

A Reverse Correlation of

**enVision**® Mathematics



To the  
**Common Core State Standards  
for Mathematics  
Grade 5**

**A Reverse Correlation of enVision Mathematics Common Core ©2020  
to the Common Core Standards for Mathematics  
Grade 5**

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<b>Topic 1: Understand Place Value</b>	
<b>Lesson 1-1: Patterns with Exponents and Powers of 10: 5-8</b>	<p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p>
<b>Lesson 1-2: Understand Whole-Number Place Value: 9-12</b>	<p><b>5.NBT.A.1:</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 1-3: Decimals to Thousandths: 13-16</b>	<p><b>5.NBT.A.1:</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>5.NBT.A.3a:</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 1-4: Understand Decimal Place Value: 17-20</b>	<p><b>5.NBT.A.3a:</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>

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<b>Lesson 1-5: Compare Decimals: 21-24</b>	<p><b>5.NBT.A.3b:</b> Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 1-6: Round Decimals: 25-28</b>	<p><b>5.NBT.A.4:</b> Use place value understanding to round decimals to any place.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 1-7: Problem Solving: Look For and Use Structure: 29-32</b>	<p><b>5.NBT.A.3a:</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p><b>5.NBT.A.3b:</b> Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Fluency Review Activity: 33</b>	<p><b>4.NBT.B.4:</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>

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<p><b>Topic Performance Task:</b> 39-40</p>	<p><b>5.NBT.A.4:</b> Use place value understanding to round decimals to any place.</p> <p><b>5.NBT.A.3b:</b> Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>5.NBT.A.3a:</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<p><b>Topic 2: Use Models and Strategies to Add and Subtract Decimals</b></p>	
<p><b>Lesson 2-1: Mental Math:</b> 45-48</p>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>5.NBT.A.4:</b> Use place value understanding to round decimals to any place.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 2-2: Estimate Sums and Differences of Decimals: 49-52</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>5.NBT.A.4:</b> Use place value understanding to round decimals to any place.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 2-3: Use Models to Add and Subtract Decimals: 53-56</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 2-4: Use Strategies to Add Decimals: 57-60</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 2-5: Use Strategies to Subtract Decimals:</b> 61-64	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 2-6: Problem Solving: Model with Math:</b> 65-68	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Fluency Review Activity:</b> 69	<p><b>4.NBT.B.4:</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 75-76	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>5.NBT.A.4:</b> Use place value understanding to round decimals to any place.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<b>Topic 3: Fluently Multiply Multi-Digit Whole Numbers</b>	
<b>Lesson 3-1: Multiply Greater Numbers by Powers of 10:</b> 81-84	<p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.A.1:</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and <math>\frac{1}{10}</math> of what it represents in the place to its left.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 3-2: Estimate Products:</b> 85-88	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 3-3: Multiply by 1-Digit Numbers:</b> 89-92	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 3-4: Multiply 2-Digit by 2-Digit Numbers:</b> 93-96	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>



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<b>Lesson 3-5: Multiply 3-Digit by 2-Digit Numbers:</b> 97-100	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 3-6: Multiply Whole Numbers with Zeros:</b> 101-104	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 3-7: Practice Multiplying Multi-Digit Numbers:</b> 105-108	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p>
<b>Lesson 3-8: Solve Word Problems Using Multiplication:</b> 109-112	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 3-9: Problem Solving: Critique Reasoning:</b> 113-116	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<b>Fluency Practice Activity:</b> 117	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 123-124	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Topic 4: Use Models and Strategies to Multiply Decimals</b>	
<b>Lesson 4-1: Multiply Decimals by Powers of 10:</b> 129-132	<p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 4-2: Estimate the Product of a Decimal and a Whole Number: 133-136</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 4-3: Use Models to Multiply a Decimal and a Whole Number: 137-140</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 4-4: Multiply a Decimal by a Whole Number: 141-144</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 4-5: Use Models to Multiply a Decimal and a Decimal:</b> 145-148	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP4:</b> Model with mathematics. <b>Math Practice MP6:</b> Attend to precision.</p>
<b>Lesson 4-6: Multiply Decimals Using Partial Products:</b> 149-152	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically. <b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 4-7: Use Properties to Multiply Decimals:</b> 153-156	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure. <b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 4-8: Use Number Sense to Multiply Decimals:</b> 157-160	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<p><b>Lesson 4-9: Problem Solving: Model with Math:</b> 161-164</p>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<p><b>Fluency Practice Activity:</b> 165</p>	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<p><b>Topic Performance Task:</b> 175-176</p>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<b>Topic 5: Use Models and Strategies to Divide Whole Numbers</b>	
<b>Lesson 5-1: Use Patterns and Mental Math to Divide:</b> 181-184	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure. <b>Math Practice MP6:</b> Attend to precision.</p>
<b>Lesson 5-2: Estimate Quotients with 2-Digit Divisors:</b> 185-188	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them. <b>Math Practice MP4:</b> Model with mathematics.</p>
<b>Lesson 5-3: Use Models and Properties to Divide with 2-Digit Divisors:</b> 189-192	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically. <b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<b>Lesson 5-4: Use Partial Quotients to Divide:</b> 193-196	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP4:</b> Model with mathematics. <b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 5-5: Use Sharing to Divide: Two-Digit Divisors:</b> 197-200	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 5-6: Use Sharing to Divide: Greater Dividends:</b> 201-204	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<b>Lesson 5-7: Choose a Strategy to Divide:</b> 205-208	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 5-8: Problem Solving: Make Sense and Persevere:</b> 209-212	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Fluency Practice Activity:</b> 213	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others. <b>Math Practice MP6:</b> Attend to precision.</p>



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Topic Performance Task: 223-224	<p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP4:</b> Model with mathematics. <b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Topic 6: Use Models and Strategies to Divide Decimals</b>	
Lesson 6-1: Patterns for Dividing with Decimals: 229-232	<p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
Lesson 6-2: Estimate Decimal Quotients: 233-236	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively. <b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 6-3: Use Models to Divide by a 1-Digit Whole Number: 237-240</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 6-4: Divide Decimals by a 2-Digit Whole Number: 241-244</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 6-5: Divide by a Decimal: 245-248</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 6-6: Problem Solving: Reasoning: 249-252</b>	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p>

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<b>Fluency Practice Activity:</b> 253	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 263-264	<p><b>5.NBT.B.7:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Topic 7: Use Equivalent Fractions to Add and Subtract Fractions</b>	
<b>Lesson 7-1: Estimate Sums and Differences of Fractions:</b> 269-272	<p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</i></p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 7-2: Find Common Denominators: 273-276</b>	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 7-3: Add Fractions with Unlike Denominators: 277-280</b>	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<p><b>Lesson 7-4: Subtract Fractions with Unlike Denominators: 281-284</b></p>	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<p><b>Lesson 7-5: Add and Subtract Fractions: 285-288</b></p>	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<p><b>Lesson 7-6: Estimate Sums and Differences of Mixed Numbers: 289-292</b></p>	<p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<p><b>Lesson 7-7: Use Models to Add Mixed Numbers: 293-296</b></p>	<p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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Lesson 7-8: Add Mixed Numbers: 297-300	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
Lesson 7-9: Use Models to Subtract Mixed Numbers: 301-304	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p>

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<p><b>Lesson 7-10: Subtract Mixed Numbers:</b> 305-308</p>	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<p><b>Lesson 7-11: Add and Subtract Mixed Numbers:</b> 309-312</p>	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>



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<b>Lesson 7-12: Problem Solving: Model with Math:</b> 313-316	<p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Fluency Practice Activity:</b> 317	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 327-328	<p><b>5.NF.A.1:</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p>

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<b>Topic 8: Apply Understanding of Multiplication to Multiply Fractions</b>	
<b>Lesson 8-1: Multiply a Fraction by a Whole Number:</b> 333-336	<p><b>5.NF.B.4a:</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product <math>(a/b) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p> <p><b>5.NF.B.6:</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 8-2: Multiply a Whole Number by a Fraction:</b> 337-340	<p><b>5.NF.B.4a:</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product <math>(a/b) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p> <p><b>5.NF.B.6:</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 8-3: Multiply Fractions and Whole Numbers:</b> 341-344	<p><b>5.NF.B.4a:</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product <math>(a/b) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</p> <p><b>Math Practice MP4:</b> Model with mathematics. <b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 8-4: Use Models to Multiply Two Fractions:</b> 345-348	<p><b>5.NF.B.4a:</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product <math>(a/b) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively. <b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 8-5: Multiply Two Fractions:</b> 349-352	<p><b>5.NF.B.4a:</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product <math>(a/b) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</p> <p><b>Math Practice MP4:</b> Model with mathematics. <b>Math Practice MP6:</b> Attend to precision.</p>

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Lesson 8-6: Area of a Rectangle: 353-356	<p><b>5.NF.B.4b:</b> Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
Lesson 8-7: Multiply Mixed Numbers: 357-360	<p><b>5.NF.B.6:</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning. <b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
Lesson 8-8: Multiplication as Scaling: 361-364	<p><b>5.NF.B.4a:</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product <math>(a/b) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p> <p><b>5.NF.B.4b:</b> Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others. <b>Math Practice MP6:</b> Attend to precision.</p>

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<b>Lesson 8-9: Problem Solving: Make Sense and Persevere:</b> 365-368	<p><b>5.NF.B.6:</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Fluency Practice Activity:</b> 369	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 379-380	<p><b>5.NF.B.4a:</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p><b>5.NF.B.5b:</b> Interpret multiplication as scaling (resizing), by: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p> <p><b>5.NF.B.6:</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p>

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<b>Topic 9: Apply Understanding of Division to Divide Fractions</b>	
<b>Lesson 9-1: Fractions and Division: 385-388</b>	<p><b>5.NF.B.3:</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 9-2: Fractions and Mixed Numbers as Quotients: 389-392</b>	<p><b>5.NF.B.3:</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p><b>Math Practice MP6:</b> Attend to precision.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<p><b>Lesson 9-3: Use Multiplication to Divide:</b> 393-396</p>	<p><b>5.NF.B.7b:</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p><b>5.NF.B.7c:</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p>
<p><b>Lesson 9-4: Divide Whole Numbers by Unit Fractions:</b> 397-400</p>	<p><b>5.NF.B.7b:</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p><b>5.NF.B.7c:</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<b>Lesson 9-5: Divide Unit Fractions by Non-Zero Whole Numbers:</b> 401-404	<p><b>5.NF.B.7a:</b> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p><b>5.NF.B.7c:</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 9-6: Divide Whole Numbers and Unit Fractions:</b> 405-408	<p><b>5.NF.B.7a:</b> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p><b>5.NF.B.7b:</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p><b>5.NF.B.7c:</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>



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<b>Lesson 9-7: Solve Problems Using Division:</b> 409-412	<p><b>5.NF.B.7c:</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math>-cup servings are in 2 cups of raisins?</p> <p><b>5.NF.B.7b:</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (\frac{1}{5})</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (\frac{1}{5}) = 20</math> because <math>20 \times (\frac{1}{5}) = 4</math>.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 9-8: Problem Solving: Repeated Reasoning:</b> 413-416	<p><b>5.NF.B.7a:</b> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(\frac{1}{3}) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(\frac{1}{3}) \div 4 = \frac{1}{12}</math> because <math>(\frac{1}{12}) \times 4 = \frac{1}{3}</math>.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Fluency Practice Activity:</b> 417	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively. <b>Math Practice MP6:</b> Attend to precision.</p>

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<p><b>Topic Performance Task:</b> 423-424</p>	<p><b>5.NF.B.7a:</b> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</p> <p><b>5.NF.B.7b:</b> Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p> <p><b>5.NF.B.7c:</b> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Topic 10: Represent and Interpret Data</b>	
<b>Lesson 10-1: Analyze Line Plots: 429-432</b>	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 10-2: Make Line Plots: 433-436</b>	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<p><b>Lesson 10-3: Solve Word Problems Using Measurement Data:</b> 437-440</p>	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>5.NF.B.6:</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<p><b>Lesson 10-4: Problem Solving: Critique Reasoning:</b> 441-444</p>	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<b>Fluency Practice Activity:</b> 445	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 451-452	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.NF.A.2:</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>5.NF.B.6:</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Topic 11: Understand Volume Concepts</b>	
<b>Lesson 11-1: Model Volume:</b> 457-460	<p><b>5.MD.C.3a:</b> A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p><b>5.MD.C.3b:</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p><b>5.MD.C.4:</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 11-2: Develop a Volume Formula:</b> 461-464	<p><b>5.MD.C.4:</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><b>5.MD.C.5a:</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p><b>5.MD.C.5b:</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>

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<b>Lesson 11-3: Combine Volumes of Prisms:</b> 465-468	<p><b>5.MD.C.5c:</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure. <b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 11-4: Solve Word Problems Using Volume:</b> 469-472	<p><b>5.MD.C.5c:</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p><b>Math Practice MP4:</b> Model with mathematics. <b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 11-5: Problem Solving: Use Appropriate Tools:</b> 473-476	<p><b>5.MD.C.3a:</b> A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p><b>5.MD.C.3b:</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p><b>5.MD.C.4:</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically. <b>Math Practice MP7:</b> Look for and make use of structure.</p>

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<p><b>Fluency Practice Activity:</b> 477</p>	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.MD.C.3:</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<p><b>Topic Performance Task:</b> 483-484</p>	<p><b>5.MD.C.3a:</b> A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p><b>5.MD.C.4 :</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><b>5.MD.C.5b:</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>



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<b>Topic 12: Convert Measurements</b>	
<b>Lesson 12-1: Convert Customary Units of Length:</b> 489-482	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 12-2: Convert Customary Units of Capacity:</b> 493-496	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p>

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<p><b>Lesson 12-3: Convert Customary Units of Weight:</b> 497-500</p>	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP8:</b> Look for and express regularity in repeated reasoning.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p>
<p><b>Lesson 12-4: Convert Metric Units of Length:</b> 501-504</p>	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<p><b>Lesson 12-5: Convert Metric Units of Capacity:</b> 505-508</p>	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p>
<p><b>Lesson 12-6: Convert Metric Units of Mass:</b> 509-512</p>	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<b>Lesson 12-7: Convert Units of Time: 513-516</b>	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.B.6:</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 12-8: Solve Word Problems Using Measurement Conversions: 517-520</b>	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 12-9: Problem Solving: Precision: 521-524</b>	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<b>Fluency Practice Activity:</b> 525	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 531-532	<p><b>5.MD.A.1:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>5.NBT.A.2:</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic 13: Write and Interpret Numerical Expressions</b>	
<b>Lesson 13-1: Evaluate Expressions:</b> 537-540	<p><b>5.OA.A.1:</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>

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<b>Lesson 13-2: Write Numerical Expressions:</b> 541-544	<p><b>5.OA.A.2:</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p><b>5.OA.A.1:</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>Math Practice MP4:</b> Model with mathematics.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Lesson 13-3: Interpret Numerical Expressions:</b> 545-548	<p><b>5.OA.A.2:</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p>
<b>Lesson 13-4: Problem Solving: Reasoning:</b> 549-552	<p><b>5.OA.A.1:</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>

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<b>Fluency Practice Activity:</b> 553	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 559-560	<p><b>5.OA.A.1:</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.A.2:</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic 14: Graph Points on the Coordinate Plane</b>	
<b>Lesson 14-1: The Coordinate System:</b> 565-568	<p><b>5.G.A.1:</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<p><b>Lesson 14-2: Graph Data Using Ordered Pairs: 569-572</b></p>	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.G.A.1:</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>Math Practice MP5:</b> Use appropriate tools strategically.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<p><b>Lesson 14-3: Solve Problems Using Ordered Pairs: 573-576</b></p>	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p>



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<b>Lesson 14-4: Problem Solving: Reasoning: 577-580</b>	<p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.G.A.1:</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Fluency Practice Activity: 581</b>	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>

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<p><b>Topic Performance Task: 587-588</b></p>	<p><b>5.G.A.1:</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>5.MD.B.2:</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic 15: Algebra: Analyze Patterns and Relationships</b>	
<p><b>Lesson 15-1: Numerical Patterns: 593-596</b></p>	<p><b>5.OA.B.3:</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<b>Lesson 15-2: More Numerical Patterns:</b> 597-600	<p><b>5.OA.B.3:</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively. <b>Math Practice MP7:</b> Look for and make use of structure.</p>
<b>Lesson 15-3: Analyze and Graph Relationships:</b> 601-604	<p><b>5.OA.B.3:</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>5.G.A.2:</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them. <b>Math Practice MP7:</b> Look for and make use of structure.</p>

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<b>Lesson 15-4: Problem Solving: Make Sense and Persevere:</b> 605-608	<p><b>5.OA.B.3:</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>
<b>Fluency Practice Activity:</b> 609	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 615-616	<p><b>5.OA.B.3:</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p><b>5.G.A.2:</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p><b>Math Practice MP7:</b> Look for and make use of structure.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<b>Topic 16: Geometric Measurement: Classify Two-Dimensional Figures</b>	
<b>Lesson 16-1: Classify Triangles:</b> 621-624	<p><b>5.G.B.3:</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p><b>5.G.B.4:</b> Classify two-dimensional figures in a hierarchy based on properties.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Lesson 16-2: Classify Quadrilaterals:</b> 625-628	<p><b>5.G.B.3:</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p><b>5.G.B.4:</b> Classify two-dimensional figures in a hierarchy based on properties.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Lesson 16-3: Continue to Classify Quadrilaterals:</b> 629-632	<p><b>5.G.B.3:</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p><b>5.G.B.4:</b> Classify two-dimensional figures in a hierarchy based on properties.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP2:</b> Reason abstractly and quantitatively.</p>

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<b>Lesson 16-4: Problem Solving: Construct Arguments:</b> 633-636	<p><b>5.G.B.3:</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p><b>5.G.B.4:</b> Classify two-dimensional figures in a hierarchy based on properties.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP1:</b> Make sense of problems and persevere in solving them.</p>
<b>Fluency Practice Activity:</b> 637	<p><b>5.NBT.B.5:</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>
<b>Topic Performance Task:</b> 643-644	<p><b>5.G.B.3:</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p><b>5.G.B.4:</b> Classify two-dimensional figures in a hierarchy based on properties.</p> <p><b>Math Practice MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>Math Practice MP6:</b> Attend to precision.</p>