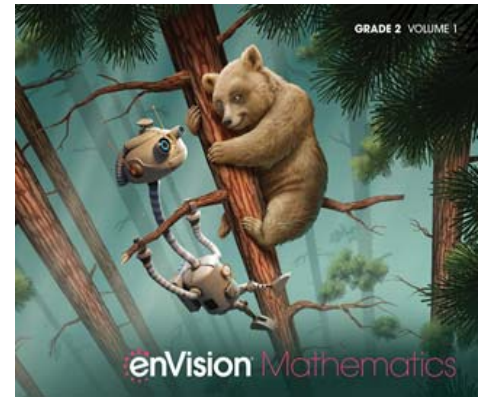
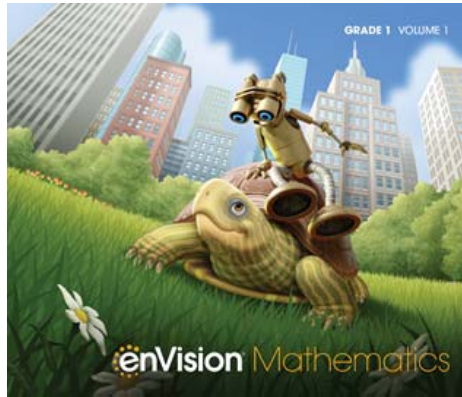


A Correlation of

# enVision<sup>®</sup> Mathematics

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To the

## **Pennsylvania Core Standards Mathematics Kindergarten – Grade 5**

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**Introduction**

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

**UNDERSTANDING**

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

A simple lesson design provides a clear, intentional pathway.

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

**ASSESSMENT**

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

**DIAGNOSTIC Assessment**

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

**FORMATIVE Assessment**

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

**SUMMATIVE Assessment**

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

**INSTRUCTIONAL SUPPORT**

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

Ideas, Inspiration, and Teaching Methods

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

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Kids See the Math. Teachers See Results.

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<p style="text-align: center;"><b>Pennsylvania Core Standards for Mathematics Kindergarten</b></p>	<p style="text-align: center;"><b>enVision Mathematics, ©2020 Kindergarten</b></p>
<p><b>2.1.K Numbers and Operations</b></p>	
<p><b>A) Counting and Cardinality</b></p>	
<p><b>CC.2.1.K.A.1</b> Know number names and write and recite the count sequence.</p>	<p><b>SE:</b> 3, 4, 13–16, 25–28, 33–36, Reteaching: 47, 49 Sets B, E; 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 117–120, 121–124, Reteaching: 127–129 Sets A, C, E; 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching: Reteaching: 130 Set G; 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching: 379 Set A, 380 Set D; 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching: 456 Set D</p> <p><b>TE:</b> 3–3A, 4–4C, 13A–16B, 25A–28B, 33A–36B, Reteaching: 47–50 Sets B, E; 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 117A–120B, 121A–124B, Reteaching: 127–130 Sets A, C, E; 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 379 Set A, Reteaching: 380 Set D; 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching: 456 Set D</p>

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<p><b>CC.2.1.K.A.2</b> Apply one-to-one correspondence to count the number of objects.</p>	<p><b>SE:</b> 3, 4, 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 41-44, Reteaching: 47- 50 Sets A, C, F; 59-60, 61-64, 65-68, 69-72, 73-76, 91, 92, 93-96, 97-100, 101-104, 105-108, 113-116, 139-140, 141-144, 171, 173-176, 177-180, 199-200, 201-204, 247, 249-252, 347, 348, 349-352, 353-356, 357-360, 361-364, 369-372, 373-376, Reteaching: 379-380 Sets A, C, D; 387-388, 389-392, 393-396, 397-400, 401-404, 405-408, 409-412, 413-416, 513-516, 525-528, 529-532, 533-536</p> <p><b>TE:</b> 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 41A-44B, Reteaching: 47-50 Sets A, C, F; 59-60A, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 91-91A, 92-92C, 93A-96B, 97A-100B, 101A-104B, 105A-108B, 113A-116B, 139-140A, 141A-144B, 171-171A, 173A-176B, 177A-180B, 199-200A, 201A-204B, 247-247A, 249A-252B, 347-347A, 348-348C, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 365A-368B, 369A-372B, 373A-376B, Reteaching: 379-380 Sets A, C, D; 387-388A, 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B, 409A-412B, 413A-416B, 513A-516B, 525A-528B, 529A-532B, 533A-536B</p>
<p><b>CC.2.1.K.A.3</b> Apply the concept of magnitude to compare numbers and quantities.</p>	<p><b>SE:</b> 61-64, 65-68, 69-72, 73-76, 77-80, Reteaching: 83-84 Sets A-D; 92, 117-120, 139-140, 141-144, 145-148, 149-152, 153-156, Reteaching: 163-164 Sets A-D; 171, 181-184, 185-188, 509-512</p> <p><b>TE:</b> 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, Reteaching: 83-84 Sets A-D; 92-92C, 117A-120B, 139-140A, 141A-144B, 145A-148B, 149A-152B, 153A-156B, Reteaching: 163-164 Sets A-D; 171-171A, 181A-184B, 185A-188B, 509A-512B</p>

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<b>B) Numbers and Operations in Base Ten</b>	
<b>CC.2.1.K.B.1</b> Use place value to compose and decompose numbers within 19.	<b>SE:</b> 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching: 419–422 Sets A–G  <b>TE:</b> 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching: 419–422 Sets A–G
<b>2.2.K Algebraic Concepts</b>	
<b>A) Operations and Algebraic Thinking</b>	
<b>CC.2.2.K.A.1</b> Extend the concepts of putting together and taking apart to add and subtract within 10.	<b>SE:</b> 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching: 237–238 Sets E–G; 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching: 280–282 Sets C, E, G, H; 291–292, 293–296, 309–312, 313–316, 321–324, 348  <b>TE:</b> 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching: 237–238 Sets E, F, G; 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching: 279–282 Set C, E, F, H; 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C
<b>2.3.K Geometry</b>	
<b>A) Geometry</b>	
<b>CC.2.3.K.A.1</b> Identify and describe two- and three-dimensional shapes.	<b>SE:</b> 465–468, 485–488, Reteaching: 495 Set A; 507, 521–524  <b>TE:</b> 465A–468B, 485A–488B, Reteaching: 495–496 Set A; 507–507A, 521A–524B
<b>CC.2.3.K.A.2</b> Analyze, compare, create, and compose two- and three-dimensional shapes.	<b>SE:</b> 463–464, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching: 539–540 Sets A–D  <b>TE:</b> 463–464A, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching: 539–540 Sets A–D

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<b>2.4.K Measurement, Data, and Probability</b>	
<b>A) Measurement and Data</b>	
<b>CC.2.4.K.A.1</b> Describe and compare attributes of length, area, weight, and capacity of everyday objects.	<b>SE:</b> 547–548, 549–552, 553–556, 557–560, 561–564, 565–568  <b>TE:</b> 547–548A, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B
<b>CC.2.4.K.A.4</b> Classify objects and count the number of objects in each category.	<b>SE:</b> 171, 172, 173–176, 177–180, 181–184, 185–188, Reteaching: 191–192 Sets A–D; 465–468  <b>TE:</b> 171–171A, 172–172C, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 191–192 Sets A–D; 465A–468B
<b>Math Practices</b>	
1. Make sense of problems and persevere in solving them.	<b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at <a href="http://SavvasRealize.com">SavvasRealize.com</a> , along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.  <b>Student's Edition and Teacher's Edition pages</b> 21–24, 29–32, 77–80, 145–148, 157–160, 173–176, 181–184, 205–208, 217–220, 225–228, 265–268, 273–276, 297–300, 305–308, 317–320

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<p style="text-align: center;"><b>Pennsylvania Core Standards for Mathematics Kindergarten</b></p>	<p style="text-align: center;"><b>enVision Mathematics, ©2020 Kindergarten</b></p>
<p>2. Reason abstractly and quantitatively.</p>	<p><b>enVision Mathematics</b> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 5-8, 9-12, 25-28, 33-36, 41-44, 61-64, 65-68, 93-96, 97-100, 101-104, 113-116, 117-120, 145-148, 149-152, 177-180</p>
<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 5-8, 9-12, 13-16, 17-20, 41-44, 65-68, 69-72, 73-76, 77-80, 93-96, 101-104, 105-108, 109-112, 117-120, 141-144</p>



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<p>4. Model with mathematics.</p>	<p>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 9-12, 17-20, 21-24, 25-28, 29-32, 69-72, 77-80, 93-96, 109-112, 141-144, 153-156, 201-204, 209-212, 217-220, 221-224</p>
<p>5. Use appropriate tools strategically.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 5-8, 13-16, 17-20, 33-36, 41-44, 97-100, 105-108, 109-112, 113-116, 121-124, 149-152, 157-160, 181-184, 205-208, 273-276</p>

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<p>6. Attend to precision.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 13–16, 25–28, 29–32, 61–64, 65–68, 73–76, 97–100, 105–108, 149–152, 153–156, 173–176, 177–180, 185–188, 201–204, 213–216</p>
<p>7. Look for and make use of structure.</p>	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 37–40, 61–64, 117–120, 121–124, 181–184, 225–228, 269–272, 293–296, 317–320, 321–324, 329–332, 357–360, 361–364, 365–368, 369–372</p>

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<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 21-24, 37-40, 73-76, 113-116, 121-124, 141-144, 157-160, 177-180, 209-212, 269-272, 293-296, 317-320, 325-328, 329-332, 353-356</p>

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Pennsylvania Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<b>2.1.1 Numbers and Operations</b>	
<b>B) Numbers and Operations in Base Ten</b>	
<b>CC.2.1.1.B.1</b> Extend the counting sequence to read and write numerals to represent objects.	<p><b>SE:</b> 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, Reteaching: 483–484 Sets A, B, D, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588</p> <p><b>TE:</b> 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, Reteaching: 483–484 Sets A, B, D, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B</p>
<b>CC.2.1.1.B.2</b> Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.	<p><b>SE:</b> 323–324, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 355–356 Sets A–C; 364, 409–412, 413–416, 417–420, 457–460, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540</p> <p><b>TE:</b> 323–324A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 355–356 Sets A–C; 364–364C, 409A–412B, 413A–416B, 417A–420B, 457A–460B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B</p>
<b>CC.2.1.1.B.3</b> Use place-value concepts and properties of operations to add and subtract within 100.	<p><b>SE:</b> 399–400, 401–404, 409–412, 413–416, 417–420, 421–424, 425–428, 429–432, 433–436, Reteaching: 439–442 Sets A, C–H; 452</p> <p><b>TE:</b> 399–400A, 401A–404B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, 433A–436B, Reteaching: 439–442 Sets A, C–H; 452–452C</p>

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Pennsylvania Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<b>2.2.1 Algebraic Concepts</b>	
<b>A) Operations and Algebraic Thinking</b>	
<b>CC.2.2.1.A.1</b> Represent and solve problems involving addition and subtraction within 20.	<p><b>SE:</b> 3, 4, 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 37-40, Reteaching: 43-46 Sets A-H; 55-56, 57-60, 61-64, 81-84, 85-88, Reteaching: 98 Set H; 107, 108, 113-116, 117-120, 121-124, 137-140, 141-144, Reteaching: 149-150 Sets F, G; 161-164, 189-192, 193-196, Reteaching: 202 Sets F, G; 211, 233-236, 261-264, 265-268, 269-272</p> <p><b>TE:</b> 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 37A-40B, Reteaching: 43-46 Sets A-H; 55-56A, 57A-60B, 61A-64B, 81A-84B, 85A-88B, Reteaching: 97-98 Set H; 107-107A, 108-108C, 113A-116B, 117A-120B, 121A-124B, 137A-140B, 141A-144B, Reteaching: 149-150 Sets F, G; 161A-164B, 189A-192B, 193A-196B, Reteaching: 201-202 Sets F, G; 211-211A, 233A-236B, 261A-264B, 265A-268B, 269A-272B</p>
<b>CC.2.2.1.A.2</b> Understand and apply properties of operations and the relationship between addition and subtraction.	<p><b>SE:</b> 4, 5-8, 9-12, 13-16, 17-20, 55-56, 57-60, 61-64, 65-68, 69-72, 77-80, 81-84, 85-88, 89-92, Reteaching: 95-96 Sets B, D; 107, 108, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, Reteaching: 148-149 Sets C-E; 159-160, 165-168, 169-172, 173-176, 177-180, 181-184, 185-188, Reteaching: 200-201 Sets B, E; 211, 213-216, 251-252, Reteaching: 243-244 Sets A, D</p> <p><b>TE:</b> 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 55-56A, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, Reteaching: 95-96 Sets B, D; 107-107A, 108-108C, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, Reteaching: 147-150 Sets C-E; 159-160A, 165A-168B, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 199-202 Sets B, E; 211-211A, 213A-216B, 251-252A; Reteaching: 243-244 Sets A, D</p>

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<b>Pennsylvania Core Standards for Mathematics Grade 1</b>	<b>enVision Mathematics, ©2020 Grade 1</b>
<b>2.3.1 Geometry</b>	
<b>A) Geometry</b>	
<b>CC.2.3.1.A.1</b> Compose and distinguish between two- and three-dimensional shapes based on their attributes.	<b>SE:</b> 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608  <b>TE:</b> 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C
<b>CC.2.3.1.A.2</b> Use the understanding of fractions to partition shapes into halves and quarters.	<b>SE:</b> 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D  <b>TE:</b> 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D
<b>2.4.1 Measurement, Data, and Probability</b>	
<b>A) Measurement and Data</b>	
<b>CC.2.4.1.A.1</b> Order lengths and measure them both indirectly and by repeating length units.	<b>SE:</b> 491–492, 493–496, 497–500, 505–508, Reteaching: 511 Sets A, B  <b>TE:</b> 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching: 511 Sets A, B
<b>CC.2.4.1.A.2</b> Tell and write time to the nearest half hour using both analog and digital clocks.	<b>SE:</b> 520, 529–532, 533–536, 537–540, 541–544, Reteaching: 547–548 Sets B–D  <b>TE:</b> 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching: 547–548 Sets B–D
<b>CC.2.4.1.A.4</b> Represent and interpret data using tables/charts.	<b>SE:</b> 249, 253–256, 257–260, 261–264, 265–268  <b>TE:</b> 249C–E, 249–252, 252A, 253A, 253–256, 256A–B, 257A, 258–260, 260A–B, 261A, 261–264, 265A, 265–268, 268A–B

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

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



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<p style="text-align: center;"><b>Pennsylvania Core Standards for Mathematics Grade 1</b></p>	<p style="text-align: center;"><b>enVision Mathematics, ©2020 Grade 1</b></p>
<p>5. Use appropriate tools strategically.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 5–8, 17–20, 29–32, 81–84, 113–116, 129–132, 161–164, 165–168, 177–180, 185–188, 213–216, 293–296, 325–328, 365–368, 369–372</p>
<p>6. Attend to precision.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 37–40, 85–88, 189–192, 217–220, 221–224, 237–240, 253–256, 257–260, 261–264, 269–272, 289–292, 305–308, 329–332, 373–376, 377–380</p>

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<p>7. Look for and make use of structure.</p>	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 9–12, 69–72, 73–76, 77–80, 81–84, 89–92, 129–132, 173–176, 221–224, 225–228, 265–268, 285–288, 293–296, 297–300, 301–304</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 13–16, 25–28, 57–60, 61–64, 133–136, 165–168, 169–172, 173–176, 177–180, 181–184, 229–232, 261–264, 285–288, 297–300, 309–312</p>

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Pennsylvania Core Standards for Mathematics Grade 2	enVision Mathematics, ©2020 Grade 2
<b>2.1.2 Numbers and Operations</b>	
<b>B) Numbers and Operations in Base Ten</b>	
<b>CC.2.1.2.B.1</b> Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.	<p><b>SE:</b> 376, 381–384, 385–388, 389–392, 405–408, 409–412, Reteaching: 419–422 Sets B, C, G</p> <p><b>TE:</b> 376–376C, 381A–384B, 385A–388B, 389A–392B, 405A–408B, 409A–412B, Reteaching: 419–422 Sets B, C, G</p>
<b>CC.2.1.2.B.2</b> Use place-value concepts to read, write, and skip count to 1000.	<p><b>SE:</b> 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, Reteaching: 363–366 Sets A, B, D–F; 375, 376, 381–384, 385–388, 389–392, 393–396, 397–400, 401–404, 413–416, Reteaching: 419–420 Sets B, C, D, Reteaching: 421–422 Sets E, F, H; 437–440, 477–480</p> <p><b>TE:</b> 329A–332B, 333A–336B, 337A–340B, 349A–352B, 353A–356B, 357A–360B, Reteaching: 363–366 Sets A, B, D–F; 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 413A–416B, Reteaching: 419–420 Sets B, C, D. Reteaching: 421–422 Sets E, F, H; 437A–440M, 477A–480B</p>
<b>CC.2.1.2.B.3</b> Use place-value understanding and properties of operations to add and subtract within 1000.	<p><b>SE:</b> 432, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching: 463–464 Sets B–D; 472, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching: 499–500 Sets B–D</p> <p><b>TE:</b> 432–432A, 437–440B, 441–444B, 445–448B, 449–452B, 453–456B, 457–460B, Reteaching: 463–464 Sets B–D; 472–472C, 477–480B, 481–484B, 485–488B, 489A–492B, 493A–496B, Reteaching: 499–500 Sets B–D</p>

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<b>2.2.2 Algebraic Concepts</b>	
<b>A) Operations and Algebraic Thinking</b>	
<b>CC.2.2.A.1</b> Represent and solve problems involving addition and subtraction within 100.	<p><b>SE:</b> 4, 37-40, 41-44, Reteaching: 50 Sets G, H; 77-80, Reteaching: 84 Set D; 92, 113-116, 117-120, Reteaching: 123-125 Sets A-F; 136, 141-144, 145-148, 165-168, 169-172, Reteaching: 175-178 Sets B, C, G, H; 187, 188, 213-216, 217-220, Reteaching: 226 Sets G, H; 236, 245-248, 257-260, 261-264, Reteaching: 268-269 Sets C, F; 279, 280, 281-284, 285-288, 289-292, 293-296, 297-300, 309-312, Reteaching: 315-318 Sets A-C, H; 341-344, 345-348, Reteaching: 364-365 Sets B, C; 609-612, 613-616, 617-620, 621-624, 625-628, Reteaching: 631-632 Sets A-D; 649-652, 653-656, 657-660, 661-664, Reteaching: 668, 670 Sets B, D</p> <p><b>TE:</b> 4-4C, 37A-40B, 41A-44B, Reteaching: 49-50 Sets G, H; 77A-80B, Reteaching: 84 Set D; 92-92C, 113A-116B, 117A-120B, Reteaching: 123-126 Sets A-F; 136-136A, 141A-144B, 145A-148B, 165A-168B, 169A-172B, Reteaching: 175-178 Sets B, C, G, H; 187-187A, 188-188C, 213A-216B, 217A-220B, Reteaching: 225-226 Sets G, H; 236-236A, 245A-248B, 257A-260B, 261A-264B, Reteaching: 267-270 Sets C, F; 279-279A, 280-280C, 281A-284B, 285A-288B, 289A-292B, 293A-296B, 297A-300B, 309A-312B, Reteaching: 315-318 Sets A-C, H; 341A-344B, 345A-348B, Reteaching: 363-366 Sets B, C; 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, Reteaching: 631-632 Sets A-D; 649A-652B, 653A-656B, 657A-660B, 661A-664B, Reteaching: 667-670 Sets B, D</p>

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<b>CC.2.2.2.A.2</b> Use mental strategies to add and subtract within 20.	<p><b>SE:</b> 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, Reteaching: 47–50 Sets A–H; 60, 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83–84 Sets A–D; 91, 301–304, Reteaching: 317 Set F; 561–564, Reteaching: 595 Set A</p> <p><b>TE:</b> 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, 41A–44B, Reteaching: 47–50 Sets A–H; 60–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A–D; 91–91A, 301A–304B, Reteaching: 317–318 Set F; 561A–564B, Reteaching: 595–596 Set A</p>
<b>CC.2.2.2.A.3</b> Work with equal groups of objects to gain foundations for multiplication.	<p><b>SE:</b> 60, 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83–84 Sets B–D; 92, 136, 577–580, 585–588, 589–592, Reteaching: 597–598 Sets E, G, H</p> <p><b>TE:</b> 60–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets B–D; 92–92C, 135–136A, 577A–580B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets E, G, H</p>
<b>2.3.2 Geometry</b>	
<b>A) Geometry</b>	
<b>CC.2.3.2.A.1</b> Analyze and draw two- and three-dimensional shapes having specified attributes.	<p><b>SE:</b> 560, 561–564, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets A–D</p> <p><b>TE:</b> 560–560C, 561A–564B, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets A–D</p>
<b>CC.2.3.2.A.2</b> Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	<p><b>SE:</b> 581–584, 585–588, 589–592, Reteaching: 597–598 Sets F, G, H</p> <p><b>TE:</b> 581A–584B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets F, G, H</p>

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<b>2.4.2 Measurement, Data, and Probability</b>	
<b>A) Measurement and Data</b>	
<b>CC.2.4.2.A.1</b> Measure and estimate lengths in standard units using appropriate tools.	<p><b>SE:</b> 513–516, 517–520, 521–524, 525–528, 529–532, 533–536, 541–544, Reteaching: 547–550 Sets B–F, H; 560, 565–568, 569–572, 573–576, Reteaching: 595–596 Sets B–D; 641–644, 645–648, Reteaching: 667 Set A</p> <p><b>TE:</b> 513A–516B, 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 541A–544B, Reteaching: 547–550 Sets B–F, H; 560–560C, 565A–568B, 569A–572B, 573A–576B, Reteaching: 595–596 Sets B–D; 641A–644B, 645A–648B, Reteaching: 667–668 Set A</p>
<b>CC.2.4.2.A.2</b> Tell and write time to the nearest five minutes using both analog and digital clocks.	<p><b>SE:</b> 328, 349–352, 353–356, 357–360, Reteaching: 365–366 Sets D–F</p> <p><b>TE:</b> 328–328A, 349A–352B, 353A–356B, 357A–360B, Reteaching: 365–366 Sets D–F</p>
<b>CC.2.4.2.A.3</b> Solve problems and make change using coins and paper currency with appropriate symbols.	<p><b>SE:</b> 329–332, 333–336, 337–340, 341–344, 345–348, 376, 433–436, 473–476, 485–488</p> <p><b>TE:</b> 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 376–376C, 433A–436B, 473A–476B, 485A–488B</p>
<b>CC.2.4.2.A.4</b> Represent and interpret data using line plots, picture graphs, and bar graphs.	<p><b>SE:</b> 640, 641–644, 645–648, 649–652, 653–656, 657–660, 661–664, Reteaching: 667 Set A, 667–670 Sets B–D</p> <p><b>TE:</b> 640–640C, 641A–644B, 645A–648B, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–668 Set A, 667–670 Sets B–D</p>

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<p><b>CC.2.4.2.A.6</b> Extend the concepts of addition and subtraction to problems involving length.</p>	<p><b>SE:</b> 537–560, Reteaching: 549–550 Sets F, G; 560, 609–612, 613–616, 617–620, 625–628, Reteaching: 631–632 Sets A–D</p> <p><b>TE:</b> 537A–540B, Reteaching: 549–550 Sets F, G; 560–560C, 609A–612B, 613A–616B, 617A–620B, 625A–628B, Reteaching: 631–632 Sets A–D</p>
<p><b>Math Practices</b></p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at <a href="http://SavvasRealize.com">SavvasRealize.com</a>, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 13–16, 21–24, 37–40, 41–44, 69–72, 77–80, 113–116, 117–120, 141–144, 149–152, 165–168, 169–172, 193–196, 197–200, 205–208</p>

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<b>Pennsylvania Core Standards for Mathematics Grade 2</b>	<b>enVision Mathematics, ©2020 Grade 2</b>
<p>2. Reason abstractly and quantitatively.</p>	<p><b>enVision Mathematics</b> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 5–8, 13–16, 17–20, 21–24, 25–28, 33–36, 37–40, 41–44, 73–76, 97–100, 105–108, 109–112, 149–152, 153–156, 157–160</p>
<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 29–32, 41–44, 69–72, 77–80, 93–96, 105–108, 117–120, 137–140, 141–144, 149–152, 157–160, 169–172, 189–192, 201–204, 217–220</p>



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<p>4. Model with mathematics.</p>	<p>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 5-8, 9-12, 21-24, 29-32, 33-36, 41-44, 61-64, 65-68, 73-76, 77-80, 101-104, 109-112, 137-140, 141-144, 145-148</p>
<p>5. Use appropriate tools strategically.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 29-32, 73-76, 93-96, 97-100, 117-120, 137-140, 189-192, 193-196, 209-212, 237-240, 245-248, 261-264, 305-308, 349-352, 377-380</p>

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<p>6. Attend to precision.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 9-12, 37-40, 61-64, 77-80, 113-116, 197-200, 201-204, 253-256, 261-264, 301-304, 333-336, 341-344, 349-352, 353-356, 357-360</p>
<p>7. Look for and make use of structure.</p>	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 9-12, 13-16, 17-20, 25-28, 61-64, 65-68, 69-72, 77-80, 101-104, 145-148, 153-156, 161-164, 189-192, 201-204, 217-220</p>

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<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 5-8, 17-20, 25-28, 33-36, 65-68, 77-80, 105-108, 153-156, 157-160, 165-168, 205-208, 281-284, 345-348, 353-356, 357-360</p>

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Pennsylvania Core Standards for Mathematics Grade 3	enVision Mathematics, ©2020 Grade 3
<b>2.1.3 Numbers and Operations</b>	
<b>B) Numbers and Operations in Base Ten</b>	
<p><b>CC.2.1.3.B.1</b> Apply place-value understanding and properties of operations to perform multi-digit arithmetic. (M03.A-T.1.1.1, M03.A-T.1.1.2, M03.A-T.1.1.3, M03.A-T.1.1.4)</p>	<p><b>SE:</b> 287–288, 289–292, 297–300, 301–304, 309–312, 313–316, 317–320, Reteaching: 323–326 Sets A, C, D, F–H; 335, 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 408, 409–412, 417–420, 421–424, Reteaching: 427–428 Sets A, C, D; 541–544, Reteaching: 572 Set C; 621–624, Reteaching: 639 Set B</p> <p><b>TE:</b> 287–288A, 289A–292B, 297A–300B, 301A–304B, 309A–312B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C, D, F–H; 335–335A, 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 408–408C, 409A–412B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A, C, D; 541A–544B, Reteaching: 572 Set C; 621A–624B, Reteaching: 639 Set B</p>
<b>C) Numbers and Operations—Fractions</b>	
<p><b>CC.2.1.3.C.1</b> Explore and develop an understanding of fractions as numbers. (M03.A-F.1.1.1, M03.A-F.1.1.2, M03.A-F.1.1.3, M03.A-F.1.1.4, M03.A-F.1.1.5)</p>	<p><b>SE:</b> 435–436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 485–488, 489–492, Reteaching: 519–522 Sets A–H; 585–588</p> <p><b>TE:</b> 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 484–484C, 485A–488B, 489A–492B, Reteaching: 519–522 Sets A–H; 585A–585B</p>

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<b>2.2.3 Algebraic Concepts</b>	
<b>A) Operations and Algebraic Thinking</b>	
<p><b>CC.2.2.3.A.1</b> Represent and solve problems involving multiplication and division. (M03.B-O.1.1.1, M03.B-O.1.1.2, M03.B-O.1.2.1, M03.B-O.1.2.2)</p>	<p><b>SE:</b> 3, 4, 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, Reteaching: 31-32 Sets A-E; 39-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, Reteaching: 67-68 Sets A-F; 76, 81-84, 85-88, 89-92, 93-96, 97-100, Reteaching: 107-108 Sets B-E; 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, Reteaching: 155-158 Sets A-I; 167, 168, 177-180, 181-184, 185-188, 189-192, Reteaching: 196-198 Sets C-F; 252, 253-256, 257-260, 261-264, 265-268, 269-272, Reteaching: 275-278 Sets A-D; 385-388, Reteaching: 399 Set B; 408, 561-564, Reteaching: 574 Set H; 617-620, Reteaching: 639 Set A</p> <p><b>TE:</b> 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, Reteaching: 31-32 Sets A-E; 39-40A, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, Reteaching: 67-68 Sets A-F; 76-76C, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, Reteaching: 107-108 Sets B-E; 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, Reteaching: 155-158 Sets A-I; 167-167A, 168-168C, 177A-180B, 181A-184B, 185A-188B, 189A-192B, 195-198, 252-252C, 253A-256B, 257A-260B, 261A-264B, 265A-268B, 269A-272B, Reteaching: 275-278 Sets A-D; 385A-388B, Reteaching: 399 Set B; 408-408C, 561A-564B, Reteaching: 573-574 Set H; 617A-620B, Reteaching: 639 Set A</p>

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<p><b>CC.2.2.3.A.2</b> Understand properties of multiplication and the relationship between multiplication and division. (M03.B-O.2.1.1, M03.B-O.2.1.2, M03.B-O.2.2.1)</p>	<p><b>SE:</b> 4, 13–16, Reteaching: 31–32 Set C; 49–52, Reteaching: 67 Set C; 75, 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, Reteaching: 107–108 Sets A–F; 137–140, Reteaching: 157 Set F; 389–392, Reteaching: 400 Set C</p> <p><b>TE:</b> 4-4C, 13A–16B, Reteaching: 31–32 Set C; 49A–52B, Reteaching: 67 Set C; 75–75A, 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, Reteaching: 107–108 Sets A–F; 137A–140B, Reteaching: 157–158 Set F; 389A–392B, Reteaching: 400 Set C</p>
<p><b>CC.2.2.3.A.3</b> Demonstrate multiplication and division fluency.</p>	<p><b>SE:</b> 49–52, Reteaching: 67 Set C; 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets A–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, Reteaching: 155–158 Sets A–H; 167, 168, 169–172, 173–176, 177–180, 181–184, 185–188, 189–192, Reteaching: 195–198 Sets A–F; 221–224, 225–228, 229–232, 233–236, Reteaching: 240–242 Sets D–G; 297–300, 313–316, Reteaching: 324–325, Sets C, G; 345–348, 349–352, Reteaching: 368–369 Sets C, D; 413–416, 417–420, 421–424, Reteaching: 427–428 Sets B–D; 561–564, Reteaching: 574 Set H; 617–620, 625–628, 629–632, Reteaching: 639–640 Sets A, C</p> <p><b>TE:</b> 49A–52B, Reteaching: 67 Set C; 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets A–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, Reteaching: 155–158 Sets A–H; 167–167A, 168–168C, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 189A–192B, Reteaching: 195–198 Sets A–F; 221A–224B, 225A–228B, 229A–232B, 233A–236B, 239–242, 297A–300B, 313A–316B, Reteaching: 323–326 Sets C G; 345A–348B, 349A–352B, Reteaching: 367–370 Sets C, D; 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets B–D; 561A–564B, Reteaching: 573–574 Set H; 617A–620B, 625A–628B, 629A–632B, Reteaching: 639–640 Sets A, C</p>

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<p><b>CC.2.2.3.A.4</b> Solve problems involving the four operations, and identify and explain patterns in arithmetic. (M03.B-O.3.1.1, M03.B-O.3.1.2, M03.B-O.3.1.3, M03.B-O.3.1.4, M03.B-O.3.1.5, M03.B-O.3.1.6, M03.B-O.3.1.7)</p>	<p><b>SE:</b> 41–44, 45–48, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 81–84, 85–88, 89–92, 149–152, Reteaching: 107–108 Sets B–D; 133–136, Reteaching: 157 Set E; Reteaching: 158 Set I; 168, 169–172, 189–192, 195–198, 253–256, 265–268, Reteaching: 275–277 Sets A, C; 287– 288, 289–292, 293–296, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–326 Sets A, C–E, G, H; 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 381–384, Reteaching: Set B; 393–396, Reteaching: 399 Set A; Reteaching: 400 Set D, 407, 408, 409–412, 413–416, 417–420, 421–424, Reteaching: 427–428 Sets A–D; 621–624, 639</p> <p><b>TE:</b> 41A–44B, 45A–48B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 81A–84B, 85A–88B, 89A–92B, Reteaching: 107–108 Sets B–D; 133A–136B, 149A–152B, Reteaching: 157–158 Set I; 168–168C, 169A–172B, 189A–192B, Reteaching: 195–198 Sets A, F; 253A–256B, 265A–268B, Reteaching: 275–278 Sets A, C; 287–288A, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C–E, G, H; 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 381A–384B, 393A–396B, Reteaching: 399 Set A; Reteaching: 400 Set D 407–407A, 408–408C, 409A–412B, 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A–D; 621A–624B, Reteaching: 639 Set B</p>
<b>2.3.3 Geometry</b>	
<b>A) Geometry</b>	
<p><b>CC.2.3.3.A.1</b> Identify, compare, and classify shapes and their attributes. (M03.C-G.1.1.1, M03.C-G.1.1.2)</p>	<p><b>SE:</b> 252, 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D</p> <p><b>TE:</b> 252–252C, 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D</p>

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<p><b>CC.2.3.3.A.2</b> Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. (M03.C-G.1.1.3)</p>	<p><b>SE:</b> 435–436, 437–440, 441–444, Reteaching: 471 Sets A, B; 584, 585–588, 589–592, Reteaching: 603 Sets A, B</p> <p><b>TE:</b> 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 584–584C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B</p>
<b>2.4.3 Measurement, Data, and Probability</b>	
<b>A) Measurement and Data</b>	
<p><b>CC.2.4.3.A.1</b> Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length. (M03.D-M.1.2.1, M03.D-M.1.2.2, M03.D-M.1.2.3)</p>	<p><b>SE:</b> 309–312, Reteaching: 325 Set F; 531–532, 545–548, 549–552, 553–556, 557–560, 561–564, Reteaching: 572–574 Sets D–H</p> <p><b>TE:</b> 309A–312B, Reteaching: 325–326 Set F; 531–532A, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, Reteaching: 571–574 Sets D–H</p>
<p><b>CC.2.4.3.A.2</b> Tell and write time to the nearest minute and solve problems by calculating time intervals. (M03.D-M.1.1.1, M03.D-M.1.1.2)</p>	<p><b>SE:</b> 531–532, 533–536, 537–540, 541–544, 565–568, Reteaching: 571–574 Sets A–C, I</p> <p><b>TE:</b> 531–532A, 533A–536B, 537A–540B, 541A–544B, 565A–568B, Reteaching: 571–574 Sets A–C, I</p>
<p><b>CC.2.4.3.A.3</b> Solve problems and make change involving money using a combination of coins and bills. (M03.D-M.1.3.1, M03.D-M.1.3.2, M03.D-M.1.3.3)</p>	<p><b>MDIS</b> <b>SE/TE:</b> A84, H84</p> <p>Also see enVision Mathematics, ©2020 Grade 2: <b>SE:</b> 329–332, 333–336, 337–340, 341–344, 345–348, 376, 433–436, 473–476, 485–488</p> <p><b>TE:</b> 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 376–376C, 433A–436B, 473A–476B, 485A–488B</p>
<p><b>CC.2.4.3.A.4</b> Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. (M03.D-M.2.1.1, M03.D-M.2.1.2, M03.D-M.2.1.3, M03.D-M.2.1.4)</p>	<p><b>SE:</b> 251, 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 417–420, Reteaching: 428 Set C</p> <p><b>TE:</b> 251–251A, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 417A–420B, Reteaching: 428, Set C</p>



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<p><b>CC.2.4.3.A.5</b> Determine the area of a rectangle and apply the concept to multiplication and to addition. (M03.D-M.3.1.1, M03.D-M.3.1.2)</p>	<p><b>SE:</b> 101–104, Reteaching: 108 Set F; 221–224, 233–236, Reteaching: 242 Set G, 597–600, Reteaching: 604 Set D; 625–628, 629–632, Reteaching: 640 Set C <b>TE:</b> 101A–104B, Reteaching: 108 Set F; 221A–224B, 233A–236B, Reteaching: 241–242 Set G, 597A–600B, Reteaching: 604 Set D; 625A–628B, 629A–632B, Reteaching: 640 Set C</p>
<p><b>CC.2.4.3.A.6</b> Solve problems involving perimeters of polygons and distinguish between linear and area measures. (M03.D-M.4.1.1)</p>	<p><b>SE:</b> 611–612, 613–616, 617–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D <b>TE:</b> 611–612A, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching: Sets A–D</p>
<p><b>Math Practices</b></p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at <a href="http://SavvasRealize.com">SavvasRealize.com</a>, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem- Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 5–8, 9–12, 17–20, 25–28, 41–44, 49–52, 61–64, 81–84, 89–92, 93–96, 97–100, 101–104, 117–120, 121–124, 125–128</p>

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

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

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

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<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 21-24, 53-56, 97-100, 101-104, 133-136, 145-148, 181-184, 185-188, 221-224, 225-228, 269-272, 293-296, 345-348, 353-356, 389-392</p>

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<b>2.1.4 Numbers and Operations</b>	
<b>B) Numbers and Operations in Base Ten</b>	
<b>CC.2.1.4.B.1</b> Apply place-value concepts to show an understanding of multi-digit whole numbers. (M04.A-T.1.1.1, M04.A-T.1.1.2, M04.A-T.1.1.3, M04.A-T.1.1.4)	<b>SE:</b> 3, 4, 5-8, 9-12, 13-16, 21-24, Reteaching: 27 Sets A-C; 35-36  <b>TE:</b> 3-3A, 4-4C, 5A-8B9A-12B, 13A-16B, 21A-24B, Reteaching: 27 Sets A-C; 35-36A
<b>CC.2.1.4.B.2</b> Use place-value understanding and properties of operations to perform multi-digit arithmetic. (M04.A-T.2.1.1, M04.A-T.2.1.2, M04.A-T.2.1.3, M04.A-T.2.1.4)	<b>SE:</b> 3, 4, 5-8, 9-12, 13-16, 17-20, 21-24, Reteaching: 27 Sets A-C; Reteaching: 28 Sets D, E 35-36, 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-68, Reteaching: 71-72 Sets A-E; 80, 233-236, 237-240, 241-244, 521-524, 565-568  <b>TE:</b> 3-3A, 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, Reteaching: 27 Sets A-C; Reteaching: 28 Sets D, E 35-36A, 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, 65A-68B, Reteaching: 71-72 Sets A-E; 80-80C, 233A-236B, 237A-240B, 241A-244B, 521A-524B, 565A-568B
<b>C) Numbers and Operations—Fractions</b>	
<b>CC.2.1.4.C.1</b> Extend the understanding of fractions to show equivalence and ordering. (M04.A-F.1.1.1, M04.A-F.1.1.2)	<b>SE:</b> 291-292, 293-296, 297-300, 301-304, 305-308, 313-316, 317-320, Reteaching: 323-324 Sets A, B; 421-424, 553-556  <b>TE:</b> 291-292, 293A-296B, 297A-300B, 301A-304B, 305A-308B, 313A-316B, 317A-320B, Reteaching: 323-324 Sets A, B; 421A-424B, 553A-556B
<b>CC.2.1.4.C.2</b> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (M04.A-F.2.1.1, M04.A-F.2.1.2, M04.A-F.2.1.3, M04.A-F.2.1.4, M04.A-F.2.1.5, M04.A-F.2.1.6, M04.A-F.2.1.7)	<b>SE:</b> 383-384, 385-388, 89-392, 393-396, Reteaching: 407 Sets A, B  <b>TE:</b> 383-384A, 385A-388B, 389A-392B, 393A-396B, Reteaching: 407 Sets A, B
<b>CC.2.1.4.C.3</b> Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). (M04.A-F.3.1.1, M04.A-F.3.1.2, M04.A-F.3.1.3)	<b>SE:</b> 443-444, 445-448, 449-452, Reteaching: 471 Sets A, B  <b>TE:</b> 443A-444B, 445A-448B, 449A-452B, Reteaching: 471 Sets A, B

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<b>2.2.4 Algebraic Concepts</b>	
<b>A) Operations and Algebraic Thinking</b>	
<b>CC.2.2.4.A.1</b> Represent and solve problems involving the four operations. (M04.B-O.1.1.1, M04.B-O.1.1.2, M04.B-O.1.1.3, M04.B-O.1.1.4)	<p><b>SE:</b> 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets B, F; 80, 85–88, 97–100, 105–108, 109–112, Reteaching: 115–118 Sets B, G, H; 137–140, 141–144, 149–152, 153–156, Reteaching: 159–160 Set C; 168, 173–176, 177–180, 181–184, 197–120, 205–208, Reteaching: 211–214 Sets B, H; 233–236, 237–240, 241–244, 245–248, Reteaching: 251 Set B; 260, 481–484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 529–532, 569–572</p> <p><b>TE:</b> 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets B, F; 80–80C, 85A–88B, 97A–100B, 105A–108B, 109A–112B, Reteaching: 115–118 Sets B, G, H; 137A–140B, 141A–144B, 149A–152B, 153A–156B, Reteaching: 159–160 Set C; 168–168C, 173A–176B, 177A–180B, 181A–184B, 197A–120B, 205A–208B, Reteaching: 211–214 Sets B, H; 233A–236B, 237A–240B, 241A–244B, 245A–248B, Reteaching: 251 Set B; 260–260C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 529A–532B, 569A–572B</p>
<b>CC.2.2.4.A.2</b> Develop and/or apply number theory concepts to find factors and multiples. (M04.B-O.2.1.1)	<p><b>SE:</b> 260, 261–264, 265–268, 269–272, 273–276, 277–280, Reteaching: 283–284 Sets A–E; 305–308, 521–524, 525–528</p> <p><b>TE:</b> 260–260C, 261A–264B, 265A–268B, 269A–272B, 273A–276B, 277A–280B, Reteaching: 283–284 Sets A–E; 305A–308B, 521A–524B, 525A–528B</p>
<b>CC.2.2.4.A.4</b> Generate and analyze patterns using one rule. (M04.B-O.3.1.1, M04.B-O.3.1.2, M04.B-O.3.1.3)	<p><b>SE:</b> 519–520, 521–524, 525–528, 529–532, 533–536, Reteaching: 539–540 Sets A–D; 589–592</p> <p><b>TE:</b> 519–520A, 521A–524B, 525A–528B, 529A–532B, 533A–536B, Reteaching: 539–540 Sets A–D; 589A–592B</p>

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<b>2.3.4 Geometry</b>	
<b>A) Geometry</b>	
<b>CC.2.3.4.A.1</b> Draw lines and angles and identify these in two-dimensional figures. (M04.C-G.1.1.1)	<b>SE:</b> 547, 548, 549–552, Reteaching: 575 Set A; 583–584, 585–588, 589–592, 593–596, 605–608, Reteaching: 611 Set A  <b>TE:</b> 547–547A, 548–548C, 549A–552B, Reteaching: 575 Set A; 583–584A, 585A–588B, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611 Set A
<b>CC.2.3.4.A.2</b> Classify two-dimensional figures by properties of their lines and angles. (M04.C-G.1.1.2)	<b>SE:</b> 583–584, 589–592, 593–596, 605–608, Reteaching: 611–612 Sets B, C, F  <b>TE:</b> 583–584A, 589A–592B, 593A–596B, 605A–608B, Reteaching: 611–612 Sets B, C, F
<b>CC.2.3.4.A.3</b> Recognize symmetric shapes and draw lines of symmetry. (M04.C-G.1.1.3)	<b>SE:</b> 583–584, 597–600, 601–604, Reteaching: 612 Sets D, E  <b>TE:</b> 583–584A, 597A–600B, 601A–604B, Reteaching: 612 Sets D, E
<b>2.4.4 Measurement, Data, and Probability</b>	
<b>A) Measurement and Data</b>	
<b>CC.2.4.4.A.1</b> Solve problems involving measurement and conversions from a larger unit to a smaller unit. (M04.D-M.1.1.1, M04.D-M.1.1.2, M04.D-M.1.1.3, M04.D-M.1.1.4)	<b>SE:</b> 397–400, 479, 480, 481–484, 485–488, 489–492, 493–496, 497–500, Reteaching: 511 Sets A, B  <b>TE:</b> 397A–400B, 479–479A, 480–480C, 481A–484B, 485A–488B, 489A–492B, 493A–496B, 497A–500B, Reteaching: 511 Sets A, B
<b>CC.2.4.4.A.2</b> Translate information from one type of data display to another. (M04.D-M.2.1.3)	<b>SE:</b> 224, 421  <b>TE:</b> 224A, 421A
<b>CC.2.4.4.A.4</b> Represent and interpret data involving fractions using information provided in a line plot. (M04.D-M.2.1.1, M04.D-M.2.1.2)	<b>SE:</b> 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D  <b>TE:</b> 415, 416, 417–420, 421–424, 425–428, 429–432, Reteaching: 435–436 Sets A–D



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<p><b>CC.2.4.4.A.6</b> Measure angles and use properties of adjacent angles to solve problems. (M04.D-M.3.1.1, M04.D-M.3.1.2)</p>	<p><b>SE:</b> 547, 549–552, 553–556, 557–560, 569–572, Reteaching: 575 Set B; 589-592</p> <p><b>TE:</b> 547, 549A–552B, 553A–556B, 557A–560B, 569A–572B, Reteaching: 575 Set B; 589A-592B</p>
<p><b>Math Practices</b></p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at <a href="http://SavvasRealize.com">SavvasRealize.com</a>, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 13–16, 21–24, 49–52, 53–56, 65–68, 81–84, 105–108, 109–112, 153–156, 205–208, 233–236, 237–240, 245–248, 261–264, 293–296</p>

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

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

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

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<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 9-12, 49-52, 269-272, 309-312, 361-364, 365-368, 389-392, 421-424, 461-464, 481-484, 485-488, 489-492, 497-500, 521-524, 557-560</p>

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<b>2.1.5 Numbers and Operations</b>	
B) Numbers and Operations in Base Ten	
<b>CC.2.1.5.B.1</b> Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. (M05.A-T.1.1.1, M05.A-T.1.1.2, M05.A-T.1.1.3, M05.A-T.1.1.4, M05.A-T.1.1.5)	<b>SE:</b> 4, 25–28, Reteaching: 36 Set E; 45–48, 49–52, Reteaching: 71 Set B  <b>TE:</b> 4–4C, 25A–28B, Reteaching: 36 Set E; 45A–48B, 49A–52B, Reteaching: 71 Set B
<b>CC.2.1.5.B.2</b> Extend an understanding of operations with whole numbers to perform operations including decimals. (M05.A-T.2.1.1, M05.A-T.2.1.2, M05.A-T.2.1.3)	<b>SE:</b> 43–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, Reteaching: 71–72 Sets A–E; 79, 81–84, 85–88, 89–92, 93–96, 97–100, 127–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, Reteaching: 167–170 Sets A–F; 179, 179, 181–184, 185–188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, Reteaching: 215–218 Sets A–H; 227–228, 229–232, 233–236, 237–240, 241–244, 245–248, 248–252, Reteaching: 255–258 Sets A–F; 268, 487–488, 489–492, 493–496, 497–500, 513–516  <b>TE:</b> 43–44A, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, 65A–68B, Reteaching: 71–72 Sets A–E; 79–79A, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 127–128A, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, Reteaching: 167–170 Sets A–F; 179–179A, 181A–184B, 185A–188B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, Reteaching: 215–218 Sets A–H; 229A–232B, 233A–236B, 237A–240B, 241A–244B, 245A–248B, 249A–252B, Reteaching: 255–258 Sets A–F; 268–268C, 487–488A, 489A–492B, 493A–496B, 497A–500B, 513A–516B
<b>C) Numbers and Operations—Fractions</b>	
<b>CC.2.1.5.C.1</b> Use the understanding of equivalency to add and subtract fractions. (M05.A-F.1.1.1)	<b>SE:</b> 268, 269–272, 273–276, 277–280, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 319–322 Sets A–G  <b>TE:</b> 268–268C, 269A–272B, 272A–276B, 277A–280B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 319–322 Sets A–G

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<b>CC.2.1.5.C.2</b> Apply and extend previous understandings of multiplication and division to multiply and divide fractions. (M05.A-F.2.1.1, M05.A-F.2.1.2, M05.A-F.2.1.3, M05.A-F.2.1.4)	<b>SE:</b> 331–332, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 371–372 Sets A–D, 384  <b>TE:</b> 331–332A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 371–372 Sets A–D, 384–384C
<b>2.2.5 Algebraic Concepts</b>	
<b>A) Operations and Algebraic Thinking</b>	
<b>CC.2.2.5.A.1</b> Interpret and evaluate numerical expressions using order of operations. (M05.B-O.1.1.1, M05.B-O.1.1.2)	<b>SE:</b> 535, 537–540, 541–544, 545–548, 549–552, Reteaching: 555–556 Sets A, B, C, D  <b>TE:</b> 535–535A, 537A–540B, 541A–544B, 545A–548B, 549A–552B, Reteaching: 555–556 Sets A, B, C, D
<b>CC.2.2.5.A.4</b> Analyze patterns and relationships using two rules. (M05.B-O.2.1.1, M05.B-O.2.1.2)	<b>SE:</b> 591, 592, 593–596, 597–600, 601–604, 605–608, Reteaching: 611–612 Sets A–D  <b>TE:</b> 591, 592, 593A–596B, 597A–600B, 601A–604B, 605A–608B, Reteaching: 611–612 Sets A–D
<b>2.3.5 Geometry</b>	
<b>A) Geometry</b>	
<b>CC.2.3.5.A.1</b> Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems. (M05.C-G.1.1.1, M05.C-G.1.1.2)	<b>SE:</b> 563–564, 569–572, 573–576, 577–580, Reteaching: 583–584 Sets B, C; 592, 601–604, Reteaching: 612 Set C  <b>TE:</b> 563–564A, 569A–572B, 573A–576B, 577A–580B, Reteaching: 583–584 Sets B, C; 592–592C, 601A–604B, Reteaching: 612 Set C
<b>CC.2.3.5.A.2</b> Classify two-dimensional figures into categories based on an understanding of their properties. (M05.C-G.2.1.1)	<b>SE:</b> 619–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets B, C, D  <b>TE:</b> 619–620A, 621A–624B, 625A–628B, 629A–632B, 633A–636B, 639–Reteaching: 640 Sets B, C, D

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<b>2.4.5 Measurement, Data, and Probability</b>	
<b>A) Measurement and Data</b>	
<b>CC.2.4.5.A.1</b> Solve problems using conversions within a given measurement system. (M05.D-M.1.1.1)	<p><b>SE:</b> 487–488, 489–492, 93–496, 497–500, 501–504, 505–508, 509–512, 513–516, 517–520, 521–524, Reteaching: 527–528 Sets A–H; 536</p> <p><b>TE:</b> 487–488A, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, 517A–520B, 521A–524B, Reteaching: 527–528 Sets A–H; 536–536C</p>
<b>CC.2.4.5.A.2</b> Represent and interpret data using appropriate scale. (M05.D-M.2.1.2)	<p><b>SE:</b> 331–332, 361–364, Reteaching: 374 Set G</p> <p><b>TE:</b> 331–332, 361A–364B, Reteaching: 374 Set G</p>
<b>CC.2.4.5.A.4</b> Solve problems involving computation of fractions using information provided in a line plot. ( <b>M05.D-M.2.1.1</b> )	<p><b>SE:</b> 427–428, 429–432, 433–436, 437–440, 441–444, Reteaching: 447–448 Sets A–C</p> <p><b>TE:</b> 427–428, 429A–432B, 433A–436B, 437A–440B, 441A–444B, Reteaching: 447–448 Sets A–C</p>
<b>CC.2.4.5.A.5</b> Apply concepts of volume to solve problems and relate volume to multiplication and to addition. (M05.D-M.3.1.1, M05.D-M.3.1.2)	<p><b>SE:</b> 456, 461–464, Reteaching: 479 Set B</p> <p><b>TE:</b> 456–456C, 461A–464B, Reteaching: 479 Set B</p>



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<p><b>Math Practices</b></p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p><b>enVision Mathematics</b> provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 25–28, 53–56, 61–64, 65–68, 89–92, 93–96, 97–100, 101–104, 109–112, 113–116, 137–140, 149–152, 153–156, 161–164, 185–188</p>
<p>2. Reason abstractly and quantitatively.</p>	<p><b>enVision Mathematics</b> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 13–16, 45–48, 49–52, 85–88, 105–108, 113–116, 133–136, 157–160, 197–200, 201–204, 205–208, 209–212, 229–232, 233–236, 237–240</p>

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<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In <b>enVision Mathematics</b>, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 9–12, 13–16, 21–24, 25–28, 45–48, 49–52, 53–56, 57–60, 65–68, 81–84, 85–88, 89–92, 93–96, 97–100, 109–112</p>
<p>4. Model with mathematics.</p>	<p>Students using <b>enVision Mathematics</b> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 5–8, 65–68, 89–92, 93–96, 101–104, 105–108, 109–112, 145–148, 161–164, 185–188, 193–196, 197–200, 241–244, 249–252, 277–280</p>

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<p>5. Use appropriate tools strategically.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 5-8, 61-64, 81-84, 149-152, 189-192, 197-200, 237-240, 273-276, 293-296, 301-304, 353-356, 397-400, 401-404, 457-460, 473-476</p>
<p>6. Attend to precision.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p><b>Student's Edition and Teacher's Edition pages</b> 17-20, 21-24, 29-32, 105-108, 113-116, 133-136, 145-148, 161-164, 181-184, 249-252, 305-308, 309-312, 341-344, 349-352, 361-364</p>

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<p>7. Look for and make use of structure.</p>	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 5–8, 9–12, 13–16, 17–20, 25–28, 29–32, 61–64, 101–104, 129–132, 153–156, 181–184, 201–204, 229–232, 245–248, 297–300</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>Student’s Edition and Teacher’s Edition pages</b> 17–20, 29–32, 57–60, 133–136, 141–144, 145–148, 157–160, 281–284, 289–292, 301–304, 357–360, 413–416, 433–436, 489–492, 493–496</p>