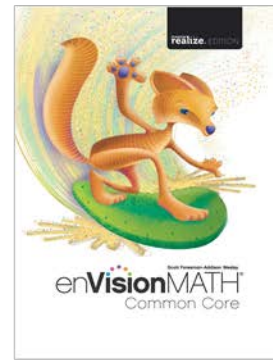
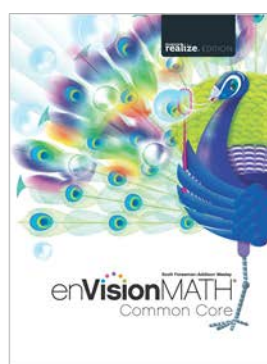
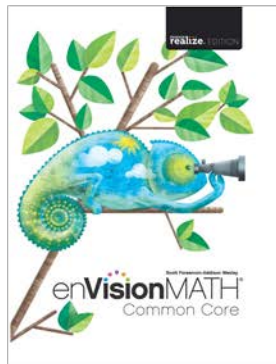
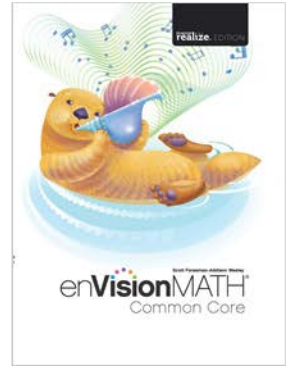
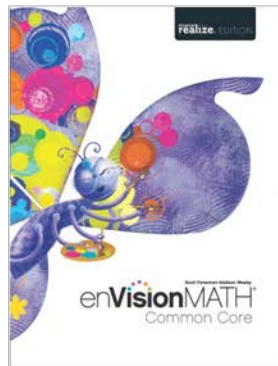
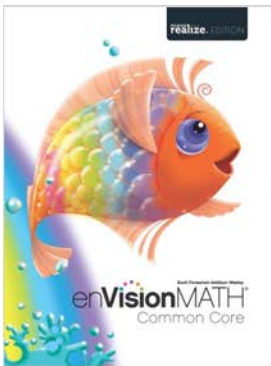


# A Correlation of

Scott Foresman-Addison Wesley  
**enVisionMATH™** ©2015  
Common Core



to the

# Nebraska Mathematics Standards Grades K-6

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A Correlation of *enVisionMATH* Common Core, ©2015  
to the Nebraska Course of Study Mathematics

Nebraska Mathematics Standards Kindergarten	<i>enVisionMATH Common Core</i> ©2015
<p><b>MA 0.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b></p>	
<p><b>MA 0.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</b></p>	
<p>MA 0.1.1.a Count, read and write numbers 0 – 20</p>	<p><b>SE/TE:</b> Topic 1: 3-4, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 35-36, 37-38, 39-40; Topic 3: 49-50, 53-54, 57-58; Topic 4: 73-74, 75-76, 77-78, 79-80, 83-84, 85-86; Topic 5: 93-94, 95-96, 97-98, 99-100, 102-103, 104-105; Topic 6: 111-112, 113-114  <b>TE:</b> Topic 1: 3A-4C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; Topic 2: 35A-36C, 37A-38C, 39A-40C; Topic 3: 49A-50C, 53A-54C, 57A-58C; Topic 4: 73A-74C, 75A-76C, 77A-78C, 79A-80C, 83A-84C, 85A-86C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C, 102A-103C, 104A-105C; Topic 6: 111A-112C, 113A-114C  <b>MDIS Lesson:</b> A1, A2, A3, A5, A6, A8, A10, A11</p>
<p>MA 0.1.1.b Count objects using one-to-one correspondence 0 – 20</p>	<p><b>SE/TE:</b> Topic 1: 3-4, 5-6, 9-10, 11-12; Topic 2: 23-24, 25-26, 27-28, 29-30, 31-32; Topic 3: 47-48, 51-52, 55-56  <b>TE:</b> Topic 1: 3AA-4C, 5A-6C, 9A-10C, 11A-12C; Topic 2: 23A-24C, 25A-26C, 27A-28C, 29A-30C, 31A-32C; Topic 3: 47A-48C, 51A-52C, 55A-56C  <b>MDIS Lesson:</b> A2, A6</p>
<p>MA 0.1.1.c Sequence objects using ordinal numbers (first through fifth)</p>	<p><b>2011 enVisionMATH online resource:</b>  <b>SE/TE:</b> Topic 8: 143-144, 145-146  <b>TE:</b> Topic 8: 143A-144C, 145A-146C  <b>MDIS Lesson:</b> A4</p>
<p>MA 0.1.1.d Match numerals to the quantities they represent 0 – 20, using a variety of models and representations</p>	<p><b>SE/TE:</b> Topic 1: 7-8, 12-14, 15-16; Topic 2: 31-32, 35-36, 37-38, 39-40; Topic 3: 49-50, 53-54, 57-58; Topic 4: 73-74, 75-76, 77-78, 79-80; Topic 5: 93-94, 95-96, 97-98, 99-100, 101-102; Topic 6: 111-112  <b>TE:</b> Topic 1: 7A-8C, 12A-14C, 15A-16C; Topic 2: 31A-32C, 35A-36C, 37A-38C, 39A-40C; Topic 3: 49A-50C, 53A-54C, 57A-58C; Topic 4: 73A-74C, 75A-76C, 77A-78C, 79A-80C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C, 101A-102C; Topic 6: 111A-112C  <b>MDIS Lesson:</b> A1, A3, A5, A6, A8, A10</p>

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Nebraska Mathematics Standards Kindergarten	<i>enVisionMATH Common Core</i> ©2015
MA 0.1.1.e Demonstrate and identify multiple equivalent representations for numbers 1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)	<b>SE/TE:</b> Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 9: 169-170, 173-174, 177-178, 181-182 <b>TE:</b> Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 9: 169A-170C, 173A-174C, 177A-178C, 181A-182C <b>MDIS Lesson:</b> A5
MA 0.1.1.f Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)	<b>SE/TE:</b> Topic 4: 67-68, 68-69, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86 <b>TE:</b> Topic 4: 67A-68C, 68A-69C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C <b>MDIS Lesson:</b> A7, A9
<b>MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.</b>	
MA 0.1.2.a Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)	<b>SE/TE:</b> Topic 7: 127-128, 129-136, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 161-162; Topic 10: 193-194, 195-196; Topic 11: 207-208, 209-210, 211-212 <b>TE:</b> Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 161A-162C; Topic 10: 193A-194C, 195A-196C; Topic 11: 207A-208C, 209A-210C, 211A-212C <b>MDIS Lesson:</b> A17, B4, B5
MA 0.1.2.b Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)	<b>SE/TE:</b> Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184; Topic 10: 179-198, 199-200; Topic 11: 211-212, 213-214, 215-216 <b>TE:</b> Topic 9: 169A-170C, 171A-172C, 173A-174C, 175A-176C, 177A-178C, 179A-180C, 181A-182C, 183A-184C; Topic 10: 179A-198C, 199A-200C; Topic 11: 211A-212C, 213A-214C, 215A-216C <b>MDIS Lesson:</b> B3, B11, B14, B16
MA 0.1.2.c Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)	<b>SE/TE:</b> Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 <b>TE:</b> Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C <b>MDIS Lesson:</b> B8

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<b>Nebraska Mathematics Standards Kindergarten</b>	<b><i>enVisionMATH Common Core</i> ©2015</b>
MA 0.1.2.d Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)	<b>SE/TE:</b> Topic 8: 161-162; Topic 9: 179-180, 181-182, 185-186; Topic 11: 211-212, 213-214, 215-216 <b>TE:</b> Topic 8: 161A-162C; Topic 9: 179A-180C, 181A-182C, 185A-186C; Topic 11: 211A-212C, 213A-214C, 215A-216C <b>MDIS Lesson:</b> B2, B8, B14, B15, B18
MA 0.1.3 Computation: Mastery not expected at this level.	
MA 0.1.3 Computation: Mastery not expected at this level.	
<b>MA 0.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 0.2.1 Characteristics: Students will identify two-dimensional geometric shapes.</b>	
MA 0.2.1.a Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)	<b>SE/TE:</b> Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-282; Topic 16: 307-308, 309-310 <b>TE:</b> Topic 14: 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C; Topic 16: 307A-308C, 309A-310C <b>MDIS Lesson:</b> D29, D30, D41
MA 0.2.2 Coordinate Geometry: Mastery not expected at this level.	
MA 0.2.3 Transformations: Mastery not expected at this level.	
<b>MA 0.2.4 Spatial Modeling: Students will communicate relative positions in space.</b>	
MA 0.2.4.a Demonstrate positional words (e.g., above/below, near/far, over/under, in/out, down/up, around/through)	<b>SE/TE:</b> Topic 13: 253-254; Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 275-276; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296, 297-298 <b>TE:</b> Topic 13: 253A-254C; Topic 14: 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C; Topic 15: 287A-288C, 289A-290C, 291A-292C, 293A-294C, 295A-296C <b>MDIS Lesson:</b> D28
<b>MA 0.2.5 Measurement: Students will measure using nonstandard units and time.</b>	
MA 0.2.5.a Identify the name and amount of a penny, nickel, dime, and quarter	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 13: 237-238, 239-240, 241-242, 243-244, 245-246 <b>TE:</b> Topic 13: 237A-238C, 239A-240C, 241A-242C, 243A-244C, 245A-246C <b>MDIS Lesson:</b> A61, A62, A63, A64, A65

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Nebraska Mathematics Standards Kindergarten	<i>enVisionMATH Common Core</i> ©2015
MA 0.2.5.b Identify time to the hour	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 14: 259-260, 261-262, 263-264 <b>TE:</b> Topic 14: 259A-260C, 261A-262C, 263A-264C <b>MDIS Lesson:</b> D1, D6
MA 0.2.5.c Measure using nonstandard units	<b>SE/TE:</b> Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240 <b>TE:</b> Topic 12: 223A-224C, 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C <b>MDIS Lesson:</b> D12
MA 0.2.5.d Compare objects according to length	<b>SE/TE:</b> Topic 12: 225-226, 227-228, 229-230 <b>TE:</b> Topic 12: 225A-226C, 227A-228C, 229A-230C <b>MDIS Lesson:</b> D9, D12, D13, D14, D17
<b>MA 0.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 0.3.1 Relationships: Students will sort, classify, and order objects by relationships.</b>	
MA 0.3.1.a Sort by color, shape, or size	<b>SE/TE:</b> Topic 9: 185-186; Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260 <b>TE:</b> Topic 9: 185A-186C; Topic 13: 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C
MA 0.3.1.b Create own rule for sorting other than color, shape, and size	<b>SE/TE:</b> Topic 13: 250-251, 253-254 <b>TE:</b> Topic 13: 250A-251C, 253A-254C
<b>MA 0.3.2 Modeling in Context: Students will use objects as models to represent mathematical situations.</b>	
MA 0.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 10 using objects	<b>SE/TE:</b> Topic 7: 127-128, 129-130, 137-138; Topic 8: 151-152, 159-161; Topic 9: 171-172, 175-176, 177-178 <b>TE:</b> Topic 7: 125G-125H, 127A-128C, 129A-130C, 137A-138C; Topic 8: 151A-152C, 159A-161C; Topic 9: 171A-172C, 175A-176C, 177A-178C <b>MDIS Lesson:</b> B1, B3, B9, B10

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Nebraska Mathematics Standards Kindergarten	<i>enVisionMATH Common Core</i> ©2015
<b>MA 0.3.3 Procedures: Students will use concrete and verbal representations to solve number stories.</b>	
MA 0.3.3.a Use objects to solve addition and subtraction of whole numbers 0 – 10	<b>SE/TE:</b> Topic 7: 127-128, 129-130, 133-134, 137-138; Topic 8: 149-150, 153-154; Topic 9: 174-175, 179-180, 181-182 <b>TE:</b> Topic 7: 127A-128C, 129A-130C, 133A-134C, 137A-138C; Topic 8: 149A-150C, 153A-154C; Topic 9: 174A-175C, 179A-180C, 181A-182C <b>MDIS Lesson:</b> B1, B2, B3
<b>MA 0.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 0.4.1 Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.</b>	
MA 0.4.1.a Sort and classify objects according to an attribute (e.g., size, color, shape)	<b>SE/TE:</b> Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258 <b>TE:</b> Topic 13: 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C
MA 0.4.1.b Identify the attributes of sorted data	<b>SE/TE:</b> Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254 <b>TE:</b> Topic 13: 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C
MA 0.4.1.c Compare the attributes of the data (e.g., most, least, same)	<b>SE/TE:</b> Topic 12: 227-228, 233-234, 235-236, 237-238; Topic 13: 245-246, 247-248, 253-254, 255-256, 257-258 <b>TE:</b> Topic 12: 227A-228C, 233A-234C, 235A-236C, 237A-238C; Topic 13: 245A-246C, 247A-248C, 253A-254C, 255A-256C, 257A-258C
MA 0.4.2 Predictions and Inferences: Mastery not expected at this level.	
MA 0.4.3 Probability: Mastery not expected at this level.	

**A Correlation of *enVisionMATH Common Core*  
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Nebraska Mathematics Standards Grade 1	<i>enVisionMATH Common Core</i> ©2015
<b>MA 1.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 1.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</b>	
MA 1.1.1.a Count, read, and write numbers 0 – 100	<b>SE/TE:</b> Topic 7: 239-242, 243-246, 247-250, 251-254 <b>TE:</b> Topic 7: 239A-242B, 243A-246B, 247A-250B, 251A-254B <b>MDIS Lesson:</b> A12, A13
MA 1.1.1.b Count by multiples of 2 up to 50	<b>SE/TE:</b> Topic 7: 255-258 <b>TE:</b> Topic 7: 255A-258B <b>MDIS Lesson:</b> A19, A20, A40
MA 1.1.1.c Count by multiples of 5 up to 100	<b>SE/TE:</b> Topic 7: 255-258 <b>TE:</b> Topic 7: 255A-258B <b>MDIS Lesson:</b> A20, A40
MA 1.1.1.d Count by multiples of 10 up to 100	<b>SE/TE:</b> Topic 7: 247-250, 255-258; Topic 8: 273-276; Topic 10: 325-328, 329-332, 333-336, 337-340; Topic 11: 355-358 <b>TE:</b> Topic 7: 247A-250B, 255A-258B; Topic 8: 273A-276B; Topic 10: 325A-328B, 329A-332B, 333A-336B, 337A-340B; Topic 11: 355A-358B <b>MDIS Lesson:</b> A13, A16, A20, A40
MA 1.1.1.e Sequence objects using ordinal numbers (first through tenth)	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 10: 287-290 <b>TE:</b> Topic 10: 287A-290B <b>MDIS Lesson:</b> A4
MA 1.1.1.f Count backwards from 10 – 0	For related content, please see: <b>SE/TE:</b> Topic 7: 255 <b>TE:</b> Topic 7: 255 <b>MDIS Lesson:</b> A14
MA 1.1.1.g Connect number words to the quantities they represent 0 – 20	<b>SE/TE:</b> Topic 7: 239-242, 243-246 <b>TE:</b> Topic 7: 239A-242B, 243A-246B <b>MDIS Lesson:</b> A11



**A Correlation of *enVisionMATH Common Core*  
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<b>Nebraska Mathematics Standards Grade 1</b>	<b><i>enVisionMATH Common Core</i> ©2015</b>
MA 1.1.1.h Demonstrate and identify multiple equivalent representations for numbers 1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)	<b>SE/TE:</b> Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292; Topic 9: 299-302, 307-310; Topic 10: 325-328, 337-340, 345-348; Topic 11: 355-258 <b>TE:</b> Topic 8: 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B; Topic 9: 299A-302B, 307A-310B; Topic 10: 325A-328B, 337A-340B, 345A-348B; Topic 11: 355A-258B <b>MDIS Lesson:</b> A13
MA 1.1.1.i Compare and order whole numbers 0 – 100	<b>SE/TE:</b> Topic 7: 243-246, 251-254; Topic 9: 299-302, 303-306, 307-310; Topic 10: 329-332 <b>TE:</b> Topic 7: 243A-246B, 251A-254B; Topic 9: 299A-302B, 303A-306B, 307A-310B; Topic 10: 329A-332B <b>MDIS Lesson:</b> A13
MA 1.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)	<b>SE/TE:</b> Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292; Topic 9: 299-302, 307-310; Topic 10: 325-328, 337-340, 345-348; Topic 11: 355-358 <b>TE:</b> Topic 8: 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B; Topic 9: 299A-302B, 307A-310B; Topic 10: 325A-328B, 337A-340B, 345A-348B; Topic 11: 355A-358B <b>MDIS Lesson:</b> A13, A31
<b>MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.</b>	
MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action	<b>SE/TE:</b> Topic 1: 23-26, 31-34; Topic 3: 91-94; Topic 4: 117-120, 153-156; Topic 5: 179-182, 183-186, 187-190 <b>TE:</b> Topic 1: 23A-26B, 31A-34B; Topic 3: 91A-94B; Topic 4: 117A-120B, 153A-156B; Topic 5: 179A-182B, 183A-186B, 187A-190B <b>MDIS Lesson:</b> A17, A18, B4, B5
MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole	<b>SE/TE:</b> Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22; Topic 2: 31-34, 53-56; Topic 3: 95-98, 99-102, 103-106, 107-110; Topic 5: 195-198 <b>TE:</b> Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B; Topic 2: 31A-34B, 53A-56B; Topic 3: 95A-98B, 99A-102B, 103A-106B, 107A-110B; Topic 5: 195A-198B <b>MDIS Lesson:</b> A18

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Nebraska Mathematics Standards Grade 1	<i>enVisionMATH Common Core</i> ©2015
MA 1.1.2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action	<b>SE/TE:</b> Topic 2: 57-60, 69-72; Topic 4: 137-140, 141-144; Topic 6: 205-208, 209-212, 229-232; Topic 11: 371-374 <b>TE:</b> Topic 2: 57A-60B, 69A-72B; Topic 4: 137A-140B, 141A-144B; Topic 6: 205A-208B, 209A-212B, 229A-232B; Topic 11: 371A-374B <b>MDIS Lesson:</b> B8
MA 1.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole	<b>SE/TE:</b> Topic 2: 41-44, 45-48, 49-52, 65-68, 69-72; Topic 6: 213-216, 217-220, 221-224, 229-232; Topic 11: 371-374 <b>TE:</b> Topic 2: 41A-44B, 45A-48B, 49A-52B, 65A-68B, 69A-72B; Topic 6: 213A-216B, 217A-220B, 221A-224B, 229A-232B; Topic 11: 371A-374B <b>MDIS Lesson:</b> B8, B14
MA 1.1.2.e Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)	<b>SE/TE:</b> Topic 2: 61-64; Topic 6: 229-232; Topic 11: 371-374 <b>TE:</b> Topic 2: 61A-64B; Topic 6: 229A-232B; Topic 11: 371A-374B <b>MDIS Lesson:</b> B7
<b>MA 1.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>	
MA 1.1.3.a Fluently add whole number sums up to 10	<b>SE/TE:</b> Topic 1: 19-22, 27-30, 31-34; Topic 2: 73-76; Topic 3: 91-94, 95-98; Topic 4: 117-120, 121-124, 125-128, 129-132, 133-136, 145-148, 149-152, 153-156; Topic 5: 163-166, 167-170, 171-174, 175-178, 179-182, 183-186, 187-190, 191-194 <b>TE:</b> Topic 1: 19A-22B, 27A-30B, 31A-34B; Topic 2: 73A-76B; Topic 3: 91A-94B, 95A-98B; Topic 4: 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 145A-148B, 149A-152B, 153A-156B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 191A-194B <b>MDIS Lesson:</b> B9, B10, B10, B19
MA 1.1.3.b Fluently subtract whole number Differences from 10	<b>SE/TE:</b> Topic 2: 53-56, 57-60, 69-72, 73-76, 77-80, 81-84; Topic 4: 137-140, 141-144; Topic 6: 205-208, 213-216, 217-220, 221-224, 225-228 <b>TE:</b> Topic 2: 53A-56B, 57A-60B, 69A-72B, 73A-76B, 77A-80B, 81A-84B; Topic 4: 137A-140B, 141A-144B; Topic 6: 205A-208B, 213A-216B, 217A-220B, 221A-224B, 225A-228B <b>MDIS Lesson:</b> B23, B24, B25, B38

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MA 1.1.3.c Add and subtract two –digit Numbers without regrouping	<b>SE/TE:</b> Topic 10: 341-344, 345-348, 349-350; Topic 11: 359-362, 363-366, 367-370, 371-374 <b>TE:</b> Topic 10: 341A-344B, 345A-348B; Topic 11: 359A-362B, 363A-366B, 367A-370B, 371A-374B <b>MDIS Lesson:</b> C3, C4, C18, C21
MA 1.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)	<b>SE/TE:</b> Topic 1: 31-34; Topic 2: 73-76, 81-84; Topic 4: 133-136, 137-140, 141-144, 145-148, 153-156; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 191-194, 195-198 <b>TE:</b> Topic 1: 31A-34B; Topic 2: 73A-76B, 81A-84B; Topic 4: 133A-136B, 137A-140B, 141A-144B, 145A-148B, 153A-156B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 179A-182B, 183A-186B, 191A-194B, 195A-198B <b>MDIS Lesson:</b> B17, B20, B21, B27, C25, C26
MA 1.1.4 Estimation: Mastery not expected at this level.	
<b>MA 1.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 1.2.1 Characteristics: Students will identify characteristics of two-dimensional geometric shapes.</b>	
MA 1.2.1.a Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)	<b>SE/TE:</b> Topic 15: 467-470, 471- 474, 479-482, 483-486, 503-506 <b>TE:</b> Topic 15: 467A-470B, 471A-474B, 479A-482B, 483A-486B, 503A-506B <b>MDIS Lesson:</b> D29, D30, D39, D41
MA 1.2.1.b Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)	<b>SE/TE:</b> Topic 15: 467-470, 475-478, 483-486, 503-506 <b>TE:</b> Topic 15: 467A-470B, 475A-478B, 483A-486B, 503A-506B <b>MDIS Lesson:</b> D29, D30, D39, D41
<b>MA 1.2.2 Coordinate Geometry: Students will identify locations on a number line.</b>	
MA 1.2.2.a Identify the position of a whole number on a horizontal number line	<b>SE/TE:</b> Topic 7: 246, 251-254, 255-258 <b>TE:</b> Topic 4: 117A; Topic 7: 246A, 251A-254B, 255A-258B
<b>MA 1.2.3 Transformations: Students will identify a line of symmetry.</b>	
MA 1.2.3.a Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)	<b>SE/TE:</b> Topic 16: 513-516, 517-520, 521-524, 529-530 <b>TE:</b> Topic 16: 513A-516B, 517A-520B, 521A-524B, 529A-530B

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<b>MA 1.2.4 Spatial Modeling: Students will communicate relative positions in space and create two-dimensional shapes.</b>	
MA 1.2.4.a Demonstrate positional words (e.g., left/right)	For related content, please see: <b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 12: 351-354 <b>TE:</b> Topic 12: 351A-354B <b>MDIS Lesson:</b> D28
MA 1.2.4.b Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)	<b>SE/TE:</b> Topic 15: 467-470, 475-478, 479-482, 487-490; Topic 16: 525-528, 529-530 <b>TE:</b> Topic 15: 467A-470B, 475A-478B, 479A-482B, 487A-490B; Topic 16: 525A-528B, 529A-530B <b>MDIS Lesson:</b> DD29, D33, D40, D41
<b>MA 1.2.5 Measurement: Students will measure using standard units, time, and money.</b>	
MA 1.2.5.a Count like coins to \$1.00	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 13: 367-370, 371-374, 375-378, 379-382, 383-386 <b>TE:</b> Topic 13: 367A-370B, 371A-374B, 375A-378B, 379A-382B, 383A-386B <b>MDIS Lesson:</b> A62, A63, A64, A65, A66, A67
MA 1.2.5.b Identify time to the half hour	<b>SE/TE:</b> Topic 13: 411-414, 415-418, 419-422, 423-426 <b>TE:</b> Topic 13: 411A-414B, 415A-418B, 419A-422B, 423A-426B <b>MDIS Lesson:</b> D2, D4
MA 1.2.5.c Identify past, present, and future as orientation in time	<b>SE/TE:</b> Topic 13: 423-426 <b>TE:</b> Topic 13: 423A-426B <b>MDIS Lesson:</b> D8
MA 1.2.5.d Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)	<b>SE/TE:</b> Topic 12: 393-396, 397-400, 401-404; Topic 14: 415-418 <b>TE:</b> Topic 12: 393A-396B, 397A-400B, 401A-404B; Topic 14: 415A-418B <b>MDIS Lesson:</b> D1, D12, D15, D25, D26
MA 1.2.5.e Measure length using inches	For related content, please see: <b>SE/TE:</b> Topic 12: 389-392, 393-396, 397-400, 401-404 <b>TE:</b> Topic 12: 389A-392B, 393A-396B, 397A-400B, 401A-404B <b>MDIS Lesson:</b> D13, D15, D16

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MA 1.2.5.f Compare and order objects according to length	<b>SE/TE:</b> Topic 12: 391-384, 385-388, 393-396 <b>TE:</b> Topic 12: 391A-384B, 385A-388B, 393A-396B <b>MDIS Lesson:</b> D9
<b>MA 1.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 1.3.1 Relationships: Students will identify and describe relationships.</b>	
MA 1.3.1.a Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute	<b>SE/TE:</b> Topic 14: 433-436, 437-440; Topic 15: 475-478, 487-490, 495-498, 499-502, 503-506 <b>TE:</b> Topic 14: 433A-436B, 437A-440B; Topic 15: 475A-478B, 487A-490B, 495A-498B, 499A-502B, 503A-506B
MA 1.3.1.b Create multiple rules for sorting beyond color, shape, and size	<b>SE/TE:</b> Topic 15: 475-478, 491-494, 495-498, 503-506 <b>TE:</b> Topic 15: 475A-478B, 491A-494B, 495A-498B, 503A-506B
MA 1.3.1.c Identify, describe, and extend patterns (e.g., patterns with a repeating core)	<b>SE/TE:</b> Topic 7: 255-258, 259-262; Topic 8: 273-276; Topic 15: 471-474, 487-490 <b>TE:</b> Topic 7: 255A-258B, 259A-262B; Topic 8: 273A-276B; Topic 15: 471A-474B, 487A-490B
MA 1.3.1.d Use $<$ , $=$ , $>$ to compare quantities	<b>SE/TE:</b> Topic 9: 311-314, 319-320 <b>TE:</b> Topic9: 311A-314B, 319A-320B <b>MDIS Lesson:</b> A28, A36
<b>MA 1.3.2 Modeling in Context: Students will use objects and pictures as models to represent mathematical situations.</b>	
MA 1.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 20, using objects and pictures	<b>SE/TE:</b> Topic 1: 7-10, 11-14; Topic 2: 41-44, 45-48, 61-64; Topic 3: 107-110, 117-120, 121-124, 153-156; Topic 5: 175-178; Topic 6: 229-253 <b>TE:</b> Topic 1: 7A-10B, 11A-14B; Topic 2: 41A-44B, 45A-48B, 61A-64B; Topic 3: 107A-110B, 117A-120B, 121A-124B, 153A-156B; Topic 5: 175A-178B; Topic 6: 229A-253B <b>MDIS Lesson:</b> B19, B20, B25, B28
MA 1.3.2.b Describe and model quantitative change (e.g., a student growing taller)	<b>SE/TE:</b> Topic 2: 57-60, 61-64, 65-68, 81-84; Topic 3: 153-156; Topic 5: 175-178; Topic 6: 229-232 <b>TE:</b> Topic 2: 57A-60B, 61A-64B, 65A-68B, 81A-84B; Topic 3: 153A-156B; Topic 5: 175A-178B; Topic 6: 229A-232B

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<b>MA 1.3.3 Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.</b>	
MA 1.3.3.a Write number sentences to represent fact families	<b>SE/TE:</b> Topic 6: 213-216, 217-220, 221-224, 225-228 <b>TE:</b> Topic 6: 213A-216B, 217A-220B, 221A-224B, 225A-228B <b>MDIS Lesson:</b> B35
MA 1.3.3.b Use concrete, pictorial, and verbal representations of the commutative property of addition	<b>SE/TE:</b> Topic 1: 27-30; Topic 6: 213-216, 217-218, 221-224 <b>TE:</b> Topic 1: 27A-30B; Topic 6: 213A-216B, 217A-218B, 221A-224B <b>MDIS Lesson:</b> B13, B41
<b>MA 1.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 1.4.1 Display and Analysis: Students will sort, classify, organize, describe, and compare data.</b>	
MA 1.4.1.a Sort and classify objects by more than one attribute	<b>SE/TE:</b> Topic 14: 433-436, 437-440, 441-444, 449-452, 467-470, 457-478, 491-494, 495-498, 499-502, 503-506 <b>TE:</b> Topic 14: 433A-436B, 437A-440B, 441A-444B, 449A-452B, 467A-470B, 457A-478B, 491A-494B, 495A-498B, 499A-502B, 503A-506B <b>MDIS Lesson:</b> D44
MA 1.4.1.b Organize data by using concrete objects	<b>SE/TE:</b> Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460 <b>TE:</b> Topic 14: 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B <b>MDIS Lesson:</b> D53
MA 1.4.1.c Represent data by using tally marks	<b>SE/TE:</b> Topic 14: 445-445, 449-452, 453-456 <b>TE:</b> Topic 14: 445A-445B, 449A-452B, 453A-456B <b>MDIS Lesson:</b> D48
MA 1.4.1.d Compare and interpret information from displayed data (e.g., more, less, fewer)	<b>SE/TE:</b> Topic 14: 433-436, 437-440, 441-444, 445-448, 449-452, 453-456, 457-460 <b>TE:</b> Topic 14: 433A-436B, 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B <b>MDIS Lesson:</b> D46
MA 1.4.2 Predictions and Inferences: Mastery not expected at this level.	
MA 1.4.3 Probability: Mastery not expected at this level.	

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<b>MA 2.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 2.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</b>	
MA 2.1.1.a Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)	<b>SE/TE:</b> Topic 5: 132-126, 127-130, 135-138, 139-142; Topic 7: 191-194, 195-198, 199-202; Topic 8: 213-216, 217-220, 221-224; Topic 10: 297-300, 301-304, 305-308, 317-320, 325-328; Topic 11: 332-338, 355-258, 367-370, 371-374 <b>TE:</b> Topic 5: 132A-126B, 127A-130B, 135A-138B, 139A-142B; Topic 7: 191A-194B, 195A-198B, 199A-202B; Topic 8: 213A-216B, 217A-220B, 221A-224B; Topic 10: 297A-300B, 301A-304B, 305A-308B, 317A-320B, 325A-328B; Topic 11: 332A-338B, 355A-258B, 367A-370B, 371A-374B <b>MDIS Lesson:</b> A32, A33, A34
MA 2.1.1.b Count by multiples of 2 up to 100	<b>SE/TE:</b> Topic 10: 317-320 <b>TE:</b> Topic 10: 317A-320B <b>MDIS Lesson:</b> A40
MA 2.1.1.c Count backwards from 20 – 0	<b>SE/TE:</b> Topic 5: 135-138 <b>TE:</b> Topic 5: 135A-138B <b>MDIS Lesson:</b> A14
MA 2.1.1.d Connect number words to the quantities they represent 0 – 100	<b>SE/TE:</b> Topic 5: 127-130; Topic 10: 305-308 <b>TE:</b> Topic 5: 127A-130B; Topic 10: 305A-308B <b>MDIS Lesson:</b> A30
MA 2.1.1.e Demonstrate multiple equivalent representations for numbers 1 – 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)	<b>SE/TE:</b> Topic 5: 123-126, 147-150; Topic 6: 157-160; Topic 8: 217-220, 225-228, 229-232; Topic 9: 255-258, 259-262, 263-266, 267-270; Topic 10: 301-304, 05-308, 309-312; Topic 11: 347-350, 351-354, 367-370, 371-374 <b>TE:</b> Topic 5: 123A-126B, 147A-150B; Topic 6: 157A-160B; Topic 8: 217A-220B, 225A-228B, 229A-232B; Topic 9: 255A-258B, 259A-262B, 263A-266B, 267A-270B; Topic 10: 301A-304B, 305A-308B, 309A-312B; Topic 11: 347A-350B, 351A-354B, 367A-370B, 371A-374B <b>MDIS Lesson:</b> A42
MA 2.1.1.f Compare and order whole numbers 0 – 1,000	<b>SE/TE:</b> Topic 5: 131-134, 135-138, 139-142, 147-150; Topic 10: 305-308, 313-316, 317,320, 321-324, 325-328 <b>TE:</b> Topic 5: 131A-134B, 135A-138B, 139A-142B, 147A-150B; Topic 10: 305A-308B, 313A-316B, 317A-320B, 321A-324B, 325A-328B <b>MDIS Lesson:</b> A36, A37, A38, A39, A44

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MA 2.1.1.g Demonstrate relative position of whole numbers 0 – 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)	<b>SE/TE:</b> Topic 5: 131-134, 135-138, 139-142, 147-150; Topic 10: 297-300, 309-312, 313-316, 321-324, 325-328; Topic 11: 343-346, 375-378 <b>TE:</b> Topic 5: 131A-134B, 135A-138B, 139A-142B, 147A-150B; Topic 10: 297A-300B, 309A-312B, 313A-316B, 321A-324B, 325A-328B; Topic 11: 343A-346B, 375A-378B <b>MDIS Lesson:</b> A36, A37, A38, A39
MA 2.1.1.h Use visual models to represent fractions of one-half as a part of a whole	<b>SE/TE:</b> Topic 12: 397-400, 401-404, 405-408 <b>TE:</b> Topic 12: 397A-400B, 401A-404B, 405A-408B <b>MDIS Lesson:</b> A49, A50
<b>MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.</b>	
MA 2.1.2.a Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if $2 + 3 = 5$ then $5 - 3 = 2$ )	<b>SE/TE:</b> Topic 1: 23-26; Topic 2: 49-52; Topic 3: 75-78, 79-82, 83-86; Topic 9: 279-282 <b>TE:</b> Topic 1: 23A-26B; Topic 2: 49A-52B; Topic 3: 75A-78B, 79A-82B, 83A-86B; Topic 9: 279A-282B <b>MDIS Lesson:</b> B16
MA 2.1.2.b Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if $3 + \underline{\quad} = 7$ , then $7 - 3 = \underline{\quad}$ .)	<b>SE/TE:</b> Topic 1: 23-26; Topic 3: 75-78, 79-82, 83-86 <b>TE:</b> Topic 1: 23A-26B; Topic 3: 75A-78B, 79A-82B, 83A-86B <b>MDIS Lesson:</b> B14, B15
<b>MA 2.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>	
MA 2.1.3.a Fluently add whole number facts with sums to 20	<b>SE/TE:</b> Topic 1: 3-6, 7-10, 23-26, 27-30; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56; Topic 3: 83-86, 91-94; Topic 4: 101-104, 105-108, 109-112, 113-116; Topic 6: 157-160, 161-164, 165-168, 169-172; Topic 7: 191-194; Topic 8: 217-220, 221-224, 225-228, 229-232, 237-240, 241-244; Topic 11: 335-338, 343-346, 347-350, 351-354 <b>TE:</b> Topic 1: 3A-6B, 7A-10B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B; Topic 3: 83A-86B, 91A-94B; Topic 4: 101A-104B, 105A-108B, 109A-112B, 113A-116B; Topic 6: 157A-160B, 161A-164B, 165A-168B, 169A-172B; Topic 7: 191A-194B; Topic 8: 217A-220B, 221A-224B, 225A-228B, 229A-232B, 237A-240B, 241A-244B; Topic 11: 335A-338B, 343A-346B, 347A-350B, 351A-354B <b>MDIS Lesson:</b> B34, B35, B37



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MA 2.1.3.b Fluently subtract whole number facts with differences from 20	<p><b>SE/TE:</b> Topic 1: 11-14; 15-18, 19-22, 23-26, 27-30; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 91-94; Topic 7: 187-190, 195-198, 199-202; Topic 9: 255-258, 259-262, 263-266, 267-270, 275-278, 283-286; Topic 11: 355-358, 359-362, 367-370, 371-374</p> <p><b>TE:</b> Topic 1: 11A-14B; 15A-18B, 19A-22B, 23A-26B, 27A-30B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B; Topic 7: 187A-190B, 195A-198B, 199A-202B; Topic 9: 255A-258B, 259A-262B, 263A-266B, 267A-270B, 275A-278B, 283A-286B; Topic 11: 355A-358B, 359A-362B, 367B-370B, 371A-374B</p> <p><b>MDIS Lesson:</b> B34, B38, B39</p>
MA 2.1.3.c Add and subtract three-digit whole numbers with regrouping	<p><b>SE/TE:</b> Topic 10: 309-310; Topic 11: 335-338, 339-342, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370, 371-374</p> <p><b>TE:</b> Topic 10: 309A-310B; Topic 11: 335A-338B, 339A-342B, 347A-350B, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B</p> <p><b>MDIS Lesson:</b> C32, C33, C34</p>
MA 2.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)	<p><b>SE/TE:</b> Topic 1: 7-10, 19-22, 23-26, 27-30; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90; Topic 4: 105-108; Topic 6: 157-160, 161-164, 165-168, 169-172; Topic 7: 187-190, 199-202; Topic 8: 213-216, 237-240, 241-244; Topic 9: 259-262, 275-278, 283-286; Topic 11: 339-342, 343-346, 347-350</p> <p><b>TE:</b> Topic 1: 7A-10B, 19A-22B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B; Topic 4: 105A-108B; Topic 6: 157A-160B, 161A-164B, 165A-168B, 169A-172B; Topic 7: 187A-190B, 199A-202B; Topic 8: 213A-216B, 237A-240B, 241A-244B; Topic 9: 259A-262B, 275A-278B, 283A-286B; Topic 11: 339A-342B, 343A-346B, 347A-350B</p> <p><b>MDIS Lesson:</b> C22, C25, C26, C29, C30</p>
<b>MA 2.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.</b>	
MA 2.1.4.a Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results	<p><b>SE/TE:</b> Topic 11: 343-346, 363-366; Topic 14: 453-456</p> <p><b>TE:</b> Topic 11: 343A-346B, 363A-366B; Topic 14: 453A-456B</p> <p><b>MDIS Lesson:</b> C5, C17, C29, C30</p>

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MA 2.1.4 b Estimate the number of objects in a group	<b>SE/TE:</b> Topic 11: 343-346, 363-366; Topic 15: 471-474, 475-478, 479-482, 483-486, 487-490 <b>TE:</b> Topic 11: 343A-346B, 363A-366B Topic 15: 471A-474B, 475A-478B, 479A-482B, 483A-486B, 487A-490B
<b>MA 2.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 2.2.1 Characteristics: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.</b>	
MA 2.2.1.a Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)	<b>SE/TE:</b> Topic 12: 385-388, 389-392, 393-396, 397-400, 405-408, 409-412 <b>TE:</b> Topic 12: 385A-388B, 389A-392B, 393A-396B, 397A-400B, 405A-408B, 409A-412B <b>MDIS Lesson:</b> D29, D30, D39, D40, D41, D42
MA 2.2.1.b Determine if two shapes are congruent	<b>SE/TE:</b> Topic 12: 385-388, 389-392, 393-396, 397-400, 405-408 <b>TE:</b> Topic 12: 385A-388B, 389A-392B, 393A-396B, 397A-400B, 405A-408B <b>MDIS Lesson:</b> D30, D41
MA 2.2.1.c Compare two-dimensional shapes (e.g., trapezoid, parallelogram)	<b>SE/TE:</b> Topic 12: 385-388, 389-392, 393-396, 405-408, 409-412 <b>TE:</b> Topic 12: 385A-388B, 389A-392B, 393A-396B, 405A-408B, 409A-412B <b>MDIS Lesson:</b> D29, D30, D40
MA 2.2.1.d Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)	<b>SE/TE:</b> Topic 12: 385-388, 389-392, 409-412 <b>TE:</b> Topic 12: 385A-388B, 389A-392B, 409A-412B <b>MDIS Lesson:</b> D31, D37
<b>MA 2.2.2 Coordinate Geometry: Students will describe direction on a positive number line.</b>	
MA 2.2.2.a Identify numbers using location on a vertical number line	<b>SE/TE:</b> Topic 5: 139-142; Topic 6: 169-172, 173-176; Topic 7: 195-198; Topic 10: 313-316 <b>TE:</b> Topic 5: 139A-142B; Topic 6: 169A-172B, 173A-176B; Topic 7: 195A-198B; Topic 10: 313A-316B <b>MDIS Lesson:</b> A35

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MA 2.2.2.b Compare whole numbers using location on a horizontal number line	<b>SE/TE:</b> Topic 5: 139-142, 147-150; Topic 6: 169-172; Topic 7: 195-198; Topic 8: 233-236; Topic 9: 275-278; Topic 10: 313-316 <b>TE:</b> Topic 5: 139A-142B, 147A-150B; Topic 6: 169A-172B; Topic 7: 195A-198B; Topic 8: 233A-236B; Topic 9: 275A-278B; Topic 10: 313A-316B <b>MDIS Lesson:</b> A31, A35, A39
MA 2.2.2.c Identify the direction moved for adding and subtracting using a horizontal number line	<b>SE/TE:</b> Topic 5: 139-142; Topic 6: 169-172; Topic 7: 195-198; Topic 8: 233-236; Topic 9: 275-278; Topic 10: 313-316 <b>TE:</b> Topic 5: 139A-142B; Topic 6: 169A-172B; Topic 7: 195A-198B; Topic 8: 233A-236B; Topic 9: 275A-278B; Topic 10: 313A-316B <b>MDIS Lesson:</b> B74
<b>MA 2.2.3 Transformations: Students will identify lines of symmetry.</b>	
MA 2.2.3.a Identify lines of symmetry in two-dimensional shapes	<b>SE/TE:</b> Topic 12: 397-400, 405-408 <b>TE:</b> Topic 12: 397A-400B, 405A-408B
MA 2.2.3.b Draw a line of symmetry in two-dimensional shapes	<b>SE/TE:</b> Topic 12: 397-400, 405-408 <b>TE:</b> Topic 12: 397A-400B, 405A-408B
<b>MA 2.2.4 Spatial Modeling: Students will create two-dimensional shapes.</b>	
MA 2.2.4.a Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)	<b>SE/TE:</b> Topic 12: 389-392, 393-396 <b>TE:</b> Topic 12: 389A-392A, 393A-396A <b>MDIS Lesson:</b> D29, D33, D34, D40, D41, D42
<b>MA 2.2.5 Measurement: Students will measure using standard units, time and money.</b>	
MA 2.2.5.a Count mixed coins to \$1.00	<b>SE/TE:</b> Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438; Topic 14: 445-448, 449-450 <b>TE:</b> Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B; Topic 14: 445A-448B, 449A-450B <b>MDIS Lesson:</b> A64, A67, A68
MA 2.2.5.b Identify time to 5 minute intervals	<b>SE/TE:</b> Topic 16: 509-512, 513-516 <b>TE:</b> Topic 16: 509A-512B, 513A-516B <b>MDIS Lesson:</b> D3

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MA 2.2.5.c Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)	<b>SE/TE:</b> Topic 15: 467-470, 471-474, 479-482, 487-490, 495-498, 499-502; Topic 16: 509-512, 513-516 <b>TE:</b> Topic 15: 467A-470B, 471A-474B, 479A-482B, 487A-490B, 495A-498B, 499A-502B; Topic 16: 509A-512B, 513A-516B <b>MDIS Lesson:</b> D1, D6, D8, D12, D14, D16, D25, D26
MA 2.2.5.d Measure length using feet and yards	<b>SE/TE:</b> Topic 15: 479-482, 487-490, 495-498 <b>TE:</b> Topic 15: 479A-482B, 487A-490B, 495A-498B <b>MDIS Lesson:</b> D13, D15, D16
MA 2.2.5.e Compare and order objects using inches, feet and yards	<b>SE/TE:</b> Topic 15: 471-474, 479-482, 487-490, 491-494, 495-498, 499-502 <b>TE:</b> Topic 15: 471A-474B, 479A-482B, 487A-490B, 491A-494B, 495A-498B, 499A-502B <b>MDIS Lesson:</b> D13, D15, D16
<b>MA 2.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 2.3.1 Relationships: Students will identify, describe, and extend relationships.</b>	
MA 2.3.1.a Create and describe patterns using concrete and pictorial representations	<b>SE/TE:</b> Topic 5: 159; Topic 6: 177-180; Topic 10: 299, 313-316, 317-320, 325-328 <b>TE:</b> Topic 6: 177A-180B; Topic 10: 313A-316B, 317A-320B, 325A-328B
<b>MA 2.3.2 Modeling in Context: Students will use objects, pictures, and symbols as models to represent mathematical situations.</b>	
MA 2.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 100, using objects and number lines	<b>SE/TE:</b> Topic 1: 7-10, 11-14, 19-22, 27-30; Topic 2: 61-64; Topic 3: 91-94; Topic 4: 109-112, 113-116; Topic 6: 177-180; Topic 7: 203-206; Topic 8: 245-248; Topic 9: 287-290; Topic 11: 275-278 <b>TE:</b> Topic 1: 7A-10B, 11A-14B, 19A-22B, 27A-30B; Topic 2: 61A-64B; Topic 3: 91A-94B; Topic 4: 109A-112B, 113A-116B; Topic 6: 177A-180B; Topic 7: 203A-206B; Topic 8: 245A-248B; Topic 9: 287A-290B; Topic 11: 275A-278B <b>MDIS Lesson:</b> B74

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MA 2.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)	<b>SE/TE:</b> Topic 1: 7-10, 11-14, 27-30; Topic 3: 91-94; Topic 4: 113-116; Topic 6: 177-180; Topic 8: 245-248; Topic 9: 287-290 <b>TE:</b> Topic 1: 7A-10B, 11A-14B, 27A-30B; Topic 3: 91A-94B; Topic 4: 113A-116B; Topic 6: 177A-180B; Topic 8: 245A-248B; Topic 9: 287A-290B
<b>MA 2.3.3 Procedures: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences</b>	
MA 2.3.3.a Use symbolic representations of the commutative property of addition (e.g., $2 + 3 = \Delta + 2$ )	<b>SE/TE:</b> Topic 2: 49-52, 53-56 <b>TE:</b> Topic 2: 49A-52B, 53A-56B <b>MDIS Lesson:</b> B41
<b>MA 2.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 2.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.</b>	
MA 2.4.1.a Represent data using pictographs	<b>SE/TE:</b> Topic 16: 517-520, 525-528, 529-532 <b>TE:</b> Topic 16: 517A-520B, 525A-528B, 529A-532B <b>MDIS Lesson:</b> D45, D46, D50, D55
MA 2.4.1.b Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)	<b>SE/TE:</b> Topic 16: 517-520, 525-528, 529-532 <b>TE:</b> Topic 16: 517A-520B, 525A-528B, 529A-532B <b>MDIS Lesson:</b> D45, D46, D50, D55
MA 2.4.2 Predictions and Inferences: Mastery not expected at this level.	
MA 2.4.3 Probability: Mastery not expected at this level.	

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<b>MA 3.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 3.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.</b>	
MA 3.1.1.a Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)	<b>SE/TE:</b> Topic 1: 6-7, 10-11, 12-13, 14-17, 18-19 <b>TE:</b> Topic 1: 6A-7B, 10A-11B, 12A-13B, 14A-17B, 18A-19B <b>MDIS Lesson:</b> A43, A74, A76
MA 3.1.1.b Count by multiples of 5 to 200	<b>SE/TE:</b> Topic 1: 8-9, 10-11; Topic 5: 113, 116-119, 124-125, 131; Topic 6: 154; Topic 16: 390 <b>TE:</b> Topic 1: 8A-9B, 10A-11B; Topic 5: 116A-119B, 124A-125B <b>MDIS Lesson:</b> A40
MA 3.1.1.c Count by multiples of 10 to 400	<b>SE/TE:</b> Topic 1: 6-7, 10-11, 30; Topic 3: 58-59, 60-63, 63, 66, 72-73 Topic 5: 113, 126-127; Topic 16: 390 <b>TE:</b> Topic 1: 6A-7B, 10A-11B; Topic 3: 58A-59B, 60A-63B, 66B, 72A-73B Topic 5: 113A, 126A-127B <b>MDIS Lesson:</b> A40
MA 3.1.1.d Count by multiples of 100 to 1,000	<b>SE/TE:</b> Topic 1: 6-7; Topic 3: 58-59, 60-63, 66, 72-73, 74-77, 78-79, 89 <b>TE:</b> Topic 1: 6A-7B; Topic 3: 58A-59B, 60A-63B, 66B, 72A-73B, 74A-77B, 78A-79B <b>MDIS Lesson:</b> A32
MA 3.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)	<b>SE/TE:</b> Topic 1: 6-7; Topic 2: 37, 58-59, 60-63, 72-73, 74-77, 78-79 <b>TE:</b> Topic 1: 6A-7B; Topic 2: 58A-59B, 60A-63B, 72A-73B, 74A-77B, 78A-79B <b>MDIS Lesson:</b> A74, A75
MA 3.1.1.f Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)	For related content, please see: <b>SE/TE:</b> Topic 12: 295; Topic 16: 420-421

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MA 3.1.1.g Compare and order whole numbers through the thousands	<b>SE/TE:</b> Topic 1: 8-9, 10-11, 12-13, 14-17, 18-19, 20-21 <b>TE:</b> Topic 1: 8A-9B, 10A-11B, 12A-13B, 14A-17B, 18A-19B, 20A-21B <b>MDIS Lesson:</b> A76
MA 3.1.1.h Find parts of whole and parts of a set for $\frac{1}{2}$ , $\frac{1}{3}$ , or $\frac{1}{4}$	<b>SE/TE:</b> Topic 9: 220-221, 222-223, 224-225, 226-227, 228-229, 230-231, 232-233; Topic 10: 244-245, 246-247, 248-249, 252-255, 260-261 <b>TE:</b> Topic 9: 220A-221B, 222A-223B, 224A-225B, 226A-227B, 228A-229B, 230A-231B, 232A-233B; Topic 10: 244A-245B, 246A-247B, 248A-249B, 252A-255B, 260A-261B <b>MDIS Lesson:</b> A47, A48, A49, A50
MA 3.1.1.i Round a given number to tens, hundreds, or thousands	<b>SE/TE:</b> Topic 1: 10-11, 12-13, 14-17, 18-19 <b>TE:</b> Topic 1: 10A-11B, 12A-13B, 14A-17B, 18A-19B <b>MDIS Lesson:</b> A45, A75, A77
<b>MA 3.1.2 Operations: Students demonstrate the meaning of multiplication with whole numbers.</b>	
MA 3.1.2.a Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., $3 \times 4 = 4 + 4 + 4$ )	<b>SE/TE:</b> Topic 4: 98-99, 100-101, 102-103, 104-105, 106-107; Topic 6: 158-161; Topic 7: 176-177; Topic 8: 208-211 <b>TE:</b> Topic 4: 98A-99B, 100A-101B, 102A-103B, 104A-105B, 106A-107B; Topic 6: 158A-161B; Topic 7: 176A-177B; Topic 8: 208A-211B <b>MDIS Lesson:</b> B43
MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$ .)	<b>SE/TE:</b> Topic 7: 170-171, 172-173, 174-175, 178-179; Topic 8: 190-191, 192-195, 196-197, 198-199, 202-203 <b>TE:</b> Topic 7: 170A-171B, 172A-173B, 174A-175B, 178A-179B; Topic 8: 190A-191B, 192A-195B, 196A-197B, 198A-199B, 202A-203B <b>MDIS Lesson:</b> B57
MA 3.1.2.c Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in $3 \times 4 = 12$ , 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)	<b>SE/TE:</b> Topic 4: 98-99, 100-101, 102-103, 106-107; Topic 5: 120-121, 122-123, 124-125, 126-127, 128-129; Topic 6: 142-143, 146-149, 150-151, 152-153; Topic 8: 190-191, 202-203 <b>TE:</b> Topic 4: 98A-99B, 100A-101B, 102A-103B, 106A-107B; Topic 5: 120A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-129B; Topic 6: 142A-143B, 146A-149B, 150A-151B, 152A-153B; Topic 8: 190A-191B, 202A-203B <b>MDIS Lesson:</b> B70, B71, B72

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MA 3.1.2.d Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence $3 \times 4 = 12$ )	<b>SE/TE:</b> Topic 4: 100-101, 102-103, 104-105; Topic 6: 140-141, 144-145, 146-149, 150-151; Topic 8: 192-195, 197, 199 <b>TE:</b> Topic 4: 100A-101B, 102A-103B, 104A-105B; Topic 6: 140A-141B, 144A-145B, 146A-149B, 150A-151B; Topic 8: 192A-195B, 197B, 199B <b>MDIS Lesson:</b> B44, B63
<b>MA 3.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>	
MA 3.1.3.a Compute whole number multiplication facts 0 – 10 fluently	<b>SE/TE:</b> Topic 4: 98-99, 100-101, 102-103; Topic 5: 116-119, 120-121, 122-123, 124-125, 126-127; Topic 6: 140-141, 142-143, 144-145, 146-147, 150-151, 152-153; Topic 7: 190-191, 192-193 <b>TE:</b> Topic 4: 98A-99B, 100A-101B, 102A-103B; Topic 5: 116A-119B, 120A-121B, 122A-123B, 124A-125B, 126A-127B; Topic 6: 140A-141B, 142A-143B, 144A-145B, 146A-147B, 150A-151B, 152A-153B; Topic 7: 190A-191B, 192A-193B <b>MDIS Lesson:</b> B46, B47, B48, B49, B50, B51, B52, B53
MA 3.1.3.b Add and subtract through four-digit whole numbers with regrouping	For related content, please see: <b>SE/TE:</b> Topic 2: 32-33, 34-37, 38-39, 40-43; Topic 3: 60-63, 64-65, 66-67, 70-71, 72-73, 74-77, 78-79, 84-85 <b>TE:</b> Topic 2: 32A-33B, 34A-37B, 38A-39B, 40A-43B; Topic 3: 60A-63B, 64A-65B, 66A-67B, 70A-71B, 72A-73B, 74A-77B, 78A-79B, 84A-85B
MA 3.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)	For related content, please see: <b>SE/TE:</b> Topic 2: 48-49; Topic 3: 66-67, 68-69, 70-71, 74-77, 78-79, 84-85, 86-89 <b>TE:</b> Topic 2: 48A-49B; Topic 3: 66A-67B, 68A-69B, 70A-71B, 74A-77B, 78A-79B, 84A-85B, 86A-89B
<b>MA 3.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.</b>	
MA 3.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness	<b>SE/TE:</b> Topic 4: 129; Topic 6: 148, 153; Topic 7: 179, Topic 8: 200 <b>MDIS Lesson:</b> B68



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<b>MA 3.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 3.2.1 Characteristics: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.</b>	
MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes	<b>SE/TE:</b> Topic 11: 269-269, 272-275, 276-277, 278-279, 280-281 <b>TE:</b> Topic 11: 269A-269B, 272A-275B, 276A-277B, 278A-279B, 280A-281B <b>MDIS Lesson:</b> D29, D30, D33, D40, D41, D42
MA 3.2.1.b Identify congruent two-dimensional figures given multiple two-dimensional shapes	<b>SE/TE:</b> Topic 11: 272-275, 276-277, 278-279, 280-281 <b>TE:</b> Topic 11: 272A-275B, 276A-277B, 278A-279B, 280A-281B <b>MDIS Lesson:</b> D30, D33, D34
MA 3.2.1.c Identify lines, line segments, rays, and angles	<b>SE/TE:</b> Topic 11: 276-277 <b>TE:</b> Topic 11: 276A-277B
MA 3.2.1.d Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 10: 234-237, 238-241 <b>TE:</b> Topic 10: 234A-237B, 238A-241B <b>MDIS Lesson:</b> D31, D32, D35, D36, D37
<b>MA 3.2.2 Coordinate Geometry: Students will identify distances on a number line.</b>	
MA 3.2.2.a Draw a number line and plot points	<b>SE/TE:</b> Topic 1: 8-9, 10-11; Topic 9: 228-229, 230-231; Topic 10: 250-251, 256-257, 258-259 <b>TE:</b> Topic 1: 8A-9B, 10A-11B; Topic 9: 228A-229B, 230A-231B; Topic 10: 250A-251B, 256A-257B, 258A-259B
MA 3.2.2.b Determine the distance between two whole number points on a number line	<b>SE/TE:</b> Topic 9: 228-229, 230-231 <b>TE:</b> Topic 9: 228A-229B, 230A-231B
<b>MA 3.2.3 Transformations: Students will draw all lines of symmetry.</b>	
MA 3.2.3.a Draw all possible lines of symmetry in two-dimensional shapes	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 11: 264-265, 266-267 <b>TE:</b> Topic 11: 264A-265B, 266A-267B For related content, please see: <b>enVisionMATH Common Core ©2015</b> <b>SE/TE:</b> Topic 9: 220-221, 222-223; Topic 11: 282-283; Topic 14: 350-351 <b>TE:</b> Topic 9: 220A-221B, 222A-223B; Topic 11: 282A-283B; Topic 14: 350A-351B

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<b>MA 3.2.4 Spatial Modeling: Students will create two-dimensional shapes and three-dimensional objects.</b>	
MA 3.2.4.a Sketch and label lines, rays, line segments, and angles	<b>SE/TE:</b> Topic 11: 276-277 <b>TE:</b> Topic 11: 276A-277B <b>MDIS Lesson:</b> D39
MA 3.2.4.b Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 10: 234-237, 238-241 <b>TE:</b> Topic 10: 234A-237B, 238A-241B For related content, please see: <b>MDIS Lesson:</b> D31, D32, D35, D37
<b>MA 3.2.5 Measurement: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.</b>	
MA 3.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)	<b>SE/TE:</b> Topic 13: 210-311, 312-313, 314-315, 316-317; Topic 14: 334-335, 336-337, 338-339, 342-345, 346-347, 348-349, 352-353 <b>TE:</b> Topic 13: 210A-311B, 312A-313B, 314A-315B, 316A-317B; Topic 14: 334A-335B, 336A-337B, 338A-339B, 342A-345B, 346A-347B, 348A-349B, 352A-353B <b>MDIS Lesson:</b> D18, D23, D57
MA 3.2.5.b Count mixed coins and bills greater than \$1.00	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 13: 308-311 <b>TE:</b> Topic 13: 308A-311B <b>MDIS Lesson:</b> A67, A69, A70
MA 3.2.5.c Identify time of day (e.g., am, pm, noon, midnight)	<b>SE/TE:</b> Topic 12: 292-295, 296-297, 298-299, 300-301 <b>TE:</b> Topic 12: 292A-295B, 296A-297B, 298A-299B, 300A-301B <b>MDIS Lesson:</b> D6, D7, D8
MA 3.2.5.d State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)	<b>SE/TE:</b> Topic 12: 292-295, 296-297, 298-299, 300-301 <b>TE:</b> Topic 12: 292A-295B, 296A-297B, 298A-299B, 300A-301B <b>MDIS Lesson:</b> D5, D6, D8
MA 3.2.5.e Identify the appropriate customary unit for measuring length, weight, and capacity/volume	<b>SE/TE:</b> Topic 13: 310-311, 312-313; Topic 14: 334-335, 336-337, 342-345, 346-347, 352-353; Topic 15: 364-365, 366-367, 368-369, 372-373 <b>TE:</b> Topic 13: 310A-311B, 312A-313B; Topic 14: 334A-335B, 336A-337B, 342A-345B, 346A-347B, 352A-353B; Topic 15: 364A-365B, 366A-367B, 368A-369B, 372A-373B <b>MDIS Lesson:</b> D12, D13, D15, D16

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MA 3.2.5.f Measure length to the nearest $\frac{1}{2}$ inch and centimeter (e.g., requires rounding)	<b>SE/TE:</b> Topic 13: 316-317, 322-323; Topic 14: 332-333; Topic 16: 384-385 <b>TE:</b> Topic 13: 316A-317B, 322A-323B; Topic 14: 332A-333B; Topic 16: 384A-385B <b>MDIS Lesson:</b> D14, D16
MA 3.2.5.g Compare and order objects according to length using centimeters and meters	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 15: 350-351, 352-355 <b>TE:</b> Topic 15: 350A-351B, 352A-355B <b>MDIS Lesson:</b> D9, D14, D17 For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 14: 349; Topic 16: 384-385 <b>TE:</b> Topic 14: 349A; Topic 16: 384A-385B
<b>MA 3.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 3.3.1 Relationships: Students will represent relationships</b>	
MA 3.3.1.a Identify, describe, and extend numeric and non-numeric patterns	<b>SE/TE:</b> Topic 1: 10-11; Topic 5: 126-127; Topic 6: 154-155; Topic 8: 204-205 <b>TE:</b> Topic 1: 10A-11B; Topic 5: 126A-127B; Topic 6: 154A-155B; Topic 8: 204A-205B
MA 3.3.1.b Identify patterns using words, tables, and graphs	<b>SE/TE:</b> Topic 14: 340-341; Topic 16: 386-387, 394-395 <b>TE:</b> Topic 14: 340A-341B; Topic 16: 386A-387B, 394A-395B <b>MDIS Lesson:</b> A71, A72, A73, D46
<b>MA 3.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.</b>	
MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols	<b>SE/TE:</b> Topic 2: 30-31, 32-33, 38-39, 48-49; Topic 3: 58-59, 60-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-77, 78-79, 84-85, 86-89 <b>TE:</b> Topic 2: 30A-31B, 32A-33B, 38A-39B, 48A-49B; Topic 3: 58A-59B, 60A-63B, 64A-65B, 66A-67B, 68A-69B, 70A-71B, 72A-73B, 74A-77B, 78A-79B, 84A-85B, 86A-89B <b>MDIS Lesson:</b> B39, B74
MA 3.3.2.b Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)	<b>SE/TE:</b> Topic 2: 38-39, 44-47, 48-49; Topic 3: 70-71, 72-73, 78-79, 86-89 <b>TE:</b> Topic 2: 38A-39B, 44A-47B, 48A-49B; Topic 3: 70A-71B, 72A-73B, 78A-79B, 86A-89B <b>MDIS Lesson:</b> B33

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<b>MA 3.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.</b>	
MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$ )	<b>SE/TE:</b> Topic 2: 30-31, 34-37, 38-39 <b>TE:</b> Topic 2: 30A-31B, 34A-37B, 38A-39B <b>MDIS Lesson:</b> B41
MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., $\Delta + 2 = 3$ )	<b>SE/TE:</b> Topic 2: 30-31, 32-33, 34-37, 38-39, 40-43, 44-47; Topic 3: 58-59, 64-65, 66-67, 72-73, 74-77, 78-79, 80-81, 82-83 84-85, 86-89 <b>TE:</b> Topic 2: 30A-31B, 32A-33B, 34A-37B, 38A-39B, 40A-43B, 44A-47B; Topic 3: 58A-59B, 64A-65B, 66A-67B, 72A-73B, 74A-77B, 78A-79B, 80A-81B, 82A-83B 84A-85B, 86A-89B
MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction	<b>SE/TE:</b> Topic 2: 30-31, 32-33, 34-37, 38-39 40-43, 44-47, 48-49; Topic 3: 58-59, 64-65, 66-67, 68-69, 70-71, 72-73, 74-77, 78-79, 84-85, 86-89 <b>TE:</b> Topic 2: 30A-31B, 32A-33B, 34A-37B, 38A-39B 40A-43B, 44A-47B, 48A-49B; Topic 3: 58A-59B, 64A-65B, 66A-67B, 68A-69B, 70A-71B, 72A-73B, 74A-77B, 78A-79B, 84A-85B, 86A-89B
<b>MA 3.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 3.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.</b>	
MA 3.4.1.a Represent data using horizontal and vertical bar graphs	<b>SE/TE:</b> Topic 16: 382-383, 384-385, 386-389, 390-391, 392-393, 394-395 <b>TE:</b> Topic 16: 382A-383B, 384A-385B, 386A-389B, 390A-391B, 392A-393B, 394A-395B <b>MDIS Lesson:</b> D47, D51, D56
MA 3.4.1.b Use comparative language to describe the data (e.g., increasing, decreasing)	<b>SE/TE:</b> Topic 16: 384-385, 386-389, 390-391, 392-393, 394-395 <b>TE:</b> Topic 16: 384A-385B, 386A-389B, 390A-391B, 392A-393B, 394A-395B <b>MDIS Lesson:</b> D46
MA 3.4.1.c Interpret data using horizontal and vertical bar graphs	<b>SE/TE:</b> Topic 16: 382-383, 384-385, 386-389, 390-391, 392-393, 394-395 <b>TE:</b> Topic 16: 382A-383B, 384A-385B, 386A-389B, 390A-391B, 392A-393B, 394A-395B <b>MDIS Lesson:</b> D47, D51, D56
MA 3.4.2 Predictions and Inferences: Mastery not expected at this level.	

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<b>MA 3.4.3 Probability: Students will find and describe experimental probability.</b>	
MA 3.4.3.a Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 20: 472-475, 476-477, 478-481 <b>TE:</b> Topic 20: 472A-475B, 476A-477B, 478A-481B For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 16: 393 <b>TE:</b> Topic 16: 393B

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<b>MA 4.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 4.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.</b>	
MA 4.1.1.a Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)	<b>SE/TE:</b> Topic 3: 63-63, 66-67, 68-69, 70-73; Topic 4: 96-99 <b>TE:</b> Topic 3: 63A-63B, 66A-67B, 68A-69B, 70A-73B; Topic 4: 96A-99B <b>MDIS Lesson:</b> F12, F13, F14
MA 4.1.1.b Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 + .2 +.03)	<b>SE/TE:</b> Topic 13: 325-325, 334-335, 340-343, 344-345, 346-349 <b>TE:</b> Topic 13: 325A-325B, 325E, 334A-335B, 340A-343B, 344A-345B, 346A-349B <b>MDIS Lesson:</b> H24, H25
MA 4.1.1.c Compare and order whole numbers and decimals through the hundredths place (e.g., money)	<b>SE/TE:</b> Topic 3: 63-63; Topic 13: 325-325, 325, 336-339, 344-345, 346-349, 350-351 Topic 15: 408-409 <b>TE:</b> Topic 3: 63A-63B; Topic 13: 325A-325B, 325D, 336A-339B, 344A-345B, 346A-349B, 350A-351B Topic 15: 408A-409B <b>MDIS Lesson:</b> H15, H25, H30
MA 4.1.1.d Classify a number as even or odd	<b>SE/TE:</b> Topic 3: 63 <b>MDIS Lesson:</b> A21
MA 4.1.1.e Represent a fraction as parts of a whole and/or parts of a set	<b>SE/TE:</b> Topic 11: 253-253, 262-265, 272-273, 274-275; Topic 12: 288-289, 290-291, 292-293, 296-299, 300-303 <b>TE:</b> Topic 11: 253A-253B, 262A-265B, 272A-273B, 274A-275B; Topic 12: 288A-289B, 290A-291B, 292A-293B, 296A-299B, 300A-303B <b>MDIS Lesson:</b> H1, H2, H3, H4
MA 4.1.1.f Use visual models to find equivalent fractions (e.g., $\frac{2}{4} = \frac{1}{2}, \frac{2}{8} = \frac{1}{4}, 1 = \frac{2}{2} = \frac{5}{5}, \frac{3}{3}$ )	<b>SE/TE:</b> Topic 11: 262-265, 266-267, 268-271, 272-273, 274-275; Topic 12: 288-289, 290-291, 292-293, 296-299, 300-303, 304-307, 308-309 <b>TE:</b> Topic 11: 262A-265B, 266A-267B, 268A-271B, 272A-273B, 274A-275B; Topic 12: 288A-289B, 290A-291B, 292A-293B, 296A-299B, 300A-303B, 304A-307B, 308A-309B <b>MDIS Lesson:</b> H8, H9

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MA 4.1.1.g Determine the size of a fraction relative to one half using equivalent forms (e.g., Is $\frac{3}{8}$ more or less than one half?)	<b>SE/TE:</b> Topic 11: 262-265, 268-271, 272-273; Topic 12: 288-289, 290-291 <b>TE:</b> Topic 11: 262A-265B, 268A-271B, 272A-273B; Topic 12: 288A-289B, 290A-291B <b>MDIS Lesson:</b> H10, H11, H21
MA 4.1.1.h Locate fractions on a number line	<b>SE/TE:</b> Topic 11: 253, 266-267, 268-271; Topic 12: 296-299, 308-209 <b>TE:</b> Topic 11: 253A, 266A-267B, 268A-271B; Topic 12: 296A-299B, 308A-209B <b>MDIS Lesson:</b> H6, H10, H23, H37, H83
MA 4.1.1.i Round a whole number to millions	<b>SE/TE:</b> Topic 3: 78-79; Topic 4: 94-95; Topic 5: 124-125 <b>TE:</b> Topic 3: 78A-79B; Topic 4: 94A-95B; Topic 5: 124A-125B <b>MDIS Lesson:</b> F13
<b>MA 4.1.2 Operations: Students will demonstrate the meaning of division with whole numbers.</b>	
MA 4.1.2.a Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]	<b>SE/TE:</b> Topic 1: 20-23, 24-25, 28-29; Topic 9: 206-207, 208-209, 210-211, 212-213, 214-215, 218-219; Topic 10: 228-229, 230-233, 239-239, 240-241 <b>TE:</b> Topic 1: 20A-23B, 24A-25B, 28A-29B; Topic 9: 206A-207B, 208A-209B, 210A-211B, 212A-213B, 214A-215B, 218A-219B; Topic 10: 228A-229B, 230A-233B, 239A-239B, 240A-241B <b>MDIS Lesson:</b> G34, G50, G52
<b>MA 4.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>	
MA 4.1.3.a Compute whole number division facts 0 – 10 fluently	<b>SE/TE:</b> Topic 1: 20-23, 24-25; Topic 6: 138-139; Topic 9: 206-207, 208-209; Topic 10: 228-229, 230-233, 234-235 <b>TE:</b> Topic 1: 20A-23B, 24A-25B; Topic 6: 138A-139B; Topic 9: 206A-207B, 208A-209B; Topic 10: 228A-229B, 230A-233B, 234A-235B <b>MDIS Lesson:</b> G36, G37, G38, G39, G58
MA 4.1.3.b Add and subtract decimals to the hundredths place (e.g., money)	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 13: 294-295, 296-299, 300-303 <b>TE:</b> Topic 13: 294A-295B, 296A-299B, 300A-303B <b>MDIS Lesson:</b> H55, H56, H57, H58

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MA 4.1.3.c Multiply two-digit whole numbers	<b>SE/TE:</b> Topic 7: 166-169, 170-171, 172-173; Topic 8: 186-189, 190-191, 192-193, 194-195 <b>TE:</b> Topic 7: 166A-169B, 170A-171B, 172A-173B; Topic 8: 186A-189B, 190A-191B, 192A-193B, 194A-195B <b>MDIS Lesson:</b> G44, G45, G46, G67, G68
MA 4.1.3.d Divide a three-digit number with one digit divisor with and without a remainder	<b>SE/TE:</b> Topic 9: 206-207, 208-209, 210-211, 212-213; Topic 10: 228-229, 234-235, 238-239, 240-241 <b>TE:</b> Topic 9: 206A-207B, 208A-209B, 210A-211B, 212A-213B; Topic 10: 228A-229B, 234A-235B, 238A-239B, 240A-241B <b>MDIS Lesson:</b> G54
MA 4.1.3.e Mentally compute multiplication and division involving powers of 10	<b>SE/TE:</b> Topic 3: 63; Topic 5: 116-117, 118-119; Topic 7: 170-171-172-173 <b>TE:</b> Topic 3: 63B; Topic 5: 116A-117B, 118A-119B; Topic 7: 170A-171B, 172A-173B <b>MDIS Lesson:</b> G40, G41, G67, G71, H61
MA 4.1.3.f Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)	<b>SE/TE:</b> Topic 1: 26-27; Topic 4: 104-107; Topic 5: 113, 120-121, 126-129; Topic 6: 142-143, 144-147; Topic 8: 192-193; Topic 9: 214-217 <b>TE:</b> Topic 1: 26A-27B; Topic 4: 104A-107B; Topic 5: 113A, 120A-121B, 126A-129B; Topic 6: 142A-143B, 144A-147B; Topic 8: 192A-193B; Topic 9: 214A-217B <b>MDIS Lesson:</b> G40, G41, G64, G70
<b>MA 4.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.</b>	
MA 4.1.4.a Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness	<b>SE/TE:</b> Topic 6: 144-147, 152-153; Topic 5: 124-125; Topic 9: 208-209, 210-211; Topic 10: 242-243 <b>TE:</b> Topic 6: 144A-147B, 152A-153B; Topic 5: 124A-125B; Topic 9: 208A-209B, 210A-211B; Topic 10: 242A-243B <b>MDIS Lesson:</b> G42, G43, G65, G72
<b>MA 4.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 4.2.1 Characteristics: Students will classify two-dimensional shapes and three-dimensional objects.</b>	
MA 4.2.1.a Identify two- and three-dimensional shapes according to their sides and angle properties	<b>SE/TE:</b> Topic 16: 426-427, 428-429, 430-431, 434-435, 436-437, 438-439 <b>TE:</b> Topic 16: 426A-427B, 428A-429B, 430A-431B, 434A-435B, 436A-437B, 438A-439B <b>MDIS Lesson:</b> I1, I4, I6



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MA 4.2.1.b Classify an angle as acute, obtuse, and right	<b>SE/TE:</b> Topic 16: 419, 424-425- 426-427, 428-429, 430-431, 436-437 <b>TE:</b> Topic 16: 419B, 424A-425B, 426A-427B, 428A-429B, 430A-431B, 436A-437B <b>MDIS Lesson:</b> 13, 15, 118
MA 4.2.1.c Identify parallel, perpendicular, and intersecting lines	<b>SE/TE:</b> Topic 16: 419, 422-423, 438-439 <b>TE:</b> Topic 16: 419A, 422A-423B, 438A-439B <b>MDIS Lesson:</b> 12
MA 4.2.1.d Identify the property of congruency when dealing with plane geometric shapes	<b>SE/TE:</b> Topic 16: 422-423, 436-437, 440-441 <b>TE:</b> Topic 16: 422A-423B, 436A-437B, 440A-441B <b>MDIS Lesson:</b> 19, 114
<b>MA 4.2.2 Coordinate Geometry: Students will describe locations using coordinate geometry.</b>	
MA 4.2.2.a Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)	For related content, please see: <b>SE/TE:</b> Topic 12: 296-299, 336-339 <b>TE:</b> Topic 12: 296A-299B, 336A- 339B <b>MDIS Lesson:</b> F32, F35
<b>MA 4.2.3 Transformations: Students will identify simple transformations.</b>	
MA 4.2.3.a Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 19: 448-449, 450-451, 452-453 <b>TE:</b> Topic 19: 448A-449B, 450A-451B, 452A-453B <b>MDIS Lesson:</b> 19, 116, 117 <b><i>enVisionMATH Common Core</i> ©2015</b> For related content, please see: <b>SE/TE:</b> Topic 16: 440-441, 442-443 <b>TE:</b> Topic 16: 440A-441B, 442A-443B
<b>MA 4.2.4 Spatial Modeling: Student will use geometric models to solve problems.</b>	
MA 4.2.4.a Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)	<b>SE/TE:</b> Topic 16: 438-439, 442-443 <b>TE:</b> Topic 16: 438A-439B, 442A-443B <b>MDIS Lesson:</b> 11, 113
<b>MA 4.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.</b>	
MA 4.2.5.a Select and use appropriate tools to measure perimeter of polygons	<b>SE/TE:</b> Topic 15: 404-405 <b>TE:</b> Topic 15: 424A-405B <b>MDIS Lesson:</b> 141, 144

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MA 4.2.5.b Identify time to the minute on an analog clock	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 16: 386-389 <b>TE:</b> Topic 16: 386A-389B <b>MDIS Lesson:</b> 128, 129, 131, 138, 140 For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 14: 388-389 <b>TE:</b> Topic 14: 388A-339B
MA 4.2.5.c Solve problems involving elapsed time	<b>SE/TE:</b> Topic 14: 386-387, 388-389 <b>TE:</b> Topic 14: 386A-387B, 388A-389B <b>MDIS Lesson:</b> 131, 139, 140
MA 4.2.5.d Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)	<b>SE/TE:</b> Topic 14: 364-365, 366-367, 368-369, 376-377, 378-379, 380-381, 382-385 <b>TE:</b> Topic 14: 364A-365B, 366A-367B, 368A-369B, 376A-377B, 378A-379B, 380A-381B, 382A-385B <b>MDIS Lesson:</b> 123, 125, 127, 135
MA 4.2.5.e Estimate and measure length using customary (nearest ½ inch) and metric (nearest centimeter) units	<b>SE/TE:</b> Topic 14: 370-373, 376-377, 382-385 <b>TE:</b> Topic 14: 370A-373B, 376A-377B, 382A-385B <b>MDIS Lesson:</b> 121, 122, 123, 132
MA 4.2.5.f Measure weight and temperature using customary units	<b>SE/TE:</b> Topic 14: 368-369 <b>TE:</b> Topic 14: 368A-369B <b>MDIS Lesson:</b> 126, 134
MA 4.2.5.g Compute simple unit conversions for length within a system of measurement	<b>SE/TE:</b> Topic 14: 370-373, 376-377, 380-381, 382-385 <b>TE:</b> Topic 14: 370A-373B, 376A-377B, 380A-381B, 382A-385B <b>MDIS Lesson:</b> 132, 135
<b>MA 4.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 4.3.1 Relationships: Students will represent and analyze relationships.</b>	
MA 4.3.1.a Describe, extend, and apply rules about numeric patterns	<b>SE/TE:</b> Topic 1: 10-11; Topic 2: 37-37, 40-41, 42-43, 44-45, 46-49, 50-53; Topic 6: 143; Topic 7: 170-171; Topic 13: 349 <b>TE:</b> Topic 1: 10A-11B; Topic 2: 37A-37B, 40A-41B, 42A-43B, 44A-45B, 46A-49B, 50A-53B; Topic 7: 170A-171B <b>MDIS Lesson:</b> F24, F25, G40, G41

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MA 4.3.1.b Represent and analyze a variety of patterns using words, tables, and graphs	<b>SE/TE:</b> Topic 2: 37-37, 40-41, 42-43, 44-45, 46-49, 50-53; Topic 13: 349; Topic 15: 410-413 <b>TE:</b> Topic 2: 37A-37B, 40A-41B, 42A-43B, 44A-45B, 46A-49B, 50A-53B; Topic 15: 410A-413B <b>MDIS Lesson:</b> F24, F25, F26, F27
MA 4.3.1.c Use $\geq$ , $\leq$ symbols to compare quantities	For related content, please see: <b>SE/TE:</b> Topic 1: 26-27; Topic 6: 147; Topic 11: 268-271 <b>TE:</b> Topic 1: 26A-27B; Topic 11: 268A-271B <b>MDIS Lesson:</b> F38
MA 4.3.1.d Select appropriate operational and relational symbols to make a number sentence true	<b>SE/TE:</b> Topic 1: 26-27; Topic 6: 147; Topic 11: 268-271 <b>TE:</b> Topic 1: 26A-27B; Topic 11: 268A-271B <b>MDIS Lesson:</b> F37, F38
<b>MA 4.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.</b>	
MA 4.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols	<b>SE/TE:</b> Topic 1: 2, 6-9, 14-17, 24-25, 28-29, 30-31; Topic 2: 54-57; Topic 3: 78-79, 80-81; Topic 4: 104-107; Topic 7: 176-177 Topic 8: 196-197 <b>TE:</b> Topic 1: 2G, 6A-9B, 14A-17B, 24A-25B, 28A-29B, 30A-31B; Topic 2: 54A-57B; Topic 3: 78A-79B, 80A-81B; Topic 4: 104A-107B; Topic 7: 176A-177B Topic 8: 196A-197B <b>MDIS Lesson:</b> F23
MA 4.3.2.b Describe and model quantitative change involving multiplication (e.g., money doubling)	<b>SE/TE:</b> Topic 1: 6-9, 24-25, 30-31; Topic 2: 46-49, 54-57; Topic 3: 78-79; Topic 7: 176-177; Topic 8: 196-197; Topic 10: 244-245 <b>TE:</b> Topic 1: 6A-9B, 24A-25B, 30A-31B; Topic 2: 46A-49B, 54A-57B; Topic 3: 78A-79B; Topic 7: 176A-177B; Topic 8: 196A-197B; Topic 10: 244A-245B <b>MDIS Lesson:</b> G22, G23
<b>MA 4.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.</b>	
MA 4.3.3.a Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., $n + 3$ , $b - 2$ )	<b>SE/TE:</b> Topic 12: 317; Topic 16: 454-455 <b>MDIS Lesson:</b> F44, F45
MA 4.3.3.b Use symbolic representation of the identity property of multiplication (e.g., $5 * 1 = 5$ )	<b>SE/TE:</b> Topic 1: 12-13 <b>TE:</b> Topic 1: 12A-13B <b>MDIS Lesson:</b> F39, G70

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MA 4.3.3.c Use symbolic representations of the commutative property of multiplication (e.g., $2 * 3 = \Delta * 2$ )	<b>SE/TE:</b> Topic 1: 12-13; Topic 11: 276; Topic 12: 317 <b>TE:</b> Topic 1: 12A-13B <b>MDIS Lesson:</b> F39, G70
MA 4.3.3.d Solve simple one-step whole number equations (e.g., $x + 2 = 3$ , $3 * y = 6$ )	<b>SE/TE:</b> Topic 12: 317; Topic 16: 454-455 <b>MDIS Lesson:</b> F49, F50, F53, F54
MA 4.3.3.e Explain the procedure(s) used in solving simple one-step whole number equations	<b>SE/TE:</b> Topic 1: 18-19, 24-25; Topic 5: 126-129 <b>TE:</b> Topic 1: 18A-19B, 24A-25B; Topic 5: 126A-129B <b>MDIS Lesson:</b> F51
<b>MA 4.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 4.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.</b>	
MA 4.4.1.a Represent data using dot/line plots	<b>SE/TE:</b> Topic 15: 397, 400-401, 402-403 <b>TE:</b> Topic 15: 397B, 400A-401B, 402A-403B <b>MDIS Lesson:</b> I69
MA 4.4.1.b Compare different representations of the same data	<b>SE/TE:</b> Topic 15: 400-401, 402-403, 406-407 <b>TE:</b> Topic 15: 400A-401B, 402A-403B, 406A-407B <b>MDIS Lesson:</b> I57, I61
MA 4.4.1.c Interpret data and draw conclusions using dot/line plots	<b>SE/TE:</b> Topic 15: 400-401, 402-403, 406-407 <b>TE:</b> Topic 15: 400A-401B, 402A-403B, 406A-407B <b>MDIS Lesson:</b> I61, I69
MA 4.4.1.d Find the mode and range for a set of whole numbers	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 17: 414-415 <b>TE:</b> Topic 17: 414A-415B <b>MDIS Lesson:</b> I65 For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 15: 402-403, 406-407 <b>TE:</b> Topic 15: 402A-403B, 406A-407B

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<p align="center"><b>Nebraska Mathematics Standards Grade 4</b></p>	<p align="center"><b><i>enVisionMATH Common Core</i> ©2015</b></p>
<p>MA 4.4.1.e Find the whole number mean for a set of whole numbers</p>	<p><b>2011 enVisionMATH online resource:</b>  <b>SE/TE:</b> Topic 17: 412-413  <b>TE:</b> Topic 17: 412A-413B  <b>MDIS Lesson:</b> 164            For related content, please see:  <b><i>enVisionMATH Common Core</i> ©2015</b>  <b>SE/TE:</b> Topic 15: 402-403, 406-407  <b>TE:</b> Topic 15: 402A-403B, 406A-407B</p>
<p><b>MA 4.4.2 Predictions and Inferences: Students will construct predictions based on data.</b></p>	
<p>MA 4.4.2.a Make predictions based on data to answer questions from tables and bar graphs</p>	<p><b>2011 enVisionMATH online resource:</b>  <b>SE/TE:</b> Topic 17: 402-403, 404-405  <b>TE:</b> Topic 17: 402A-403B, 404A-405B  <b>MDIS Lesson:</b> 159, 161            For related content, please see:  <b><i>enVisionMATH Common Core</i> ©2015</b>  <b>SE/TE:</b> Topic 15: 400-401, 402-403, 406-407  <b>TE:</b> Topic 15: 400A-401B, 402A-403B, 406A-407B</p>
<p><b>MA 4.4.3 Probability: Students will find, describe, and compare experimental probabilities.</b></p>	
<p>MA 4.4.3.a Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)</p>	<p><b>2011 enVisionMATH online resource:</b>  <b>SE/TE:</b> Topic 20: 470-471  <b>TE:</b> Topic 20: 470A-471B            For related content, please see:  <b><i>enVisionMATH Common Core</i> ©2015</b>  <b>SE/TE:</b> Topic 15: 400-401, 402-403, 406-407  <b>TE:</b> Topic 15: 400A-401B, 402A-403B, 406A-407B</p>

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<b>MA 5.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 5.1.1 Number System: Students will represent and show relationships among positive rational numbers.</b>	
MA 5.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is $3 + .1 + .02 + .005$ )	<b>SE/TE:</b> Topic 1: 2, 6-7, 8-11, 12-13, 14-15, 18-21 <b>TE:</b> Topic 1: 2H, 6A-7B, 8A-11B, 12A-13B, 14A-15B, 18A-21B <b>MDIS Lesson:</b> H26, H29, H31, H35
MA 5.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place	<b>SE/TE:</b> Topic 1: 12-13, 16-17, 18-21; Topic 6: 140-143; Topic 11: 270-271 <b>TE:</b> Topic 1: 12A-13B, 16A-17B, 18A-21B; Topic 6: 140A-143B; Topic 11: 270A-271B <b>MDIS Lesson:</b> F20, H25, H31, H35
MA 5.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions	<b>SE/TE:</b> Topic 9: 208-209, 210-212, 212-215; Topic 10: 236-237, 240-241 <b>TE:</b> Topic 9: 208A-209B, 210A-212B 212A-215B; Topic 10: 236A-237B, 240A-241B <b>MDIS Lesson:</b> H19, H42, H43
MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)	<b>SE/TE:</b> Topic 1: 8-11, 12-13; Topic 9: 206-207, 210-211, 212-215; Topic 11: 272-273 <b>TE:</b> Topic 1: 8A-11B, 12A-13B; Topic 9: 206A-207B, 210A-211B, 212A-215B; Topic 11: 272A-273B <b>MDIS Lesson:</b> H33, H34, H78
MA 5.1.1.e Classify a number as prime or composite	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 4: 106-109 <b>TE:</b> Topic 4: 106A-109B For related content, please see: <b>MDIS Lesson:</b> G61
MA 5.1.1.f Identify factors and multiples of any whole number	<b>SE/TE:</b> Topic 3: 64-65; Topic 4: 82-83; Topic 9: 210-212 <b>TE:</b> Topic 3: 64A-65B; Topic 4: 82A-83B; Topic 9: 201A, 210A-212B <b>MDIS Lesson:</b> F23, G57, G58, G59, G61, G62
MA 5.1.1.g Round whole numbers and decimals to any given place	<b>SE/TE:</b> Topic 2: 34-35, 36-39; Topic 11: 258-259 <b>TE:</b> Topic 2: 34A-35B, 36A-39B; Topic 11: 258A-259B <b>MDIS Lesson:</b> F4, F10, F13, H28

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<b>MA 5.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with whole numbers.</b>	
MA 5.1.2.a Use words and symbols to explain the meaning of the identity properties for addition and multiplication	<b>SE/TE:</b> Topic 3: 62-63 <b>TE:</b> Topic 3: 62A-63B <b>MDIS Lesson:</b> F39, G1, G70
MA 5.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication	<b>SE/TE:</b> Topic 2: 30-33; Topic 3: 62-63 <b>TE:</b> Topic 2: 30A-33B; Topic 3: 62A-63B <b>MDIS Lesson:</b> F39, G1, G70
MA 5.1.2.c Use words and symbols to explain the distributive property of multiplication over addition (e.g., $5(y + 2) = 5y + 5 \times 2$ )	<b>SE/TE:</b> Topic 8: 182-185, 186-187 <b>TE:</b> Topic 8: 182A-185B, 186A-187B <b>MDIS Lesson:</b> F39, F42
<b>MA 5.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>	
MA 5.1.3.a Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)	<b>SE/TE:</b> Topic 2: 30-33, 36-39, 40-43, 44-45, 46-47; Topic 9: 206-207, 210-212, 212-215, 216-217, 218-221; Topic 10: 230-231, 232-235, 236-237, 238-239, 240-241 <b>TE:</b> Topic 2: 30A-33B, 36A-39B, 40A-43B, 44A-45B, 46A-47B; Topic 9: 206A-207B, 210A-212B, 212A-215B, 216A-217B, 218A-221B; Topic 10: 230A-231B, 232A-235B, 236A-237B, 238A-239B, 240A-241B <b>MDIS Lesson:</b> F21, F22, H38, H39, H40, H41, H42, H43, H45, H46
MA 5.1.3.b Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)	<b>SE/TE:</b> Topic 2: 48-51; Topic 3: 72-73; Topic 4: 98-99; Topic 5: 124-125; Topic 7: 170-171; Topic 8: 182-185, 192-193, 194-195; Topic 9: 210-211 <b>TE:</b> Topic 2: 48A-51B; Topic 3: 72A-73B; Topic 4: 98A-99B; Topic 5: 124A-125B; Topic 7: 170A-171B; Topic 8: 182A-185B, 192A-193B, 194A-195B; Topic 9: 210A-211B <b>MDIS Lesson:</b> G9, G40, G41, G64, G70
MA 5.1.3.c Multiply decimals	<b>SE/TE:</b> Topic 3: 64-65; Topic 6: 134-135, 136-137, 138-139, 140-143, 144-145, 146-147 <b>TE:</b> Topic 3: 64A-65B; Topic 6: 134A-135B, 136A-137B, 138A-139B, 140A-143B, 144A-145B, 146A-147B <b>MDIS Lesson:</b> H60, H61, H62, H63, H64

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MA 5.1.3.d Divide a decimal by a whole number	<b>SE/TE:</b> Topic 7: 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171 <b>TE:</b> Topic 7: 158A-159B, 160A-161B, 162A-163B, 164A-165B, 166A-167B, 168A-169B, 170A-171B <b>MDIS Lesson:</b> H65, H66, H67
<b>MA 5.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.</b>	
MA 5.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results	<b>SE/TE:</b> Topic 2: 36-39; Topic 4: 86-87; Topic 9: 204-205, 206-207; Topic 10: 230-231 <b>TE:</b> Topic 2: 36A-39B; Topic 4: 86A-87B; Topic 9: 204A-205B, 206A-207B; Topic 10: 230A-231B <b>MDIS Lesson:</b> G5, G6, G13, H44, H55, H58, H85
<b>MA 5.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 5.2.1 Characteristics: Students will describe relationships among two-dimensional shapes and three-dimensional objects.</b>	
MA 5.2.1.a Identify the number of edges, faces, and vertices of triangular and rectangular prisms	<b>SE/TE:</b> Topic 12: 258, 288-289, 290-293; Topic 16: 402-403 <b>TE:</b> Topic 12: 258A, 288A-289B, 290A-293B <b>MDIS Lesson:</b> I1, I11, I12
MA 5.2.1.b Justify congruence of two-dimensional shapes	<b>SE/TE:</b> Topic 15: 346-347, 348-349, 350-351, 352-353, 354-355 <b>TE:</b> Topic 15: 346A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-355B <b>MDIS Lesson:</b> I9, I14
MA 5.2.1.c Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)	<b>SE/TE:</b> Topic 15: 346-347, 348-349, 350-351, 352-353, 354-355 <b>TE:</b> Topic 15: 346A-347B, 348A-349B, 350A-351B, 352A-353B, 354A-355B <b>MDIS Lesson:</b> I4, I5, I6, I7, I15, I20
MA 5.2.1.d Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 8: 204-205; Topic 12: 310-313 <b>TE:</b> Topic 8: 204A-205B; Topic 12: 310A-313B For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 15: 348-349, 350-351 <b>TE:</b> Topic 15: 348A-349B, 350A-351B <b>MDIS Lesson:</b> I15, I18, I19



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<b>MA 5.2.2 Coordinate Geometry: Students will identify locations using coordinate geometry.</b>	
MA 5.2.2.a Plot the location of an ordered pair in the first quadrant	<b>SE/TE:</b> Topic 16: 366-369, 370-371, 372-373, 374-375, 376-377 <b>TE:</b> Topic 16: 366A-369B, 370A-371B, 372A-373B, 374A-375B, 376A-377B <b>MDIS Lesson:</b> F35
<b>MA 5.2.3 Transformations: Students will identify and use simple transformations.</b>	
MA 5.2.3.a Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 19: 464-467, 468-469, 470-471, 472-473, 474-477 <b>TE:</b> Topic 19: 464A-467B, 468A-469B, 470A-471B, 472A-473B, 474A-477B <b>MDIS Lesson:</b> I16, I17 For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 15: 346-347, 348-349, 350-351 <b>TE:</b> Topic 15: 346A-347B, 348A-349B, 350A-351B
<b>MA 5.2.4 Spatial Modeling: Students will create and use geometric models to solve problems.</b>	
MA 5.2.4.a Build or sketch a geometric model to solve a problem	<b>SE/TE:</b> Topic 12: 288-289, 290-293; Topic 15: 356-357 <b>TE:</b> Topic 12: 288A-289B, 290A-293B; Topic 15: 356A-357B <b>MDIS Lesson:</b> I13, I20
MA 5.2.4.b Sketch congruent shapes	<b>SE/TE:</b> Topic 15: 346-347, 348-349, 350-351 <b>TE:</b> Topic 15: 346A-347B, 348A-349B, 350A-351B <b>MDIS Lesson:</b> I9, I14
MA 5.2.4.c Build rectangular prisms using cubes	<b>SE/TE:</b> Topic 12: 285, 288-289 <b>TE:</b> Topic 12: 285B, 285D, 288A-289B
<b>MA 5.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.</b>	
MA 5.2.5.a Select and use appropriate tools to measure perimeter and angles	<b>SE/TE:</b> Topic 13: 318-319 <b>TE:</b> Topic 318A-319B <b>MDIS Lesson:</b> I18, I41, I44, I47

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MA 5.2.5.b Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)	<b>SE/TE:</b> Topic 13: 306-307, 308-309, 310-311 <b>TE:</b> Topic 13: 306A-307B, 308A-309B, 310A-311B <b>MDIS Lesson:</b> I21, I22, I23, I24, I25, I26, I27, I37
MA 5.2.5.c Estimate and measure length with customary units to the nearest $\frac{1}{4}$ inch	<b>SE/TE:</b> Topic 13: 312-313 <b>TE:</b> Topic 13: 312A-313B <b>MDIS Lesson:</b> I21
MA 5.2.5.d Measure capacity/volume with customary units	<b>SE/TE:</b> Topic 12: 288-289, 290-293, 294-295, 296-297; Topic 13: 306-307, 308-309, 314-315 <b>TE:</b> Topic 12: 288A-289B, 290A-293B, 294A-295B, 296A-297B; Topic 13: 306A-307B, 308A-309B, 314A-315B <b>MDIS Lesson:</b> I24, I33
MA 5.2.5.e Measure weight (mass) and temperature using metric units	<b>SE/TE:</b> Topic 13: 316-317 <b>TE:</b> Topic 13: 316A-317B <b>MDIS Lesson:</b> I27, I35
MA 5.2.5.f Determine the area of rectangles and squares	<b>SE/TE:</b> Topic 11: 264-265 <b>TE:</b> Topic 11: 264A-265B <b>MDIS Lesson:</b> I42, I43, I45
<b>MA 5.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 5.3.1 Relationships: Students will represent, analyze, and generalize relationships.</b>	
MA 5.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns	<b>SE/TE:</b> Topic 1: 18-19; Topic 8: 192-193; Topic 16: 270-371, 372-373 <b>TE:</b> Topic 1: 18A-19B; Topic 8: 192A-193B; Topic 16: 270A-371B, 372A-373B
MA 5.3.1.b Create and analyze numeric patterns using words, tables, and graphs	<b>SE/TE:</b> Topic 1: 18-19; Topic 8: 192-193; Topic 16: 270-371, 372-373 <b>TE:</b> Topic 1: 18A-19B; Topic 8: 192A-193B; Topic 16: 270A-371B, 372A-373B
MA 5.3.1.c Communicate relationships using expressions and equations	<b>SE/TE:</b> Topic 9: 218-221; Topic 10: 242-243; Topic 11: 278-279 <b>TE:</b> Topic 9: 218A-221B; Topic 10: 242A-243B; Topic 11: 278A-279B

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<b>MA 5.3.2 Modeling in Context: Students will create, use, and compare models representing mathematical situations.</b>	
MA 5.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables	<b>SE/TE:</b> Topic 3: 66-67; Topic 4: 98-99; Topic 5: 112-113, 124-125; Topic 6: 148-149; Topic 10: 232-235 <b>TE:</b> Topic 3: 66A-67B; Topic 4: 98A-99B; Topic 5: 112A-113B, 124A-125B; Topic 6: 148A-149B; Topic 10: 232A-235B <b>MDIS Lesson:</b> F20, F21, F22, F23, F26, H36, H54
MA 5.3.2.b Represent a variety of quantitative relationships using tables and graphs	<b>SE/TE:</b> Topic 14: 328-329, 330-331, 332-333 <b>TE:</b> Topic 14: 328A-329B, 330A-331B, 332A-333B <b>MDIS Lesson:</b> F26
MA 5.3.2.c Compare different models to represent mathematical situations	<b>SE/TE:</b> Topic 13: 318-319; Topic 12: 285, 288-289, 290-291, 294-295, 296-297 <b>TE:</b> Topic 13: 318A-319B; Topic 12: 285B, 288A-289B, 290A-291B, 294A-295B, 296A-297B <b>MDIS Lesson:</b> H8, H9, H36
<b>MA 5.3.3 Procedures: Students will apply properties of simple positive rational numbers to solve one-step equations.</b>	
MA 5.3.3.a Explain the addition property of equality (e.g., if $a = b$ , then $a + c = b + c$ )	<b>SE/TE:</b> Topic 2: 32 <b>MDIS Lesson:</b> G1
MA 5.3.3.b Use symbolic representations of the associative property (e.g., $(2 + 3) + 4 = 2 + (3 + 4)$ , $(2 * 3) * 4 = 2 * (3 * 4)$ )	<b>SE/TE:</b> Topic 2: 30-33; Topic 3: 62-63 <b>TE:</b> Topic 2: 30A-33B; Topic 3: 62A-63B <b>MDIS Lesson:</b> F39, G1
MA 5.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., $6 + (3 * 5)$ )	<b>SE/TE:</b> Topic 8: 180-181, 182-185, 186-187, 188-189, 190-191 <b>TE:</b> Topic 8: 180A-181B, 182A-185B, 186A-187B, 188A-189B, 190A-191B <b>MDIS Lesson:</b> F40, F41
MA 5.3.3.d Evaluate simple algebraic expressions involving addition and subtraction	<b>SE/TE:</b> Topic 8: 180-181, 182-185, 188-189, 190-191 <b>TE:</b> Topic 8: 180A-181B, 182A-185B, 188A-189B, 190A-191B <b>MDIS Lesson:</b> F28

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MA 5.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers	<b>SE/TE:</b> Topic 4: 98-99; Topic 10: 242-243, Topic 11: 28-279 <b>TE:</b> Topic 4: 98A-99B; Topic 10: 242A-243B, Topic 11: 278A-279B <b>MDIS Lesson:</b> F47, F51, F53
MA 5.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers	<b>SE/TE:</b> Topic 11: 278-279 <b>TE:</b> Topic 11: 278A-279B <b>MDIS Lesson:</b> F43
<b>MA 5.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 5.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.</b>	
MA 5.4.1.a Represent data using line plots	<b>SE/TE:</b> Topic 14: 328-329, 330-331, 332-333, 334-335 <b>TE:</b> Topic 14: 328A-329B, 330A-331B, 332A-333B, 334A-335B <b>MDIS Lesson:</b> I60
MA 5.4.1.b Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line plots)	<b>SE/TE:</b> Topic 14: 330-331, 332-333 <b>TE:</b> Topic 14: 330A-331B, 332A-333B <b>MDIS Lesson:</b> I57, I61
MA 5.4.1.c Draw conclusions based on a set of data	<b>SE/TE:</b> Topic 14: 328-329, 330-331, 332-333, 334-335 <b>TE:</b> Topic 14: 328A-329B, 330A-331B, 332A-333B, 334A-335B <b>MDIS Lesson:</b> I61, I62, I65, I69
MA 5.4.1.d Find the mean, median, mode, and range for a set of whole numbers	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 18: 450-451, 452-453 <b>TE:</b> Topic 18: 450A-451B, 452A-453B <b>MDIS Lesson:</b> I64, I65 For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 14: 328-329, 330-331, 332-333 <b>TE:</b> Topic 14: 328A-329B, 330A-331B, 332A-333B
MA 5.4.1.e Generate questions and answers from data sets and their graphical representations	<b>SE/TE:</b> Topic 14: 328-329, 330-331, 334-335 <b>TE:</b> Topic 14: 328A-329B, 330A-331B, 334A-335B <b>MDIS Lesson:</b> I57, I61

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Nebraska Mathematics Standards Grade 5	<i>enVisionMATH Common Core</i> ©2015
<b>MA 5.4.2 Predictions and Inferences: Students will construct predictions based on data.</b>	
MA 5.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line plots	<b>SE/TE:</b> Topic 14: 334-335, 336-337 <b>TE:</b> Topic 14: 334A-335B, 336A-337B <b>MDIS Lesson:</b> 159, 160, 162, 163, 166, 169
<b>MA 5.4.3 Probability: Students will determine theoretical probabilities.</b>	
MA 5.4.3.a Perform and record results of probability experiments	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 20: 486-487, 492-493 <b>TE:</b> Topic 20: 486A-487B, 492A-493B For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 14: 328-329, 330-331 <b>TE:</b> Topic 14: 328A-329B, 330A-331B
MA 5.4.3.b Generate a list of possible outcomes for a simple event	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 20: 486-487, 492-493 <b>TE:</b> Topic 20: 486A-487B, 492A-493B For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>TE:</b> Topic 14: 328A-329B, 330A-331B
MA 5.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)	<b>2011 enVisionMATH online resource:</b> <b>SE/TE:</b> Topic 20: 488-491 <b>TE:</b> Topic 20: 488A-491B For related content, please see: <b><i>enVisionMATH Common Core</i> ©2015</b> <b>SE/TE:</b> Topic 14: 328-329, 330-331 <b>TE:</b> Topic 14: 328A-329B, 330A-331B

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Nebraska Mathematics Standards Grade 6	<i>enVisionMATH Common Core</i> ©2015
<b>MA 6.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 6.1.1 Number System: Students will represent and show relationships among positive rational numbers and integers.</b>	
MA 6.1.1.a Show equivalence among common fractions, decimals and percents	<b>SE/TE:</b> Topic 11: 290-291, 292-293 <b>TE:</b> Topic 11: 290A-291B, 292A-293B <b>MDIS Lesson:</b> H12, H17, H32, H33, H34, H78
MA 6.1.1.b Compare and order positive and negative integers	<b>SE/TE:</b> Topic 7: 184-185, 186-187, 188-191, 186-197 <b>TE:</b> Topic 7: 184A-185B, 186A-187B, 188A-191B, 186A-197B <b>MDIS Lesson:</b> F20
MA 6.1.1.c Identify integers less than 0 on a number line	<b>SE/TE:</b> Topic 7: 186-187, 188-191 <b>TE:</b> Topic 7: 186A-187B, 188A-191B <b>MDIS Lesson:</b> F20
MA 6.1.1.d Represent large numbers using exponential notation (e.g., $1,000 = 10^3$ )	<b>SE/TE:</b> Topic 1: 6-9, 38-39 <b>TE:</b> Topic 1: 6A-9B <b>MDIS Lesson:</b> G60, H61
MA 6.1.1.e Identify the prime factorization of numbers (e.g., $12 = 2 \times 2 \times 3$ or $2^2 \times 3$ )	<b>SE/TE:</b> Topic 6: 152-153, 154-155 <b>TE:</b> Topic 6: 152A-153B, 154A-155B <b>MDIS Lesson:</b> G61
MA 6.1.1.f Classify numbers as natural, Whole, or integer	<b>SE/TE:</b> Topic 7: 184-185, 192-195 <b>TE:</b> Topic 7: 184A-185B, 192A-195B <b>MDIS Lesson:</b> F18
<b>MA 6.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.</b>	
MA 6.1.2.a Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions	<b>SE/TE:</b> Topic 9: 246-247 <b>TE:</b> Topic 9: 246A-247B <b>MDIS Lesson:</b> H38, H39, H40, H42, H43, H45, H46
MA 6.1.2.b Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals	<b>SE/TE:</b> Topic 4: 100-101, 102-103 <b>TE:</b> Topic 4: 100A-101B, 102A-103B <b>MDIS Lesson:</b> H54, H56, H57, H58, H59

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Nebraska Mathematics Standards Grade 6	<i>enVisionMATH Common Core</i> ©2015
<b>MA 6.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>	
MA 6.1.3.a Multiply and divide positive rational numbers	<b>SE/TE:</b> Topic 4: 106-107, 110-111; Topic 5: 126-127, 128-129, 130-131, 132-133, 134-135; Topic 6: 158-159, 160-161 <b>TE:</b> Topic 4: 106A-107B, 110A-111B; Topic 5: 126A-127B, 128A-129B, 130A-131B, 132A-133B, 134A-135B; Topic 6: 158A-159B, 160A-161B <b>MDIS Lesson:</b> F23, H47, H48, H49, H50, H52, H53
MA 6.1.3.b Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)	<b>SE/TE:</b> Topic 7: 198-199; Topic 10: 276-277; Topic 14: 388-389 <b>TE:</b> Topic 7: 198A-199B; Topic 10: 276A-277B; Topic 14: 388A-389B <b>MDIS Lesson:</b> G9, G40, G41
<b>MA 6.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.</b>	
MA 6.1.4.a Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers	<b>SE/TE:</b> Topic 4: 100-101, 106-107; Topic 6: 164-165; Topic 11: 304-305 <b>TE:</b> Topic 4: 100A-101B, 106A-107B; Topic 6: 164A-165B; Topic 11: 304A-305B <b>MDIS Lesson:</b> H18, H44, H51, H55, H58, H62, H68
<b>MA 6.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 6.2.1 Characteristics: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.</b>	
MA 6.2.1.a Justify the classification of three dimensional objects	<b>SE/TE:</b> Topic 13: 337, 340-343 <b>TE:</b> Topic 13: 337A, 340A-343B <b>MDIS Lesson:</b> I1, I11, I12
<b>MA 6.2.2 Coordinate Geometry: Students will label points using coordinate geometry.</b>	
MA 6.2.2.a Identify the ordered pair of a plotted point in the coordinate plane	<b>SE/TE:</b> Topic 8: 210-211, 212-213, 214-215, 216-217, 220-221; Topic 12: 328-329 <b>TE:</b> Topic 8: 210A-211B, 212A-213B, 214A-215B, 216A-217B, 220A-221B; Topic 12: 328A-329B <b>MDIS Lesson:</b> F32, F35

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Nebraska Mathematics Standards Grade 6	<i>enVisionMATH Common Core</i> ©2015
<b>MA 6.2.3 Transformations: Students will use and describe results of transformations on geometric shapes.</b>	
MA 6.2.3.a Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane	For related content, please see: <b>SE/TE:</b> Topic 8: 216-217, 220-221 <b>TE:</b> Topic 8: 216A-217B, 220A-221B <b>MDIS Lesson:</b> 116, 117
<b>MA 6.2.4 Spatial Modeling: Students will use visualization of geometric models to solve problems.</b>	
MA 6.2.4.a Identify two-dimensional drawings of three-dimensional objects	<b>SE/TE:</b> Topic 8: 216-217; Topic 13: 337, 340-343 <b>TE:</b> Topic 8: 216A-217B; Topic 13: 337A, 340A-343B <b>MDIS Lesson:</b> 11, 111, 112
<b>MA 6.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.</b>	
MA 6.2.5.a Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm	<b>SE/TE:</b> Topic 13: 344-347 <b>TE:</b> Topic 13: 344A-347B For related content, please see: <b>MDIS Lesson:</b> 121, 122, 123, 132
MA 6.2.5.b Measure volume/capacity using the metric system	<b>SE/TE:</b> Topic 10: 268-27; Topic 13: 344-347, 348-349, 350-351, 352-353 <b>TE:</b> Topic 10: 268A-27B; Topic 13: 344A-347B, 348A-349B, 350A-351B, 352A-353B <b>MDIS Lesson:</b> 125, 135, 136
MA 6.2.5.c Convert length, weight (mass), and liquid capacity from one unit to another within the same system	<b>SE/TE:</b> Topic 10: 268-271; Topic 13: 352-353 <b>TE:</b> Topic 10: 268A-271B; Topic 13: 352A-353B <b>MDIS Lesson:</b> 132, 133, 134, 135
MA 6.2.5.d Determine the perimeter of polygons	<b>SE/TE:</b> Topic 8: 216-217 <b>TE:</b> Topic 8: 216A-217B <b>MDIS Lesson:</b> 141, 144, 147
MA 6.2.5.e Determine the area of parallelograms and triangles	<b>SE/TE:</b> Topic 12: 316-319, 320-321, 322-323 <b>TE:</b> Topic 12: 316A-319B, 320A-321B, 322A-323B <b>MDIS Lesson:</b> 148, 149
MA 6.2.5.e Determine the area of parallelograms and triangles	<b>SE/TE:</b> Topic 12: 316-319, 320-321, 322-323 <b>TE:</b> Topic 12: 316A-319B, 320A-321B, 322A-323B <b>MDIS Lesson:</b> 148, 149



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<b>MA 6.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 6.3.1 Relationships: Students will represent, analyze, and use relationships to make generalizations.</b>	
MA 6.3.1.a Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables	<b>SE/TE:</b> Topic 1: 10-11, 20-21, 22-23, 24-25, 30-31, 32-33 <b>TE:</b> Topic 1: 10A-11B, 20A-21B, 22A-23B, 24A-25B, 30A-31B, 32A-33B <b>MDIS Lesson:</b> F28, F29, F37, F46
MA 6.3.1.b Use a variable to describe a situation with an equation (e.g., one-step, one variable)	<b>SE/TE:</b> Topic 1: 10-11, 21-25, 26-27 <b>TE:</b> Topic 1: 10A-11B, 21A-25B, 26A-27B <b>MDIS Lesson:</b> F44, F45
MA 6.3.1.c Identify relationships as increasing, decreasing, or constant	For related content, please see: <b>SE/TE:</b> Topic 8: 218-219, 220-221 <b>TE:</b> Topic 8: 218A-219B, 220A-221B <b>MDIS Lesson:</b> F34, F35, F36
<b>MA 6.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.</b>	
MA 6.3.2.a Model contextualized problems using various representations (e.g., graphs, tables)	<b>SE/TE:</b> Topic 3: 90-91; Topic 4: 114-117; Topic 5: 140-143; Topic 13: 347; Topic 14: 364-365, 366-367, 372-375, 388-389 <b>TE:</b> Topic 3: 90A-91B; Topic 4: 114A-117B; Topic 5: 140A-143B; Topic 14: 364A-365B, 366A-367B, 372A-375B, 388A-389B <b>MDIS Lesson:</b> I58, I59, I60, I62, I66, I69
MA 6.3.2.b Represent a variety of quantitative relationships using symbols and words	<b>SE/TE:</b> Topic 1: 20-21, 26-27; Topic 2: 52-55, 66-67, 68-71 <b>TE:</b> Topic 1: 20A-21B, 26A-27B; Topic 2: 52A-55B, 66A-67B, 68A-71B
<b>MA 6.3.3 Procedures: Students will apply properties to solve equations.</b>	
MA 6.3.3.a Explain the multiplication property of equality (e.g., if $a = b$ , then $ac = bc$ )	<b>SE/TE:</b> Topic 1: 20-21, 30-31; Topic 2: 50-51 <b>TE:</b> Topic 1: 20A-21B, 30A-31B; Topic 2: 50A-51B <b>MDIS Lesson:</b> F39, F48, G70
MA 6.3.3.b Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., $2 + 4 \times 5$ )	<b>SE/TE:</b> Topic 1: 10-11, 12-15, 16-19, 20-21 <b>TE:</b> Topic 1: 10A-11B, 12A-15B, 16A-19B, 20A-21B <b>MDIS Lesson:</b> F56

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MA 6.3.3.c Evaluate simple algebraic expressions involving multiplication and division	<b>SE/TE:</b> Topic 1: 10-11, 16-19, 20-21, 22-23, 24-25, 28-29; Topic 2: 60-63, 64-65; Topic 5: 136-137 <b>TE:</b> Topic 1: 10A-11B, 16A-19B, 20A-21B, 22A-23B, 24A-25B, 28A-29B; Topic 2: 60A-63B, 64A-65B; Topic 5: 136A-137B <b>MDIS Lesson:</b> F29, F40, F41, F46
MA 6.3.3.d Solve one-step equations involving positive rational numbers	<b>SE/TE:</b> Topic 2: 50-51, 60-63, 64-65, 68-71; Topic 3: 86-87, 88-89; Topic 5: 138-138; Topic 6: 168-169 <b>TE:</b> Topic 2: 50A-51B, 60A-63B, 64A-65B, 68A-71B; Topic 3: 86A-87B, 88A-89B; Topic 5: 138A-138B; Topic 6: 168A-169B <b>MDIS Lesson:</b> F47, F49, F50, F51, F53, F54
MA 6.3.3.e Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)	<b>SE/TE:</b> Topic 1: 10-11; Topic 2: 50-51 <b>TE:</b> Topic 1: 10A-11B; Topic 2: 50A-51B <b>MDIS Lesson:</b> F48
<b>MA 6.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>	
<b>MA 6.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.</b>	
MA 6.4.1.a Represent data using stem and leaf plots, histograms, and frequency charts	<b>SE/TE:</b> Topic 14: 364-365, 366-367, 372-375, 376-377, 378-381 <b>TE:</b> Topic 14: 364A-365B, 366A-367B, 372A-375B, 376A-377B, 378A-381B <b>MDIS Lesson:</b> I62, I63
MA 6.4.1.b Compare and interpret data sets and their graphical representations	<b>SE/TE:</b> Topic 14: 364-365, 366-367, 372-375, 376-377, 386-387 <b>TE:</b> Topic 14: 364A-365B, 366A-367B, 372A-375B, 376A-377B, 386A-387B <b>MDIS Lesson:</b> I57, I61
MA 6.4.1.c Find the mean, median, mode, and range for a set of data	<b>SE/TE:</b> Topic 14: 368-369, 370-371, 378-381 <b>TE:</b> Topic 14: 368AA-369B, 370A-371B, 378A-381B <b>MDIS Lesson:</b> I64, I65
MA 6.4.1.d Compare the mean, median, mode, and range from two sets of data	<b>SE/TE:</b> Topic 14: 368-369, 370-371, 378-281 <b>TE:</b> Topic 14: 368A-369B, 370A-371B, 378A-281B <b>MDIS Lesson:</b> I64, I65

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<b>MA 6.4.2 Predictions and Inferences: Students will construct predictions based on data.</b>	
MA 6.4.2.a Make predictions based on data and create questions to further investigate the quality of the predictions	<b>SE/TE:</b> Topic 14: 368-369, 370-371, 372-375, 378-381, 386-387 <b>TE:</b> Topic 14: 368A-369B, 370A-371B, 372A-375B, 378A-381B, 386A-387B <b>MDIS Lesson:</b> 161
<b>MA 6.4.3 Probability: Students will apply basic concepts of probability.</b>	
MA 6.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio	For related content, please see: <b>SE/TE:</b> Topic 9: 240-241; Topic 10: 258-259; Topic 11: 286-289, 294-295 <b>TE:</b> Topic 9: 240A-241B; Topic 10: 258A-259B; Topic 11: 286A-289B, 294A-295B
MA 6.4.3.b Compute theoretical probabilities for independent events	For related content, please see: <b>SE/TE:</b> Topic 9: 240-241; Topic 10: 258-259; Topic 11: 286-289 <b>TE:</b> Topic 9: 240A-241B; Topic 10: 258A-259B; Topic 11: 286A-289B
MA 6.4.3.c Find experimental probability for independent events	For related content, please see: <b>SE/TE:</b> Topic 9: 240-241; Topic 10: 258-259; Topic 11: 290-291, 294-295 <b>TE:</b> Topic 9: 240A-241B; Topic 10: 258A-259B; Topic 11: 290A-291B, 294A-295B