards for Mathematics Grade 4</b>	<b>enVision Mathematics, ©2020 Grade 4</b>
<b>MA 4.3.3.b</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.	<b>SE:</b> 383–384, 397–400, 401–404, Reteaching: 408 Set D; 449–452, 453–456, 461–464, 465–468, Reteaching: 472 Set E; 480, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, Reteaching: 511 Set A  <b>TE:</b> 383–384A, 397A–400B, 401A–404B, Reteaching: 408 Set D; 449A–452B, 453A–456B, 461A–464B, 465A–468B, Reteaching: 472 Set E; 480–480C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, Reteaching: 511 Set A
<b>MA 4.3.3.c</b> Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.	<b>SE:</b> 493–496, 497–500, Reteaching: 511 Sets A, B  <b>TE:</b> 493A–496B, 497A–500B, Reteaching: 511 Sets A, B
<b>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.</b>	
<b>MA 4.4.1 Representations:</b> Students will create displays that represent data.	
<b>MA 4.4.1.a</b> Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).	<b>SE:</b> 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C  <b>TE:</b> 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 447–448 Sets A–C
<b>MA 4.4.2 Analysis &amp; Applications:</b> Students will analyze data to address the situation.	
<b>MA 4.4.2.a</b> Solve problems involving addition or subtraction of fractions using information presented in line plots.	<b>SE:</b> 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D  <b>TE:</b> 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D
<b>MA 4.4.3 Probability:</b> Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	



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<b>Nebraska's College and Career Ready Standards for Mathematics Grade 5</b>	<b>enVision Mathematics, ©2020 Grade 5</b>
<b>Mathematical Processes</b>	
<p><b>1. Solves mathematical problems.</b> 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><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the mathematical processes. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p><b>SE/TE:</b> 25–28, 53–56, 61–64, 65–68, 89–92, 93–96, 97–100, 101–104, 109–112, 113–116, 137–140, 149–152, 153–156, 161–164, 185–188</p>
<p><b>2. Models and represents mathematical problems.</b> 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>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>SE/TE:</b> 5–8, 65–68, 89–92, 93–96, 101–104, 105–108, 109–112, 145–148, 161–164, 185–188, 193–196, 197–200, 241–244, 249–252, 277–280</p>

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<p><b>3. Communicates mathematical ideas effectively.</b> 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>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. Students are expected to use mathematical terms and symbols with precision. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p><b>SE/TE:</b> 9–12, 13–16, 21–24, 25–28, 45–48, 49–52, 53–56, 57–60, 65–68, 81–84, 85–88, 89–92, 93–96, 97–100, 109–112, 261–364</p>
<p><b>4. Makes mathematical connections.</b> 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><b>enVision Mathematics</b> offers students the opportunity to explore areas of interest and complete projects of their choosing. <i>Pick a Project</i>, 3-Act Math, and enVision® STEM provide interesting questions about interesting contexts that get students engaged. The projects let students choose context related to everyday life as well as contexts with cross-curricular connections to social studies, science, art, and literacy. Multisensory experiences in the projects support visual, auditory, verbal, kinesthetic, and tactile learning.</p> <p><b>SE/TE:</b> 1, 3, 4, 41, 43–44, 77, 79, 80, 125, 127–128, 177, 179, 180, 225, 227–228, 265, 267, 268, 329, 331–332, 381, 383, 384, 425, 427–428, 453, 455, 456, 485, 487–488, 533, 535, 536, 561, 563–564, 589, 591, 592, 617, 619–620</p>

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<b>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.</b>	
<b>MA.5.1.1 Numeric Relationships:</b> Students will demonstrate, represent, and show relationships among whole numbers, fractions, and decimals within the base-ten number system.	
<b>MA 5.1.1.a</b> Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.	<b>SE:</b> 3, 4, 13–16, 17–20, 29–32, Reteaching: 35–36 Sets C, F  <b>TE:</b> 3–3A, 4–4C, 13A–16B, 17A–20B, 29A–32B, Reteaching: 35–36 Sets C, F
<b>MA 5.1.1.b</b> Compare whole numbers, fractions, mixed numbers, and decimals through the thousandths place and represent comparisons using symbols $<$ , $>$ , or $=$ .	<b>SE:</b> 4, 21–24, 29–32, Reteaching: 36 Sets D, F  <b>TE:</b> 4–4C, 21A–24B, 29A–32B, Reteaching: 36 Sets D, F
<b>MA 5.1.1.c</b> Round whole numbers and decimals to any given place.	<b>SE:</b> 3, 4, 25–28, Reteaching: 36 Set E; 49–52, Reteaching: 71 Set B; 85–88; 133–136; 233–236  <b>TE:</b> 3–3A, 4–4C, 25A–28B, Reteaching: 36 Set E; 49A–52B, Reteaching: 71 Set B; 85A–88B; 133A–136B; 233A–236B
<b>MA 5.1.1.d</b> Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths).	<b>SE:</b> 17–20, 21–24, Reteaching: 36 Set D; 61–64, 153–156, 273–276, 277–280, 281–284, Reteaching: 319–320 Sets B, C  <b>TE:</b> 17A–20B, 21A–24B, Reteaching: 36 Set D; 61A–64B, 153A–156B, 273A–276B, 277A–280B, 281A–284B, Reteaching: 319–320 Sets B, C
<b>MA 5.1.1.e</b> Write powers of 10 with exponents.	<b>SE:</b> 3, 5–8, Reteaching: 35 Set A; 81–84; 127–128, 129–132; 229–232  <b>TE:</b> 3–3A, 5A–8B, Reteaching: 35 Set A; 81A–84B; 127–128A, 129A–132B; 229A–232B

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<b>Nebraska's College and Career Ready Standards for Mathematics Grade 5</b>	<b>enVision Mathematics, ©2020 Grade 5</b>
<b>MA 5.1.2 Operations:</b> Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.	
<b>MA 5.1.2.a</b> Multiply multi-digit whole numbers using the standard algorithm.	<b>SE:</b> 80, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, Reteaching: 119–120 Sets B–G; 487–488, 489–492, 493–496, 497–500, 513–516, 517–520, 521–524, Reteaching: 527–528 Sets A, B, C, G, H  <b>TE:</b> 80–80C, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, Reteaching: 119–120 Sets B–G; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A, B, C, G, H
<b>MA 5.1.2.b</b> Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.	<b>SE:</b> 179, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, Reteaching: 215–218 Sets A–H; 487–488, 489–492, 493–496, 497–500, 513–516  <b>TE:</b> 179–179A, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, Reteaching: 215–218 Sets A–H; 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B
<b>MA 5.1.2.c</b> Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.	<b>SE:</b> 333–336, 337–340, 345–348, Reteaching: 372 Set C  <b>TE:</b> 333A–336B, 337A–340B, 345A–348B, Reteaching: 372 Set C
<b>MA 5.1.2.d</b> Divide a unit fraction by a whole number and a whole number by a unit fraction.	<b>SE:</b> 384  <b>TE:</b> 384–384C
<b>MA 5.1.2.e</b> Explain division of a whole number by a fraction using models and visual representations.	<b>SE:</b> 393–396, 397–400, 401–404, 405–408  <b>TE:</b> 393A–396B, 397A–400B, 401A–404B, 405A–408B

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<b>MA 5.1.2.f</b> Interpret a fraction as division of the numerator by the denominator.	<b>SE:</b> 384, 385–388, 389–392, Reteaching: 419 Set A  <b>TE:</b> 384–384C, 385A–388B, 389A–392B, Reteaching: 419 Set A
<b>MA 5.1.2.g</b> 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.	<b>SE:</b> 43–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 79, 81–84, 85–88, 89–92, 93–96, 97–100, 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, Reteaching: 167–170 Sets A–F; 227–228, 229–232, 233–236, 237–240, 241–244, 245–248, 248–252, Reteaching: 255–258 Sets A–F; 268  <b>TE:</b> 43–44A, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 79–79A, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, Reteaching: 167–170 Sets A–F; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, 249A–252B, Reteaching: 255–258 Sets A–F; 268–268C
<b>MA 5.1.2.h</b> Add and subtract fractions and mixed numbers with unlike denominators.	<b>SE:</b> 268, 269–272, 273–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 319–322 Sets A–G  <b>TE:</b> 268–268C, 269A–272B, 273A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 319–322 Sets A–G

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<b>Nebraska's College and Career Ready Standards for Mathematics Grade 5</b>	<b>enVision Mathematics, ©2020 Grade 5</b>
<b>MA 5.1.2.i</b> Determine the reasonableness of computations involving whole numbers, fractions, and decimals.	<p><b>SE:</b> 49-52, 53-56, 57-60, 61-64, 65-68; 79, 80, 81-84, 85-88, 89-92, 93-96, 97-100, 101-104, 109-112, 113-116, Reteaching: 120 Set E; 141-144, 149-152, 161-164, Reteaching: 167 Set B; 180, 189-192, 201-204, 205-208, 209-212; 237-240, 241-244, 245-248, Reteaching: 257 Set E; 268, 280-288, 297-300, 305-308, 333-336, 337-340, 345-348, 349-352, 353-356</p> <p><b>TE:</b> 49A-52B, 53A-56B, 57A-60B, 61A-64B, 65A-68B; 79-79A, 80-80C, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 101A-104B, 109A-112B, 113A-116B, Reteaching: 120 Set E; 141A-144B, 149A-152B, 161A-164B, Reteaching: 167 Set B; 180-180C, 241A-244B, 245A-248B, Reteaching: 257 Set E; 268-268C, 280A-288B, 297A-300B, 305A-308B, 333A-336B, 337A-340B, 345A-348B, 349A-352B, 353A-356B</p>
<b>MA 5.1.2.j</b> Multiply and divide by powers of 10.	<p><b>SE:</b> 3, 5-8, Reteaching: 35 Set A; 80, 81-84, Reteaching: 119 Set A; 127-128, 129-132, Reteaching: 167 Set A; 229-232, Reteaching: 255 Set A; 267, 268, 501-504, 505-508, 509-512, Reteaching: 527-528 Sets D-F</p> <p><b>TE:</b> 3-3A, 5A-8B, Reteaching: 35 Set A; 80-80C, 81A-84B, Reteaching: 119 Set A; 127-128A, 129A-132B, Reteaching: 167-168 Set A; 229A-232B, Reteaching: 255-256 Set A; 267-267A, 268-268C, 501A-504B, 505A-508B, 509A-512B, Reteaching: 527-528 Sets D-F</p>

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<b>Nebraska's College and Career Ready Standards for Mathematics Grade 5</b>	<b>enVision Mathematics, ©2020 Grade 5</b>
<b>MA 5.2 ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 5.2.1 Algebraic Relationships:</b> Students will demonstrate, represent, and show relationships with expressions and equations.	
<b>MA 5.2.1.a</b> Form ordered pairs from a rule such as $y=2x$ , and graph the ordered pairs on a coordinate plane.	<b>SE:</b> 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching: 611–612 Sets A–D  <b>TE:</b> 591, 592, 593A–596B, 597A–600B, 601A–604B, 605A–608B, Reteaching: 611–612 Sets A–D
<b>MA 5.2.2 Algebraic Processes:</b> Students will apply the operational properties when evaluating expressions and solving equations.	
<b>MA 5.2.2.a</b> Interpret and evaluate numerical or algebraic expressions using order of operations (excluding exponents).	<b>SE:</b> 537–540, 541–544, 545–548, 549–552, Reteaching: 555–556 Sets A–D  <b>TE:</b> 537A–540B, 541A–544B, 545A–548B, 549A–552B, Reteaching: 555–556 Sets A–D
<b>MA 5.2.3 Applications:</b> Students will solve real-world problems involving equations with fractions and mixed numbers.	
<b>MA 5.2.3.a</b> Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.	<b>SE:</b> 268, 269–272, 273–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 319–322 Sets A–G  <b>TE:</b> 268–268C, 269A–272B, 272A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 319–322 Sets A–G
<b>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.</b>	
<b>MA 5.3.1 Characteristics:</b> Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.	
<b>MA 5.3.1.a</b> Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders.	<b>SE:</b> 619–620 <b>MDIS:</b> I1, I11  <b>TE:</b> 619–620A

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<b>MA 5.3.1.b</b> Identify faces, edges, and vertices of rectangular prisms.	<b>MDIS:</b> I1, I11
<b>MA 5.3.1.c</b> Justify the classification of two-dimensional figures based on their properties.	<b>SE:</b> 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets B, C, D  <b>TE:</b> 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 639–Reteaching: 640 Sets B, C, D
<b>MA 5.3.2 Coordinate Geometry:</b> Students will determine location, orientation, and relationships on the coordinate plane.	
<b>MA 5.3.2.a</b> Identify the origin, x axis, and y axis of the coordinate plane.	<b>SE:</b> 563–564, 565–568, 569–572, 577–580, Reteaching: 583–584 Sets A, B, C  <b>TE:</b> 563–564A, 565A–568B, 569A–572B, 577A–580B, Reteaching: 583–584 Sets A, B, C
<b>MA 5.3.2.b</b> Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.	<b>SE:</b> 563–564, 569–572, 573–576, 577–580, Reteaching: 583–584 Sets B, C; 592, 601–604, Reteaching: 612 Set C  <b>TE:</b> 563–564A, 569A–572B, 573A–576B, 577A–580B, Reteaching: 583–584 Sets B, C; 592–592C, 601A–604B, Reteaching: 612 Set C
<b>MA 5.3.3 Measurement:</b> Students will perform and compare measurements and apply formulas.	
<b>MA 5.3.3.a</b> Recognize that solid figures have volume that is measured in cubic units.	<b>SE:</b> 455–456, 457–460, 473–476, Reteaching: 479 Set A  <b>TE:</b> 455–456A, 457A–460B, 473A–476B, Reteaching: 479 Set A
<b>MA 5.3.3.b</b> Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.	<b>SE:</b> 456, 461–464, Reteaching: 479 Set B  <b>TE:</b> 456–456C, 461A–464B, Reteaching: 479 Set B



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<b>MA 5.3.3.c</b> Generate conversions within the customary and metric systems of measurement.	<b>SE:</b> 487–488, 489–492, 93–496, 497–500, 501–504, 505–508, 509–512, 513–516, 517–520, 521–524, Reteaching: 527–528 Sets A–H; 536  <b>TE:</b> 487–488A, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A–H; 536–536C
<b>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.</b>	
<b>MA 5.4.1 Representations:</b> Students will create displays that represent data. <i>(No additional indicator(s) at this level. Mastery is expected at previous grade levels.)</i>	
<b>MA 5.4.2 Analysis &amp; Applications:</b> Students will analyze data to address the situation.	
<b>MA 5.4.2.a</b> Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs.	<b>SE:</b> 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C  <b>TE:</b> 427–428A, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 447–448 Sets A–C
<b>MA 5.4.2.b</b> Formulate questions that can be addressed with data and make predictions about the data.	<b>SE:</b> 427–428  <b>TE:</b> 427–428A
<b>MA 5.4.3 Probability:</b> Students will interpret and apply concepts of probability. <i>(No additional indicator(s) at this level.)</i>	