

A Correlation of

enVisionMATH

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To the

South Carolina College- and Career- Ready Standards for Mathematics Process Standards

Grades K-6

**A Correlation of enVisionMATH ©2012
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Table of Contents

South Carolina Portrait of a College- and Career-Ready Mathematics Student	1
Kindergarten	2
Grade 1	9
Grade 2	18
Grade 3	25
Grade 4	33
Grade 5	41
Grade 6	50

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South Carolina Portrait of a College- and Career-Ready Mathematics Student

<p style="text-align: center;">A South Carolina student who is college- and career-ready in mathematics will demonstrate:</p>	<p style="text-align: center;">enVisionMATH</p>
<p>Academic Success and Employability: Student demonstrates strong conceptual knowledge and strategically applies appropriate academic and technical skills and tools to model and solve problems.</p>	<p><i>enVisionMATH</i> leads students through a progressive journey of developing mathematical knowledge and skills. Throughout each grade level, students develop problem solving skills using a variety of guided methods.</p>
<p>Interdependent Thinking and Collaborative Spirit: Student collaborates effectively with others and respectfully critiques varied perspectives.</p>	<p>Within each topic and lesson, students are given the opportunity to work with peers and collaborate on strategies and solutions. This allows students to think critically about their own work as well as the work of others.</p>
<p>Intellectual Integrity and Curiosity: Student researches by appropriately collecting, assimilating, and synthesizing data and information, cites relevant sources, and verifies with evidence. Student investigates mathematical situations in order to develop and test conjectures.</p>	<p><i>enVisionMATH</i> uses a variety of learning experiences to help students explore real-world problems and develop skills in researching information, strategies, and methods of solving each problem. Students will exhibit these intellectual skills as they practice using these strategies and methods.</p>
<p>Logical Reasoning: Student analyzes and evaluates evidence in a comprehensive and discerning manner and forms conclusions based on evidence using logic and reason.</p>	<p><i>enVisionMATH</i> helps students to develop a deeper mathematical understanding by providing activities to evaluate methods and conclusions. Students learn to reason logically as they analyze the material.</p>
<p>Self-Reliance and Autonomy: Student demonstrates qualities of an innovative, creative and independent learner and contributor to society, including goal setting, self-monitoring and regulation, constructive interactions with others, time management, and tenacity.</p>	<p>Students are led through grade-appropriate activities that allow for both teacher instruction and independent development. Students increasingly develop the ability to add to their own learning experience.</p>
<p>Effective Communication: Student communicates appropriately, fluently, and with precision in a variety of written and oral modes, including appropriate technologies, based on audience, task, purpose, and discipline.</p>	<p>This curriculum aids students in developing the use of mathematical language as they discuss and solve real-world problems within each mathematical concept. Students learn to communicate their methods and conclusions as they progress through each grade level.</p>

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South Carolina College- and Career-Ready Standards for Mathematics Kindergarten	enVisionMATH Kindergarten
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	
a. Relate a problem to prior knowledge.	SE/TE: Topic 2: 23-24; Topic 7: 135-136; Topic 13: 253-254 TE: Topic 2: 23A-24C; Topic 7: 135A-136C; Topic 13: 253A-254C
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: Topic 8: 149-150; Topic 9: 171-172; Topic 13: 245-246 TE: Topic 8: 149A-150C; Topic 9: 171A-172C; Topic 13: 245A-246C
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: Topic 2: 29-30; Topic 5: 101-102; Topic 7: 131-132 TE: Topic 2: 29A-30C; Topic 5: 101A-102C; Topic 7: 131A-132C
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: Topic 8: 161-162; Topic 13: 249-250 TE: Topic 8: 161A-162C; Topic 13: 249A-250C
2. Reason both contextually and abstractly.	
a. Make sense of quantities and their relationships in mathematical and real-world situations.	SE/TE: Topic 1: 9-10; Topic 2: 25-26; Topic 4: 73-74 TE: Topic 1: 9A-10C; Topic 2: 25A-26C; Topic 4: 73A-74C
b. Describe a given situation using multiple mathematical representations.	SE/TE: Topic 1: 13-14; Topic 2: 27-28; Topic 9: 179-180 TE: Topic 1: 13A-14C; Topic 2: 27A-28C; Topic 9: 179A-180C
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	SE/TE: Topic 1: 11-12; Topic 2: 33-34; Topic 9: 175-176 TE: Topic 1: 11A-12C; Topic 2: 33A-34C; Topic 9: 175A-176C
d. Connect the meaning of mathematical operations to the context of a given situation.	SE/TE: Topic 8: 155-156; Topic 9: 183-184; Topic 11: 209-210 TE: Topic 8: 155A-156C; Topic 9: 183A-184C; Topic 11: 209A-210C
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	
a. Construct and justify a solution to a problem.	SE/TE: Topic 12: 229-230, 231-232 TE: Topic 12: 229A-230C, 231A-232C

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South Carolina College- and Career-Ready Standards for Mathematics Kindergarten	enVisionMATH Kindergarten
b. Compare and discuss the validity of various reasoning strategies.	SE/TE: Topic 12: 233-234; Topic 15: 291-292 TE: Topic 12: 233A-234C; Topic 15: 291A-292C
c. Make conjectures and explore their validity.	SE/TE: Topic 12: 227-228, 235-236 TE: Topic 12: 227A-228C, 235A-236C
d. Reflect on and provide thoughtful responses to the reasoning of others.	SE/TE: Topic 14: 279-280; Topic 16: 311-312 TE: Topic 14: 279A-280C; Topic 16: 311A-312C
4. Connect mathematical ideas and real-world situations through modeling.	
a. Identify relevant quantities and develop a model to describe their relationships.	SE/TE: Topic 1: 3-4; Topic 3: 47-48; Topic 4: 69-70 TE: Topic 1: 3A-4C; Topic 3: 47A-48C; Topic 4: 69A-70C
b. Interpret mathematical models in the context of the situation.	SE/TE: Topic 5: 97-98; Topic 7: 133-134; Topic 8: 159-160 TE: Topic 5: 97A-98C; Topic 7: 133A-134C; Topic 8: 159A-160C
c. Make assumptions and estimates to simplify complicated situations.	SE/TE: Topic 8: 151-152; Topic 9: 173-174; Topic 13: 255-256 TE: Topic 8: 151A-152C; Topic 9: 173A-174C; Topic 13: 255A-256C
d. Evaluate the reasonableness of a model and refine if necessary.	SE/TE: Topic 1: 7-8; Topic 5: 99-100; Topic 8: 157-158 TE: Topic 1: 7A-8C; Topic 5: 99A-100C; Topic 8: 157A-158C
5. Use a variety of mathematical tools effectively and strategically.	
a. Select and use appropriate tools when solving a mathematical problem.	SE/TE: Topic 1: 15-16; Topic 2: 39-40; Topic 5: 95-96 TE: Topic 1: 15A-16C; Topic 2: 39A-40C; Topic 5: 95A-96C
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	SE/TE: Topic 4: 85-86; Topic 5: 93-94; Topic 6: 111-112 TE: Topic 4: 85A-86C; Topic 5: 93A-94C; Topic 6: 111A-112C
6. Communicate mathematically and approach mathematical situations with precision.	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	SE/TE: Topic 1: 5-6; Topic 15: 291-292 TE: Topic 1: 5A-6C; Topic 15: 291A-292C

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b. Represent numbers in an appropriate form according to the context of the situation.	SE/TE: Topic 11: 211-212; Topic 15: 295-296 TE: Topic 11: 211A-212C; Topic 15: 295A-296C
c. Use appropriate and precise mathematical language.	SE/TE: Topic 15: 287-288, 289-290 TE: Topic 15: 287A-288C, 289A-290C
d. Use appropriate units, scales, and labels.	SE/TE: Topic 15: 293-294 TE: Topic 15: 293A-294C
7. Identify and utilize structure and patterns.	
a. Recognize complex mathematical objects as being composed of more than one simple object.	SE/TE: Topic 14: 265-266; Topic 16: 305-306 TE: Topic 14: 265A-266C; Topic 16: 305A-306C
b. Recognize mathematical repetition in order to make generalizations.	SE/TE: Topic 3: 59-60; Topic 16: 303-304 TE: Topic 3: 59A-60C; Topic 16: 303A-304C
c. Look for structures to interpret meaning and develop solution strategies.	SE/TE: Topic 10: 199-200; Topic 14: 269-270; Topic 16: 307-308 TE: Topic 10: 199A-200C; Topic 14: 269A-270C; Topic 16: 307A-308C
Content Standards for Mathematics	
Number Sense	
K.NS.1 Count forward by ones and tens to 100.	SE/TE: Topic 6: 109-110, 113-114, 115-116, 117-118, 119-120 TE: Topic 6: 109A-110C, 113A-114C, 115A-116C, 117A-118C, 119A-120C
K.NS.2 Count forward by ones beginning from any number less than 100.	SE/TE: Topic 4: 81-82, 83-84; Topic 5: 101-102; Topic 6: 109-110, 119-120 TE: Topic 4: 81A-82C, 83A-84C; Topic 5: 101A-102C; Topic 6: 109A-110C, 119A-120C
K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.	SE/TE: Topic 1: 7-8, 13-14; Topic 2: 29-30, 31-32; Topic 3: 49-50, 53-54, 57-58; Topic 5: 93-94, 95-96, 97-98, 99-100 TE: Topic 1: 7A-8C, 13A-14C; Topic 2: 29A-30C, 31A-32C; Topic 3: 49A-50C, 53A-54C, 57A-58C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C
K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:	SE/TE: Topic 1: 7-8, 13-14; Topic 2: 31-32, 37-38; Topic 3: 49-50, 53-54, 57-58 TE: Topic 1: 7A-8C, 13A-14C; Topic 2: 31A-32C, 37A-38C; Topic 3: 49A-50C, 53A-54C, 57A-58C

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a. the last number said tells the number of objects in the set (cardinality);	SE/TE: Topic 1: 5-6, 11-12, 15-16; Topic 2: 39-40; Topic 3: 47-48, 51-52, 55-56, 59-60; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 109-110 TE: Topic 1: 5A-6C, 11A-12C, 15A-16C; Topic 2: 39A-40C; Topic 3: 47A-48C, 51A-52C, 55A-56C, 59A-60C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C; Topic 6: 109A-110C
b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);	SE/TE: Topic 1: 5-6, 11-12, 15-16; Topic 2: 39-40; Topic 3: 47-48, 51-52, 55-56, 59-60; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 109-110 TE: Topic 1: 5A-6C, 11A-12C, 15A-16C; Topic 2: 39A-40C; Topic 3: 47A-48C, 51A-52C, 55A-56C, 59A-60C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C; Topic 6: 109A-110C
c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	SE/TE: Topic 2: 35-36, 37-38, 39-40; Topic 3: 59-60; Topic 4: 81-82 TE: Topic 2: 35A-36C, 37A-38C, 39A-40C; Topic 3: 59A-60C; Topic 4: 81A-82C
K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.	SE/TE: Topic 1: 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 31-32; Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56, 57-58; Topic 6: 111-112 TE: Topic 1: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; Topic 2: 31A-32C; Topic 3: 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C; Topic 6: 111A-112C
K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	SE/TE: Topic 1: 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 31-32; Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56, 57-58; Topic 6: 111-112 TE: Topic 1: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; Topic 2: 31A-32C; Topic 3: 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C; Topic 6: 111A-112C
K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	SE/TE: Topic 2: 23-24, 25-26, 27-28, 33-34, 39-40; Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80 TE: Topic 2: 23A-24C, 25A-26C, 27A-28C, 33A-34C, 39A-40C; Topic 4: 67A-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C

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K.NS.8 Compare two written numerals up to 10 using <i>more than, less than or equal to</i> .	SE/TE: Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86 TE: Topic 4: 67A-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C
K.NS.9 Identify first through fifth and last positions in a line of objects.	SE/TE: Topic 2: 37-38 TE: Topic 2: 37A-38C
Number Sense and Base Ten	
K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.	SE/TE: Topic 10: 193-194, 195-196, 197-198, 199-200; Topic 11: 207-208, 209-210, 211-212, 213-214, 215-216 TE: Topic 10: 193A-194C, 195A-196C, 197A-198C, 199A-200C; Topic 11: 207A-208C, 209A-210C, 211A-212C, 213A-214C, 215A-216C
Algebraic Thinking and Operations	
K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.	SE/TE: Topic 4: 73-74, 75-76, 77-78, 79-80; Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 TE: Topic 4: 73A-74C, 75A-76C, 77A-78C, 79A-80C; Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C
K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	SE/TE: Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 TE: Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C
K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.	SE/TE: Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180 TE: Topic 9: 169A-170C, 171A-172C, 173A-174C, 175A-176C, 177A-178C, 179A-180C
K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.	SE/TE: Topic 9: 181-182, 183-184 TE: Topic 9: 181A-182C, 183A-184C

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K.ATO.5 Add and subtract fluently within 5.	SE/TE: Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160 TE: Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C
K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.	SE/TE: Topic 3: 59-60; Topic 6: 117-118, 119-120; Topic 10: 193-194; Topic 11: 215-216 TE: Topic 3: 59A-60C; Topic 6: 117A-118C, 119A-120C; Topic 10: 193A-194C; Topic 11: 215A-216C
Geometry	
K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.	SE/TE: Topic 13: 253-254; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296 TE: Topic 13: 253A-254C; Topic 15: 287A-288C, 289A-290C, 291A-292C, 293A-294C, 295A-296C
K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	SE/TE: Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280; Topic 16: 303-304, 307-308, 309-310 TE: Topic 14: 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C; Topic 16: 303A-304C, 307A-308C, 309A-310C
K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	SE/TE: Topic 14: 275-276, 277-278; Topic 16: 311-312 TE: Topic 14: 275A-276C, 277A-278C; Topic 16: 311A-312C
K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	SE/TE: Topic 16: 303-304, 305-306, 307-308, 311-312 TE: Topic 16: 303A-304C, 305A-306C, 307A-308C, 311A-312C
K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	SE/TE: Topic 16: 309-310 TE: Topic 16: 309A-310C

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Measurement and Data Analysis	
K.MDA.1 Identify measureable attributes (length, weight) of an object.	SE/TE: Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238 TE: Topic 12: 223A-224C, 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C
K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.	SE/TE: Topic 12: 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238 TE: Topic 12: 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C
K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	SE/TE: Topic 9: 185-186; Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258 TE: Topic 9: 185A-186C; Topic 13: 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C
K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.	SE/TE: Topic 9: 185-186; Topic 13: 255-256, 257-258 TE: Topic 9: 185A-186C; Topic 13: 255A-256C, 257A-258C

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	
a. Relate a problem to prior knowledge.	SE/TE: Topic 14: 437-440, 461-464 TE: Topic 14: 437A-440B, 461A-464B
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: Topic 4: 137-140; Topic 14: 445-448 TE: Topic 4: 137A-140B; Topic 14: 445A-448B
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: Topic 2: 81-84; Topic 11: 375-378 TE: Topic 2: 81A-84B; Topic 11: 375A-378B
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: Topic 4: 117-120; Topic 12: 405-408 TE: Topic 4: 117A-120B; Topic 12: 405A-408B
2. Reason both contextually and abstractly.	
a. Make sense of quantities and their relationships in mathematical and real-world situations.	SE/TE: Topic 2: 41-44; Topic 4: 125-128; Topic 6: 205-208 TE: Topic 2: 41A-44B; Topic 4: 125A-128B; Topic 6: 205A-208B
b. Describe a given situation using multiple mathematical representations.	SE/TE: Topic 2: 65-68; Topic 4: 141-144; Topic 5: 167-170 TE: Topic 2: 65A-68B; Topic 4: 141A-144B; Topic 5: 167A-170B
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	SE/TE: Topic 2: 49-52; Topic 3: 99-102; Topic 6: 209-212 TE: Topic 2: 49A-52B; Topic 3: 99A-102B; Topic 6: 209A-212B
d. Connect the meaning of mathematical operations to the context of a given situation.	SE/TE: Topic 2: 45-48, 77-80; Topic 4: 145-148 TE: Topic 2: 45A-48B, 77A-80B; Topic 4: 145A-148B
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	
a. Construct and justify a solution to a problem.	SE/TE: Topic 5: 163-166, 191-194; Topic 15: 507-510 TE: Topic 5: 163A-166B, 191A-194B; Topic 15: 507A-510B
b. Compare and discuss the validity of various reasoning strategies.	SE/TE: Topic 2: 61-64; Topic 3: 103-106; Topic 5: 171-174 TE: Topic 2: 61A-64B; Topic 3: 103A-106B; Topic 5: 171A-174B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
c. Make conjectures and explore their validity.	SE/TE: Topic 1: 11-14; Topic 8: 281-284; Topic 15: 471-474 TE: Topic 1: 11A-14B; Topic 8: 281A-284B; Topic 15: 471A-474B
d. Reflect on and provide thoughtful responses to the reasoning of others.	SE/TE: Topic 1: 19-22; Topic 8: 289-292 TE: Topic 1: 19A-22B; Topic 8: 289A-292B
4. Connect mathematical ideas and real-world situations through modeling.	
a. Identify relevant quantities and develop a model to describe their relationships.	SE/TE: Topic 1: 23-26; Topic 2: 53-56; Topic 6: 259-262 TE: Topic 1: 23A-26B; Topic 2: 53A-56B; Topic 6: 259A-262B
b. Interpret mathematical models in the context of the situation.	SE/TE: Topic 2: 57-60; Topic 3: 107-110; Topic 11: 355-358 TE: Topic 2: 57A-60B; Topic 3: 107A-110B; Topic 11: 355A-358B
c. Make assumptions and estimates to simplify complicated situations.	SE/TE: Topic 8: 273-276; Topic 9: 315-318; Topic 14: 449-452 TE: Topic 8: 273A-276B; Topic 9: 315A-318B; Topic 14: 449A-452B
d. Evaluate the reasonableness of a model and refine if necessary.	SE/TE: Topic 6: 251-254; Topic 8: 289-292; Topic 14: 441-444 TE: Topic 6: 251A-254B; Topic 8: 289A-292B; Topic 14: 441A-444B
5. Use a variety of mathematical tools effectively and strategically.	
a. Select and use appropriate tools when solving a mathematical problem.	SE/TE: Topic 1: 15-18; Topic 4: 121-124, 129-132 TE: Topic 1: 15A-18B; Topic 4: 121A-124B, 129A-132B
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	SE/TE: Topic 1: 3-6; Topic 3: 91-94; Topic 4: 153-156 TE: Topic 1: 3A-6B; Topic 3: 91A-94B; Topic 4: 153A-156B
6. Communicate mathematically and approach mathematical situations with precision.	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	SE/TE: Topic 5: 179-182; Topic 8: 269-272; Topic 11: 363-366 TE: Topic 5: 179A-182B; Topic 8: 269A-272B; Topic 11: 363A-366B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
b. Represent numbers in an appropriate form according to the context of the situation.	SE/TE: Topic 1: 19-22; Topic 5: 183-186; Topic 15: 491-494 TE: Topic 1: 19A-22B; Topic 5: 183A-186B; Topic 15: 491A-494B
c. Use appropriate and precise mathematical language.	SE/TE: Topic 1: 7-10; Topic 5: 175-178; Topic 9: 307-310 TE: Topic 1: 7A-10B; Topic 5: 175A-178B; Topic 9: 307A-310B
d. Use appropriate units, scales, and labels.	SE/TE: Topic 6: 247-250; Topic 9: 307-310; Topic 10: 329-332 TE: Topic 6: 247A-250B; Topic 9: 307A-310B; Topic 10: 329A-332B
7. Identify and utilize structure and patterns.	
a. Recognize complex mathematical objects as being composed of more than one simple object.	SE/TE: Topic 15: 479-482, 487-490 TE: Topic 15: 479A-482B, 487A-490B
b. Recognize mathematical repetition in order to make generalizations.	SE/TE: Topic 2: 69-72; Topic 5: 195-198; Topic 9: 311-314 TE: Topic 2: 69A-72B; Topic 5: 195A-198B; Topic 9: 311A-314B
c. Look for structures to interpret meaning and develop solution strategies.	SE/TE: Topic 1: 27-30; Topic 2: 73-76; Topic 11: 367-370 TE: Topic 1: 27A-30B; Topic 2: 73A-76B; Topic 11: 367A-370B

**A Correlation of enVisionMATH ©2012
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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
Content Standards for Mathematics	
Number Sense and Base Ten	
1.NSBT.1 Extend the number sequence to:	SE/TE: Topic 7: 243-246, 251-254, 259-262; Topic 9: 315-318 TE: Topic 7: 243A-246B, 251A-254B, 259A-262B; Topic 9: 315A-318B
a. count forward by ones to 120 starting at any number;	SE/TE: Topic 7: 251-254, 259-262; Topic 9: 315-318 TE: Topic 7: 251A-254B, 259A-262B; Topic 9: 315A-318B
b. count by fives and tens to 100, starting at any number;	SE/TE: Topic 7: 255-258 TE: Topic 7: 255A-258B
c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;	SE/TE: Topic 7: 251-254, 259-262; Topic 9: 315-318 TE: Topic 7: 251A-254B, 259A-262B; Topic 9: 315A-318B
d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.	SE/TE: Topic 7: 243-246 TE: Topic 7: 243A-246B
1.NSBT.2 Understand place value through 99 by demonstrating that:	SE/TE: Topic 7: 243-246, 255-258; Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292; Topic 9: 303-306 TE: Topic 7: 243A-246B, 255A-258B; Topic 8: 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B; Topic 9: 303A-306B
a. ten ones can be thought of as a bundle (group) called a "ten";	SE/TE: Topic 7: 239-242, 255-258; Topic 8: 269-272, 277-280, 281-284, 285-288, 289-292 TE: Topic 7: 239A-242B, 255A-258B; Topic 8: 269A-272B, 277A-280B, 281A-284B, 285A-288B, 289A-292B
b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;	SE/TE: Topic 7: 239-242 TE: Topic 7: 239A-242B
c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.	SE/TE: Topic 7: 247-250; Topic 8: 273-276, 277-280, 285-288, 289-292 TE: Topic 7: 247A-250B; Topic 8: 273A-276B, 277A-280B, 285A-288B, 289A-292B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.	SE/TE: Topic 9: 307-310, 311-314 TE: Topic 9: 307A-310B, 311A-314B
1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:	SE/TE: Topic 9: 299-302, 303-306; Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344, 345-348 TE: Topic 9: 299A-302B, 303A-306B; Topic 10: 325A-328B, 329A-332B, 333A-336B, 337A-340B, 341A-344B, 345A-348B
a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);	SE/TE: Topic 9: 299-302, 303-306; Topic 10: 341-344 TE: Topic 9: 299A-302B, 303A-306B; Topic 10: 341A-344B
b. add a two-digit number and a multiple of 10.	SE/TE: Topic 10: 325-328, 329-332, 333-336, 337-340, 345-348 TE: Topic 10: 325A-328B, 329A-332B, 333A-336B, 337A-340B, 345A-348B
1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	SE/TE: Topic 9: 299-302; Topic 10: 329-332, 333-336, 337-340; Topic 11: 359-362, 363-366, 367-370 TE: Topic 9: 299A-302B; Topic 10: 329A-332B, 333A-336B, 337A-340B; Topic 11: 359A-362B, 363A-366B, 367A-370B
1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.	SE/TE: Topic 11: 355-358, 359-362, 363-366, 367-370, 371-374, 375-378 TE: Topic 11: 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375A-378B
Algebraic Thinking and Operations	
1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 31-34; Topic 2: 53-56, 57-60, 61-64, 65-68, 69-72, 81-84; Topic 4: 137-140, 153-156; Topic 5: 163-166, 167-170, 171-174, 175-178; Topic 6: 205-208, 209-212, 229-232 TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 31A-34B; Topic 2: 53A-56B, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 81A-84B; Topic 4: 137A-140B, 153A-156B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 175A-178B; Topic 6: 205A-208B, 209A-212B, 229A-232B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.	SE/TE: Topic 5: 191-194, 195-198 TE: Topic 5: 191A-194B, 195A-198B
1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.	SE/TE: Topic 1: 27-30; Topic 4: 117-120; Topic 5: 179-182, 183-186, 187-190, 191-194, 195-198 TE: Topic 1: 27A-30B; Topic 4: 117A-120B; Topic 5: 179A-182B, 183A-186B, 187A-190B, 191A-194B, 195A-198B
1.ATO.4 Understand subtraction as an unknown addend problem.	SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72; Topic 3: 103-106; Topic 4: 141-144, 145-148, 149-152; Topic 6: 213-216, 217-220, 221-224, 225-228 TE: Topic 2: 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 65A-68B, 69A-72B; Topic 3: 103A-106B; Topic 4: 141A-144B, 145A-148B, 149A-152B; Topic 6: 213A-216B, 217A-220B, 221A-224B, 225A-228B
1.ATO.5 Recognize how counting relates to addition and subtraction.	SE/TE: Topic 3: 91-94, 95-98; Topic 4: 117-120, 137-140 TE: Topic 3: 91A-94B, 95A-98B; Topic 4: 117A-120B, 137A-140B
1.ATO.6 Demonstrate:	SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72, 73-76, 81-84; Topic 3: 99-102, 103-106, 107-110; Topic 4: 117-120, 121-124, 125-128, 129-132, 137-140, 149-152; Topic 5: 163-166, 167-170, 171-174, 179-182, 187-190; Topic 6: 205-208, 213-216, 217-220, 221-224, 225-227 TE: Topic 2: 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 65A-68B, 69A-72B, 73A-76B, 81A-84B; Topic 3: 99A-102B, 103A-106B, 107A-110B; Topic 4: 117A-120B, 121A-124B, 125A-128B, 129A-132B, 137A-140B, 149A-152B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 179A-182B, 187A-190B; Topic 6: 205A-208B, 213A-216B, 217A-220B, 221A-224B, 225A-227B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
a. addition and subtraction through 20;	SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72, 73-76, 81-84; Topic 3: 99-102, 103-106, 107-110; Topic 4: 117-120, 121-124, 125-128, 129-132, 137-140, 149-152; Topic 5: 163-166, 167-170, 171-174, 179-182, 187-190; Topic 6: 205-208, 213-216, 217-220, 221-224, 225-227 TE: Topic 2: 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 65A-68B, 69A-72B, 73A-76B, 81A-84B; Topic 3: 99A-102B, 103A-106B, 107A-110B; Topic 4: 117A-120B, 121A-124B, 125A-128B, 129A-132B, 137A-140B, 149A-152B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 179A-182B, 187A-190B; Topic 6: 205A-208B, 213A-216B, 217A-220B, 221A-224B, 225A-227B
b. fluency with addition and related subtraction facts through 10.	SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72, 73-76, 81-84; Topic 3: 99-102, 103-106, 107-110; Topic 4: 117-120, 121-124, 125-128, 129-132, 137-140, 149-152; Topic 5: 163-166 TE: Topic 2: 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 65A-68B, 69A-72B, 73A-76B, 81A-84B; Topic 3: 99A-102B, 103A-106B, 107A-110B; Topic 4: 117A-120B, 121A-124B, 125A-128B, 129A-132B, 137A-140B, 149A-152B; Topic 5: 163A-166B
1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	SE/TE: Topic 1: 19-22, 31-34; Topic 2: 77-80; Topic 4: 117-120; Topic 5: 167-170, 171-174; Topic 6: 205-208, 225-227 TE: Topic 1: 19A-22B, 31A-34B; Topic 2: 77A-80B; Topic 4: 117A-120B; Topic 5: 167A-170B, 171A-174B; Topic 6: 205A-208B, 225A-227B
1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	SE/TE: Topic 1: 19-22, Topic 2: 61-64, 77-80; Topic 3: 103-106; Topic 4: 121-124, 125-128, 129-132, 133-136, 141-144, 145-148, 149-152; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190; Topic 6: 205-208, 209-212, 217-220, 221-224, 225-228 TE: Topic 1: 19A-22B, Topic 2: 61A-64B, 77A-80B; Topic 3: 103A-106B; Topic 4: 121A-124B, 125A-128B, 129A-132B, 133A-136B, 141A-144B, 145A-148B, 149A-152B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 179A-182B, 183A-186B, 187A-190B; Topic 6: 205A-208B, 209A-212B, 217A-220B, 221A-224B, 225A-228B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
1.ATO.9 Create, extend and explain using pictures and words for:	SE/TE: Topic 1: 3-6; Topic 7: 205-208 TE: Topic 1: 3A-6B; Topic 7: 205A-208B
a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);	SE/TE: Topic 1: 3-6; Topic 7: 205-208 TE: Topic 1: 3A-6B; Topic 7: 205A-208B
b. growing patterns (between 2 and 4 terms/figures).	SE/TE: Topic 7: 205-208 TE: Topic 7: 205A-208B
Geometry	
1.G.1 Distinguish between a two-dimensional shape’s defining (e.g., number of sides) and non-defining attributes (e.g., color).	SE/TE: Topic 15: 471-474, 479-482, 491-494, 495-498, 499-502, 507-510 TE: Topic 15: 471A-474B, 479A-482B, 491A-494B, 495A-498B, 499A-502B, 507A-510B
1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	SE/TE: Topic 15: 475-478, 483-486, 487-490, 503-506 TE: Topic 15: 475A-478B, 483A-486B, 487A-490B, 503A-506B
1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	SE/TE: Topic 16: 517-520, 521-524, 525-528, 529-532 TE: Topic 15: 475A-478B, 483A-486B, 487A-490B, 503A-506B
1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	SE/TE: Topic 15: 471-474, 479-482, 483-486, 487-490 TE: Topic 15: 471A-474B, 479A-482B, 483A-486B, 487A-490B
Measurement and Data Analysis	
1.MDA.1 Order three objects by length using indirect comparison.	SE/TE: Topic 12: 385-388, 389-392 TE: Topic 12: 385A-388B, 389A-392B
1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	SE/TE: Topic 12: 393-396, 397-400, 401-404, 405-408 TE: Topic 12: 393A-396B, 397A-400B, 401A-404B, 405A-408B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 1	enVisionMATH Grade 1
1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.	SE/TE: Topic 13: 415-418, 419-422, 423-426, 427-430 TE: Topic 13: 415A-418B, 419A-422B, 423A-426B, 427A-430B
1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.	SE/TE: Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464 TE: Topic 14: 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B, 461A-464B
1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.	SE/TE: Topic 14: 437-440, 441-444, 445-448, 453-456, 457-460, 461-464 TE: Topic 14: 437A-440B, 441A-444B, 445A-448B, 453A-456B, 457A-460B, 461A-464B
1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	For related content, please see: SE/TE: Topic 8: 274 TE: Topic 10: 328B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVisionMATH Grade 2
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	
a. Relate a problem to prior knowledge.	SE/TE: Topic 11: 367-370; Topic 13: 419-422, 423-426 TE: Topic 11: 367A-370B; Topic 13: 419A-422B, 423A-426B
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: Topic 2: 61-64; Topic 9: 271-274; Topic 11: 351-354 TE: Topic 2: 61A-64B; Topic 9: 271A-274B; Topic 11: 351A-354B
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: Topic 3: 91-94; Topic 4: 105-108; Topic 9: 287-290 TE: Topic 3: 91A-94B; Topic 4: 105A-108B; Topic 9: 287A-290B
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: Topic 2: 49-52; Topic 7: 203-206; Topic 9: 283-286 TE: Topic 2: 49A-52B; Topic 7: 203A-206B; Topic 9: 283A-286B
2. Reason both contextually and abstractly.	
a. Make sense of quantities and their relationships in mathematical and real-world situations.	SE/TE: Topic 2: 45-48; Topic 5: 131-134; Topic 7: 199-202 TE: Topic 2: 45A-48B; Topic 5: 131A-134B; Topic 7: 199A-202B
b. Describe a given situation using multiple mathematical representations.	SE/TE: Topic 8: 237-240; Topic 11: 371-374; Topic 15: 491-494 TE: Topic 8: 237A-240B; Topic 11: 371A-374B; Topic 15: 491A-494B
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	SE/TE: Topic 8: 225-228; Topic 10: 297-300 TE: Topic 8: 225A-228B; Topic 10: 297A-300B
d. Connect the meaning of mathematical operations to the context of a given situation.	SE/TE: Topic 8: 221-224; Topic 10: 309-312 TE: Topic 8: 221A-224B; Topic 10: 309A-312B
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	
a. Construct and justify a solution to a problem.	SE/TE: Topic 11: 355-358; Topic 13: 427-430 TE: Topic 11: 355A-358B; Topic 13: 427A-430B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVisionMATH Grade 2
b. Compare and discuss the validity of various reasoning strategies.	SE/TE: Topic 10: 321-324; Topic 12: 397-400 TE: Topic 10: 321A-324B; Topic 12: 397A-400B
c. Make conjectures and explore their validity.	SE/TE: Topic 12: 389-392; Topic 15: 467-470, 483-486 TE: Topic 12: 389A-392B; Topic 15: 467A-470B, 483A-486B
d. Reflect on and provide thoughtful responses to the reasoning of others.	SE/TE: Topic 6: 157-160; Topic 10: 325-328; Topic 11: 339-342 TE: Topic 6: 157A-160B; Topic 10: 325A-328B; Topic 11: 339A-342B
4. Connect mathematical ideas and real-world situations through modeling.	
a. Identify relevant quantities and develop a model to describe their relationships.	SE/TE: Topic 7: 187-190; Topic 9: 259-262, 279-282 TE: Topic 7: 187A-190B; Topic 9: 259A-262B, 279A-282B
b. Interpret mathematical models in the context of the situation.	SE/TE: Topic 7: 195-198; Topic 8: 217-220, 245-248 TE: Topic 7: 195A-198B; Topic 8: 217A-220B, 245A-248B
c. Make assumptions and estimates to simplify complicated situations.	SE/TE: Topic 14: 453-456; Topic 15: 467-470 TE: Topic 14: 453A-456B; Topic 15: 467A-470B
d. Evaluate the reasonableness of a model and refine if necessary.	SE/TE: Topic 14: 457-460; Topic 16: 525-528 TE: Topic 14: 457A-460B; Topic 16: 525A-528B
5. Use a variety of mathematical tools effectively and strategically.	
a. Select and use appropriate tools when solving a mathematical problem.	SE/TE: Topic 1: 23-26; Topic 2: 57-60; Topic 8: 241-244 TE: Topic 1: 23A-26B; Topic 2: 57A-60B; Topic 8: 241A-244B
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	SE/TE: Topic 1: 3-6; Topic 3: 83-86; Topic 6: 161-164 TE: Topic 1: 3A-6B; Topic 3: 83A-86B; Topic 6: 161A-164B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVisionMATH Grade 2
6. Communicate mathematically and approach mathematical situations with precision.	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	SE/TE: Topic 5: 147-150; Topic 12: 405-408; Topic 15: 495-498 TE: Topic 5: 147A-150B; Topic 12: 405A-408B; Topic 15: 495A-498B
b. Represent numbers in an appropriate form according to the context of the situation.	SE/TE: Topic 10: 305-308; Topic 15: 495-498; Topic 16: 525-528 TE: Topic 10: 305A-308B; Topic 15: 495A-498B; Topic 16: 525A-528B
c. Use appropriate and precise mathematical language.	SE/TE: Topic 6: 165-168; Topic 11: 363-366 TE: Topic 6: 165A-168B; Topic 11: 363A-366B
d. Use appropriate units, scales, and labels.	SE/TE: Topic 10: 317-320; Topic 14: 445-448; Topic 15: 475-478 TE: Topic 10: 317A-320B; Topic 14: 445A-448B; Topic 15: 475A-478B
7. Identify and utilize structure and patterns.	
a. Recognize complex mathematical objects as being composed of more than one simple object.	SE/TE: Topic 12: 381-384, 385-388, 397-400 TE: Topic 12: 381A-384B, 385A-388B, 397A-400B
b. Recognize mathematical repetition in order to make generalizations.	SE/TE: Topic 5: 135-138, 143-146; Topic 6: 177-180 TE: Topic 5: 135A-138B, 143A-146B; Topic 6: 177A-180B
c. Look for structures to interpret meaning and develop solution.	SE/TE: Topic 5: 139-142; Topic 10: 329-332; Topic 16: 513-516 TE: Topic 5: 139A-142B; Topic 10: 329A-332B; Topic 16: 513A-516B

**A Correlation of enVisionMATH ©2012
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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVisionMATH Grade 2
Content Standards for Mathematics	
Number Sense and Base Ten	
2.NSBT.1 Understand place value through 999 by demonstrating that:	SE/TE: Topic 5: 123-126, 127-130; Topic 10: 297-300, 301-304, 305-308 TE: Topic 5: 123A-126B, 127A-130B; Topic 10: 297A-300B, 301A-304B, 305A-308B
a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred";	SE/TE: Topic 5: 123-126; Topic 10: 297-300, 301-304 TE: Topic 5: 123A-126B, 127A-130B; Topic 10: 297A-300B, 301A-304B, 305A-308B
b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;	SE/TE: Topic 5: 123-126; Topic 10: 301-304, 305-308 TE: Topic 5: 123A-126B; Topic 10: 301A-304B, 305A-308B
c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	SE/TE: Topic 5: 123-126; Topic 10: 301-304, 305-308 TE: : Topic 5: 123A-126B; Topic 10: 301A-304B, 305A-308B
2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	SE/TE: Topic 5: 135-138; Topic 6: 177-180; Topic 10: 297-300, 313-316, 317-320, 329-332 TE: Topic 5: 135A-138B; Topic 6: 177A-180B; Topic 10: 297A-300B, 313A-316B, 317A-320B, 329A-332B
2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	SE/TE: Topic 5: 123-126, 127-130; Topic 10: 301-304, 305-308 TE: Topic 5: 123A-126B, 127A-130B; Topic 10: 301A-304B, 305A-308B
2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., $>$, $=$, or $<$).	SE/TE: Topic 10: 321-324, 325-328, 329-332 TE: Topic 10: 321A-324B, 325A-328B, 329A-332B
2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	SE/TE: Topic 1: 23-26; Topic 2: 37-40, 41-44, 49-52, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90; Topic 5: 139-142, 147-150; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202, 203-206; Topic 8: 213-216, 221-224, 225-228, 229-232, 237-240, 245-248; Topic 9: 225-228, 259-262, 263-266, 271-274, 275-278, 279-282, 287-290; Topic 14: 445-448, 449-452, 453-456

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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVisionMATH Grade 2
(Continued) 2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	TE: Topic 1: 23A-26B; Topic 2: 37A-40B, 41A-44B, 49A-52B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B; Topic 5: 139A-142B, 147A-150B; Topic 6: 157A-160B, 161A-164B, 165A-168B, 169A-172B, 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B, 199A-202B, 203A-206B; Topic 8: 213A-216B, 221A-224B, 225A-228B, 229A-232B, 237A-240B, 245A-248B; Topic 9: 225A-228B, 259A-262B, 263A-266B, 271A-274B, 275A-278B, 279A-282B, 287A-290B; Topic 14: 445A-448B, 449A-452B, 453A-456B
2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	SE/TE: Topic 5: 139-142; Topic 8: 225-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 275-278, 283-286 TE: Topic 5: 139A-142B; Topic 8: 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B; Topic 9: 275A-278B, 283A-286B
2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	SE/TE: Topic 7: 203-206; Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370, 371-374 TE: Topic 7: 203A-206B; Topic 11: 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B
2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	SE/TE: Topic 6: 157-160, 161-164, 165-168, 173-176; Topic 7: 187-190, 199-202; Topic 10: 309-312, 313-316; Topic 11: 339-342, 343-346, 359-362 TE: Topic 6: 157A-160B, 161A-164B, 165A-168B, 173A-176B; Topic 7: 187A-190B, 199A-202B; Topic 10: 309A-312B, 313A-316B; Topic 11: 339A-342B, 343A-346B, 359A-362B
Algebraic Thinking and Operations	
2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 91-94; Topic 4: 109-112, 113-116; Topic 5: 147-150; Topic 6: 173-176; Topic 7: 199-202; Topic 8: 245-248; Topic 9: 287-290

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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVisionMATH Grade 2
(Continued) 2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 61A-64B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B; Topic 4: 109A-112B, 113A-116B; Topic 5: 147A-150B; Topic 6: 173A-176B; Topic 7: 199A-202B; Topic 8: 245A-248B; Topic 9: 287A-290B
2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	SE/TE: Topic 2: 37-40, 41-44, 45-48, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90 TE: Topic 2: 37A-40B, 41A-44B, 45A-48B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B
2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$).	SE/TE: Topic 5: 143-146 TE: Topic 5: 143A-146B
2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116; Topic 5: 131-134 TE: Topic 4: 101A-104B, 105A-108B, 109A-112B, 113A-116B; Topic 5: 131A-134B
Geometry	
2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	SE/TE: Topic 12: 381-384, 385-388, 389-392, 393-396, 397-400, 409-412 TE: Topic 12: 381A-384B, 385A-388B, 389A-392B, 393A-396B, 397A-400B, 409A-412B
2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	SE/TE: Topic 12: 401-404 TE: Topic 12: 401A-404B
2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	SE/TE: Topic 12: 405-408 TE: Topic 12: 405A-408B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVisionMATH Grade 2
Measurement and Data Analysis	
2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502 TE: Topic 15: 467A-470B, 471A-474B, 475A-478B, 479A-482B, 483A-486B, 499A-502B
2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	SE/TE: Topic 15: 487-490 TE: Topic 15: 487A-490B
2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502 TE: Topic 15: 471A-474B, 475A-478B, 479A-482B, 483A-486B, 499A-502B
2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	SE/TE: Topic 15: 495-498 TE: Topic 15: 495A-498B
2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.	SE/TE: Topic 8: 233-236; Topic 9: 275-278 TE: Topic 8: 233A-236B; Topic 9: 275A-278B
2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	SE/TE: Topic 16: 509-512, 513-516 TE: Topic 16: 509A-512B, 513A-516B
2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438; Topic 14: 445-448, 449-452, 453-456, 457-460 TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B; Topic 14: 445A-448B, 449A-452B, 453A-456B, 457A-460B
2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	SE/TE: Topic 16: 521-524 TE: Topic 16: 521A-524B
2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	SE/TE: Topic 16: 517-520, 525-528, 529-532 TE: Topic 16: 517A-520B, 525A-528B, 529A-532B
2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	SE/TE: Topic 5: 147-150; Topic 16: 521-524, 525-528, 529-532 TE: Topic 5: 147A-150B; Topic 16: 521A-524B, 525A-528B, 529A-532B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVisionMATH Grade 3
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	
a. Relate a problem to prior knowledge.	SE/TE: Topic 10: 250-251, 252-253 TE: Topic 10: 250A-251B, 252A-253B
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: Topic 10: 248-249; Topic 11: 288-289 TE: Topic 10: 248A-249B; Topic 11: 288A-289B
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: Topic 6: 158-159; Topic 11: 292-293 TE: Topic 6: 158A-159B; Topic 11: 292A-293B
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: Topic 11: 290-291; Topic 13: 332-333 TE: Topic 11: 290A-291B; Topic 13: 332A-333B
2. Reason both contextually and abstractly.	
a. Make sense of quantities and their relationships in mathematical and real-world situations.	SE/TE: Topic 1: 14-15; Topic 3: 66-67; Topic 7: 178-179 TE: Topic 1: 14A-15B; Topic 3: 66A-67B; Topic 7: 178A-179B
b. Describe a given situation using multiple mathematical representations.	SE/TE: Topic 2: 36-39; Topic 10: 258-259; Topic 14: 346-347 TE: Topic 2: 36A-39B; Topic 10: 258A-259B; Topic 14: 346A-347B
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	SE/TE: Topic 2: 40-41; Topic 10: 248-249; Topic 14: 342-343 TE: Topic 2: 40A-41B; Topic 10: 248A-249B; Topic 14: 342A-343B
d. Connect the meaning of mathematical operations to the context of a given situation.	SE/TE: Topic 1: 16-19; Topic 7: 180-181; Topic 10: 262-263 TE: Topic 1: 16A-19B; Topic 7: 180A-181B; Topic 10: 262A-263B
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	
a. Construct and justify a solution to a problem.	SE/TE: Topic 2: 46-49; Topic 16: 404-405 TE: Topic 2: 46A-49B; Topic 16: 404A-405B
b. Compare and discuss the validity of various reasoning strategies.	SE/TE: Topic 13: 330-331; Topic 15: 376-377 TE: Topic 13: 330A-331B; Topic 15: 376A-377B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVisionMATH Grade 3
c. Make conjectures and explore their validity.	SE/TE: Topic 2: 50-53; Topic 16: 394-395 TE: Topic 2: 50A-53B; Topic 16: 394A-395B
d. Reflect on and provide thoughtful responses to the reasoning of others.	SE/TE: Topic 15: 374-375; Topic 16: 404-405 TE: Topic 15: 374A-375B; Topic 16: 404A-405B
4. Connect mathematical ideas and real-world situations through modeling.	
a. Identify relevant quantities and develop a model to describe their relationships.	SE/TE: Topic 3: 88-91; Topic 7: 182-183; Topic 9: 224-225 TE: Topic 3: 88A-91B; Topic 7: 182A-183B; Topic 9: 224A-225B
b. Interpret mathematical models in the context of the situation.	SE/TE: Topic 6: 160-163; Topic 8: 210-213; Topic 12: 314-315 TE: Topic 6: 160A-163B; Topic 8: 210A-213B; Topic 12: 314A-315B
c. Make assumptions and estimates to simplify complicated situations.	SE/TE: Topic 5: 132-133; Topic 8: 210-213; Topic 9: 232-233 TE: Topic 5: 132A-133B; Topic 8: 210A-213B; Topic 9: 232A-233B
d. Evaluate the reasonableness of a model and refine if necessary.	SE/TE: Topic 8: 202-203; Topic 10: 264-265 TE: Topic 8: 202A-203B; Topic 10: 264A-265B
5. Use a variety of mathematical tools effectively and strategically.	
a. Select and use appropriate tools when solving a mathematical problem.	SE/TE: Topic 1: 6-7; Topic 2: 34-35; Topic 10: 246-247 TE: Topic 1: 6A-7B; Topic 2: 34A-35B; Topic 10: 246A-247B
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	SE/TE: Topic 1: 8-9; Topic 3: 68-71; Topic 11: 276-277 TE: Topic 1: 8A-9B; Topic 3: 68A-71B; Topic 11: 276A-277B

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6. Communicate mathematically and approach mathematical situations with precision.	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	SE/TE: Topic 4: 106-107; Topic 6: 156-157 TE: Topic 4: 106A-107B; Topic 6: 156A-157B
b. Represent numbers in an appropriate form according to the context of the situation.	SE/TE: Topic 4: 108-109; Topic 15: 380-381 TE: Topic 4: 108A-109B; Topic 15: 380A-381B
c. Use appropriate and precise mathematical language.	SE/TE: Topic 12: 308-309; Topic 16: 392-393 TE: Topic 12: 308A-309B; Topic 16: 392A-393B
d. Use appropriate units, scales, and labels.	SE/TE: Topic 9: 230-231; Topic 15: 378-379 TE: Topic 9: 230A-231B; Topic 15: 378A-379B
7. Identify and utilize structure and patterns.	
a. Recognize complex mathematical objects as being composed of more than one simple object.	SE/TE: Topic 1: 12-13; Topic 5: 126-127; Topic 8: 192-193 TE: Topic 1: 12A-13B; Topic 5: 126A-127B; Topic 8: 192A-193B
b. Recognize mathematical repetition in order to make generalizations.	SE/TE: Topic 2: 32-33; Topic 3: 74-75; Topic 5: 118-121 TE: Topic 2: 32A-33B; Topic 3: 74A-75B; Topic 5: 118A-121B
c. Look for structures to interpret meaning and develop solution strategies.	SE/TE: Topic 1: 10-11; Topic 2: 54-55; Topic 7: 176-177 TE: Topic 1: 10A-11B; Topic 2: 54A-55B; Topic 7: 176A-177B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVisionMATH Grade 3
Content Standards for Mathematics	
Number Sense and Base Ten	
3.NSBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	SE/TE: Topic 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-19, 20-21; Topic 2: 42-45, 46-49, 50-53; Topic 3: 72-73, 82-85 TE: Topic 1: 6A-7B, 8A-9B, 10A-11B, 12A-13B, 14A-15B, 16A-19B, 20A-21B; Topic 2: 42A-45B, 46A-49B, 50A-53B; Topic 3: 72A-73B, 82A-85B
3.NSBT.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.	SE/TE: Topic 1: 6-7, 10-11, 22-23; Topic 2: 32-33, 34-35, 36-39, 40-41, 46-49, 50-53, 54-55, 56-57; Topic 3: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 86-87, 88-91 TE: Topic 1: 6A-7B, 10A-11B, 22A-23B; Topic 2: 32A-33B, 34A-35B, 36A-39B, 40A-41B, 46A-49B, 50A-53B, 54A-55B, 56A-57B; Topic 3: 66A-67B, 68A-71B, 72A-73B, 74A-75B, 76A-77B, 78A-79B, 80A-81B, 82A-85B, 86A-87B, 88A-91B
3.NSBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.	SE/TE: Topic 5: 118-121, 128-129, 130-131 TE: Topic 5: 118A-121B, 128A-129B, 130A-131B
3.NSBT.4 Read and write numbers through 999,999 in standard form and equations in expanded form.	SE/TE: Topic 1: 6-7, 8-9, 10-11 TE: Topic 1: 6A-7B, 8A-9B, 10A-11B
3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.	SE/TE: Topic 1: 16-19, 20-21 TE: Topic 1: 16A-19B, 20A-21B
Number Sense – Fractions	
3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.	SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229 TE: Topic 9: 222A-223B, 224A-225B, 226A-227B, 228A-229B
a. A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into $1/b$ equal parts;	SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229 TE: Topic 9: 222A-223B, 224A-225B, 226A-227B, 228A-229B
b. A fraction a/b is the quantity formed by a parts of size $1/b$;	SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229 TE: Topic 9: 222A-223B, 224A-225B, 226A-227B, 228A-229B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVisionMATH Grade 3
c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;	SE/TE: Topic 9: 230-231, 232-233 TE: Topic 9: 230A-231B, 232A-233B
d. A fraction can be represented using set, area, and linear models.	SE/TE: Topic 9: 230-231, 234-235 TE: Topic 9: 230A-231B, 234A-235B
3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:	SE/TE: Topic 10: 262-263, 264-265 TE: Topic 10: 262A-263B, 264A-265B
a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;	SE/TE: Topic 10: 246-247, 248-249, 252-253, 254-257, 258-259 TE: Topic 10: 246A-247B, 248A-249B, 252A-253B, 254A-257B, 258A-259B
b. fraction equivalence can be represented using set, area, and linear models;	SE/TE: Topic 10: 254-257, 258-259 TE: Topic 10: 254A-257B, 258A-259B
c. whole numbers can be written as fractions (e.g., $4 = \frac{4}{1}$ and $1 = \frac{4}{4}$);	SE/TE: Topic 10: 258-259, 260-261 TE: Topic 10: 258A-259B, 260A-261B
d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.	SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253 TE: Topic 10: 246A-247B, 248A-249B, 250A-251B, 252A-253B
3.NSF.3 Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.	For related content, please see: SE/TE: 260-261 TE: 260A-261B
Algebraic Thinking and Operations	
3.ATO.1 Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0 – 10) and the product.	SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109 TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-107B, 108A-109B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVisionMATH Grade 3
3.ATO.2 Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0 – 10), divisor (i.e., 0 – 10), and dividend.	SE/TE: Topic 7: 172-173, 174-175 TE: Topic 7: 172A-173B, 174A-175B
3.ATO.3 Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.	SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129, 132-133; Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 154-155, 156-157, 158-159, 160-163; Topic 7: 172-173, 174-175, 180-181, 182-183; Topic 8: 192-193, 194-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-213; Topic 9: 236-237 TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-107B, 108A-109B; Topic 5: 118A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-129B, 132A-133B; Topic 6: 142A-143B, 144A-145B, 146A-147B, 148A-151B, 152A-153B, 154A-155B, 156A-157B, 158A-159B, 160A-163B; Topic 7: 172A-173B, 174A-175B, 180A-181B, 182A-183B; Topic 8: 192A-193B, 194A-197B, 198A-199B, 200A-201B, 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-213B; Topic 9: 236A-237B
3.ATO.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	SE/TE: Topic 7: 172-173, 174-175, 176-177, 178-179, 180-181, 182-183; Topic 8: 192-193, 194-197, 202-203, 204-205, 206-207, 208-209 TE: Topic 7: 172A-173B, 174A-175B, 176A-177B, 178A-179B, 180A-181B, 182A-183B; Topic 8: 192A-193B, 194A-197B, 202A-203B, 204A-205B, 206A-207B, 208A-209B
3.ATO.5 Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.	SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 6: 142-143, 146-147, 154-155; Topic 8: 206-207 TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-107B, 108A-109B; Topic 6: 142A-143B, 146A-147B, 154A-155B; Topic 8: 206A-207B
3.ATO.6 Understand division as a missing factor problem.	SE/TE: Topic 7: 176-177, 178-179, 182-183 TE: Topic 7: 176A-177B, 178A-179B, 182A-183B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVisionMATH Grade 3
3.ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.	SE/TE: Topic 5: 122-123; Topic 8: 192-193, 194-197, 198-199, 200-201, 208-209 TE: Topic 5: 122A-123B; Topic 8: 192A-193B, 194A-197B, 198A-199B, 200A-201B, 208A-209B
3.ATO.8 Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.	SE/TE: Topic 2: 46-49, 50-53, 56-57; Topic 3: 72-73, 74-75, 76-77, 80-81, 82-85, 88-89; Topic 5: 122-123, 124-125, 126-127, 128-129, 132-133; Topic 6: 144-145, 146-147, 148-151, 154-155, 156-157; Topic 8: 202-203 TE: Topic 2: 46A-49B, 50A-53B, 56A-57B; Topic 3: 72A-73B, 74A-75B, 76A-77B, 80A-81B, 82A-85B, 88A-89B; Topic 5: 122A-123B, 124A-125B, 126A-127B, 128A-129B, 132A-133B; Topic 6: 144A-145B, 146A-147B, 148A-151B, 154A-155B, 156A-157B; Topic 8: 202A-203B
3.ATO.9 Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table).	SE/TE: Topic 2: 32-33; Topic 4: 108-109; Topic 5: 118-121, 124-125, 126-127, 128-129; Topic 7: 176-177 TE: Topic 2: 32A-33B; Topic 4: 108A-109B; Topic 5: 118A-121B, 124A-125B, 126A-127B, 128A-129B; Topic 7: 176A-177B
Geometry	
3.G.1 Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	SE/TE: Topic 11: 276-277, 278-279, 280-283, 284-285, 286-287, 288-289, 290-291, 294-295 TE: Topic 11: 276A-277B, 278A-279B, 280A-283B, 284A-285B, 286A-287B, 288A-289B, 290A-291B, 294A-295B
3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.	SE/TE: Topic 11: 288-289, 290-291, 292-293; Topic 14: 360-361 TE: Topic 11: 288A-289B, 290A-291B, 292A-293B; Topic 14: 360A-361B
3.G.3 Use a right angle as a benchmark to identify and sketch acute and obtuse angles.	SE/TE: Topic 11: 278-279, 284-285 TE: Topic 11: 278A-279B, 284A-285B
3.G.4 Identify a three-dimensional shape (i.e., right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.	SE/TE: Related Content: Topic 11: 288-289, 290-291 TE: Related Content: Topic 11: 288A-289B, 290A-291B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVisionMATH Grade 3
Measurement and Data Analysis	
3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.	SE/TE: Topic 12: 304-307, 308-309, 310-311, 312-313, 314-315 TE: Topic 12: 304A-307B, 308A-309B, 310A-311B, 312A-313B, 314A-315B
3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.	SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 374A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B
3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.	SE/TE: Topic 16: 396-399, 400-401, 402-403, 404-405 TE: Topic 16: 396A-399B, 400A-401B, 402A-403B, 404A-405B
3.MDA.4 Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.	SE/TE: Topic 16: 392-393, 394-395 TE: Topic 16: 392A-393B, 394A-395B
3.MDA.5 Understand the concept of area measurement.	SE/TE: Topic 14: 342-343, 360-361, 362-363 TE: Topic 14: 342A-343B, 360A-361B, 362A-363B
a. Recognize area as an attribute of plane figures;	SE/TE: Topic 14: 342-343, 360-361, 362-363 TE: Topic 14: 342A-343B, 360A-361B, 362A-363B
b. Measure area by building arrays and counting standard unit squares;	SE/TE: Topic 14: 344-345, 352-353 TE: Topic 14: 344A-345B, 352A-353B
c. Determine the area of a rectilinear polygon and relate to multiplication and addition.	SE/TE: Topic 6: 144-145, 146-147, 148-151, 152-153; Topic 14: 348-349, 350-351, 352-353, 354-357, 358-359 TE: Topic 6: 144A-145B, 146A-147B, 148A-151B, 152A-153B; Topic 14: 348A-349B, 350A-351B, 352A-353B, 354A-357B, 358A-359B
3.MDA.6 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	SE/TE: Topic 6: 160-163; Topic 13: 324-325, 326-327, 328-329, 330-331, 332-333; Topic 14: 358-359 TE: Topic 6: 160A-163B; Topic 13: 324A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-333B; Topic 14: 358A-359B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	
a. Relate a problem to prior knowledge.	SE/TE: Topic 6: 148-151; Topic 9: 210-211 TE: Topic 6: 148A-151B; Topic 9: 210A-211B
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: Topic 7: 174-175; Topic 10: 242-243; Topic 11: 258-259 TE: Topic 7: 174A-175B; Topic 10: 242A-243B; Topic 11: 258A-259B
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: Topic 6: 154-157; Topic 7: 174-175; Topic 13: 352-353 TE: Topic 6: 154A-157B; Topic 7: 174A-175B; Topic 13: 352A-353B
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: Topic 8: 192-193; Topic 9: 212-213 TE: SE/TE: Topic 8: 192A-193B; Topic 9: 212A-213B
2. Reason both contextually and abstractly.	
a. Make sense of quantities and their relationships in mathematical and real-world situations.	SE/TE: Topic 2: 46-49; Topic 3: 68-69; Topic 8: 196-197 TE: Topic 2: 46A-49B; Topic 3: 68A-69B; Topic 8: 196A-197B
b. Describe a given situation using multiple mathematical representations.	SE/TE: Topic 3: 70-73; Topic 10: 230-231 TE: Topic 3: 70A-73B; Topic 10: 230A-231B
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	SE/TE: Topic 2: 54-57; Topic 7: 166-167; Topic 11: 270-273 TE: Topic 2: 54A-57B; Topic 7: 166A-167B; Topic 11: 270A-273B
d. Connect the meaning of mathematical operations to the context of a given situation.	SE/TE: Topic 1: 18-19; Topic 2: 50-51; Topic 4: 90-93 TE: Topic 1: 18A-19B; Topic 2: 50A-51B; Topic 4: 90A-93B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	
a. Construct and justify a solution to a problem.	SE/TE: Topic 6: 144-147; Topic 13: 334-335 TE: Topic 6: 144A-147B; Topic 13: 334A-335B
b. Compare and discuss the validity of various reasoning strategies.	SE/TE: Topic 5: 126-129; Topic 9: 208-209; Topic 12: 310-311 TE: Topic 5: 126A-129B; Topic 9: 208A-209B; Topic 12: 310A-311B
c. Make conjectures and explore their validity.	SE/TE: Topic 4: 94-95; Topic 7: 170-171 TE: Topic 4: 94A-95B; Topic 7: 170A-171B
d. Reflect on and provide thoughtful responses to the reasoning of others.	SE/TE: Topic 7: 172-173; Topic 11: 276-279 TE: Topic 7: 172A-173B; Topic 11: 276A-279B
4. Connect mathematical ideas and real-world situations through modeling.	
a. Identify relevant quantities and develop a model to describe their relationships.	SE/TE: Topic 1: 12-13; Topic 7: 176-177; Topic 8: 194-195 TE: Topic 1: 12A-13B; Topic 7: 176A-177B; Topic 8: 194A-195B
b. Interpret mathematical models in the context of the situation.	SE/TE: Topic 1: 26-27; Topic 5: 120-121; Topic 9: 214-217 TE: Topic 1: 26A-27B; Topic 5: 120A-121B; Topic 9: 214A-217B
c. Make assumptions and estimates to simplify complicated situations.	SE/TE: Topic 3: 78-79; Topic 6: 152-153 TE: Topic 3: 78A-79B; Topic 6: 152A-153B
d. Evaluate the reasonableness of a model and refine if necessary.	SE/TE: Topic 4: 104-107; Topic 9: 218-219 TE: Topic 4: 104A-107B; Topic 9: 218A-219B
5. Use a variety of mathematical tools effectively and strategically.	
a. Select and use appropriate tools when solving a mathematical problem.	SE/TE: Topic 3: 66-67; Topic 10: 228-229; Topic 11: 260-261 TE: Topic 3: 66A-67B; Topic 10: 228A-229B; Topic 11: 260A-261B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	SE/TE: Topic 2: 44-45; Topic 5: 116-117; Topic 8: 186-189 TE: Topic 2: 44A-45B; Topic 5: 116A-117B; Topic 8: 186A-189B
6. Communicate mathematically and approach mathematical situations with precision.	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	SE/TE: Topic 11: 268-269; Topic 13: 342-345 TE: Topic 11: 268A-269B; Topic 13: 342A-345B
b. Represent numbers in an appropriate form according to the context of the situation.	SE/TE: Topic 13: 338-341, 354-355 TE: Topic 13: 338A-341B, 354A-355B
c. Use appropriate and precise mathematical language.	SE/TE: Topic 7: 172-173; Topic 13: 342-345; Topic 14: 370-371 TE: Topic 7: 172A-173B; Topic 13: 342A-345B; Topic 14: 370A-371B
d. Use appropriate units, scales, and labels.	SE/TE: Topic 11: 268-269; Topic 13: 338-341; Topic 14: 366-367 TE: Topic 11: 268A-269B; Topic 13: 338A-341B; Topic 14: 366A-367B
7. Identify and utilize structure and patterns.	
a. Recognize complex mathematical objects as being composed of more than one simple object.	SE/TE: Topic 5: 118-119; Topic 6: 142-143; Topic 9: 206-207 TE: Topic 5: 118A-119B; Topic 6: 142A-143B; Topic 9: 206A-207B
b. Recognize mathematical repetition in order to make generalizations.	SE/TE: Topic 1: 28-29; Topic 2: 40-41; Topic 3: 78-79 TE: Topic 1: 28A-29B; Topic 2: 40A-41B; Topic 3: 78A-79B
c. Look for structures to interpret meaning and develop solution strategies.	SE/TE: Topic 1: 14-17; Topic 2: 42-43; Topic 5: 124-125 TE: Topic 1: 14A-17B; Topic 2: 42A-43B; Topic 5: 124A-125B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
Content Standards for Mathematics	
Number Sense and Base Ten	
4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	SE/TE: Topic 3: 66-67, 68-69, 80-81; Topic 10: 232-235 TE: Topic 3: 66A-67B, 68A-69B, 80A-81B; Topic 10: 232A-235B
4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-77 TE: Topic 3: 66A-67B, 68A-69B, 70A-73B, 74A-77B
4.NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value.	SE/TE: Topic 3: 78-79; Topic 4: 90-93, 94-95; Topic 5: 122-123, 124-125, 126-129; Topic 6: 152-153; Topic 7: 172-173, 174-175 TE: Topic 3: 78A-79B; Topic 4: 90A-93B, 94A-95B; Topic 5: 122A-123B, 124A-125B, 126A-129B; Topic 6: 152A-153B; Topic 7: 172A-173B, 174A-175B
4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	SE/TE: Topic 4: 94-95, 96-99, 100-101, 104-107 TE: Topic 4: 94A-95B, 96A-99B, 100A-101B, 104A-107B
4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129; Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157; Topic 7: 166-169, 170-171, 174-175, 176-177; Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197; Topic 9: 214-217; Topic 10: 246-247 TE: Topic 5: 116A-117B, 118A-119B, 120A-121B, 122A-123B, 124A-125B, 126A-129B; Topic 6: 138A-141B, 142A-143B, 144A-147B, 148A-151B, 152A-153B, 154A-157B; Topic 7: 166A-169B, 170A-171B, 174A-175B, 176A-177B; Topic 8: 186A-189B, 190A-191B, 192A-193B, 194A-195B, 196A-197B; Topic 9: 214A-217B; Topic 10: 246A-247B
4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219; Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245 TE: Topic 9: 206A-207B, 208A-209B, 210A-211B, 212A-213B, 214A-217B, 218A-219B; Topic 10: 228A-229B, 230A-231B, 232A-235B, 236A-239B, 240A-241B, 242A-243B, 244A-245B

**A Correlation of enVisionMATH ©2012
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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
Number Sense and Operations – Fractions	
4.NSF.1 Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), a/b , is equivalent to a fraction, $n \times a/n \times b$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	SE/TE: Topic 11: 264-267, 268-269, 276-279 TE: Topic 11: 264A-267B, 268A-269B, 276A-279B
4.NSF.2 Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ and represent the comparison using the symbols $>$, $=$, or $<$.	SE/TE: Topic 11: 264-267, 268-269, 270-273, 374-275, 276-279 TE: Topic 11: 264A-267B, 268A-269B, 270A-273B, 374A-275B, 276A-279B
4.NSF.3 Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.	SE/TE: Topic 12: 290-291 TE: Topic 12: 290A-291B
a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;	SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-301, 302-305, 306-309 TE: Topic 12: 290A-291B, 292A-293B, 294A-295B, 296A-297B, 298A-301B, 302A-305B, 306A-309B
b. Add and subtract mixed numbers with like denominators;	SE/TE: Topic 12: 302-305, 306-309, 310-311, 312-313 TE: Topic 12: 302A-305B, 306A-309B, 310A-311B, 312A-313B
c. Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	SE/TE: Topic 12: 292-293, 294-295, 296-297, 298-301, 314-315, 316-319 TE: Topic 12: 292A-293B, 294A-295B, 296A-297B, 298A-301B, 314A-315B, 316A-319B
4.NSF.4 Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100).	SE/TE: Topic 13: 332-333, 334-335 TE: Topic 13: 332A-333B, 334A-335B
a. Understand a fraction a/b as a multiple of $1/b$;	SE/TE: Topic 13: 330-331 TE: Topic 13: 330A-331B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number;	SE/TE: Topic 13: 332-333, 334-335 TE: Topic 13: 332A-333B, 334A-335B
c. Solve real-world problems involving multiplication of a fraction by a whole number (i.e., use visual fraction models and equations to represent the problem).	SE/TE: Topic 13: 334-335 TE: Topic 13: 334A-335B
4.NSF.5 Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.	SE/TE: Topic 13: 336-337, 338-341, 342-345 TE: Topic 13: 336A-337B, 338A-341B, 342A-345B
4.NSF.6 Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.	SE/TE: Topic 13: 336-337, 338-341, 342-345, 354-355 TE: Topic 13: 336A-337B, 338A-341B, 342A-345B, 354A-355B
4.NSF.7 Compare and order decimal numbers to hundredths, and justify using concrete and visual models.	SE/TE: Topic 13: 346-347, 348-351, 352-353 TE: Topic 13: 346A-347B, 348A-351B, 352A-353B
Algebraic Thinking and Operations	
4.ATO.1 Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.	SE/TE: Topic 1: 6-9, 12-13, 24-25 TE: Topic 1: 6A-9B, 12A-13B, 24A-25B
4.ATO.2 Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).	SE/TE: Topic 1: 6-9, 20-23, 26-27, 28-29, 30-31; Topic 9: 218-219 TE: Topic 1: 6A-9B, 20A-23B, 26A-27B, 28A-29B, 30A-31B; Topic 9: 218A-219B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
4.ATO.3 Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.	SE/TE: Topic 1: 18-19, 26-27, 28-29, 30-31; Topic 2: 54-57; Topic 4: 90-93, 94-95, 104-107; Topic 5: 122-123, 126-129; Topic 6: 142-143, 144-147, 152-153, 154-157; Topic 7: 170-171, 172-173, 174-175, 176-177; Topic 8: 196-197; Topic 9: 206-207, 208-209, 210-211, 218-219; Topic 10: 246-247 TE: Topic 1: 18A-19B, 26A-27B, 28A-29B, 30A-31B; Topic 2: 54A-57B; Topic 4: 90A-93B, 94A-95B, 104A-107B; Topic 5: 122A-123B, 126A-129B; Topic 6: 142A-143B, 144A-147B, 152A-153B, 154A-157B; Topic 7: 170A-171B, 172A-173B, 174A-175B, 176A-177B; Topic 8: 196A-197B; Topic 9: 206A-207B, 208A-209B, 210A-211B, 218A-219B; Topic 10: 246A-247B
4.ATO.4 Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1 – 100 and determine whether the whole number is prime or composite.	SE/TE: Topic 1: 14-17; Topic 11: 258-259, 260-261, 262-263 TE: Topic 1: 14A-17B; Topic 11: 258A-259B, 260A-261B, 262A-263B
4.ATO.5 Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.	SE/TE: Topic 1: 10-11, 18-19; Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57; Topic 11: 258-259, 262-263; Topic 16: 442-443 TE: Topic 1: 10A-11B, 18A-19B; Topic 2: 40A-41B, 42A-43B, 44A-45B, 46A-49B, 50A-53B, 54A-57B; Topic 11: 258A-259B, 262A-263B; Topic 16: 442A-443B
Geometry	
4.G.1 Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.	SE/TE: Topic 16: 422-423, 424-425, 426-427, 428-429, 430-431 TE: Topic 16: 422A-423B, 424A-425B, 426A-427B, 428A-429B, 430A-431B
4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.	SE/TE: Topic 16: 434-435, 438-439, 442-443 TE: Topic 16: 434A-435B, 438A-439B, 442A-443B
4.G.3 Recognize right triangles as a category, and identify right triangles.	SE/TE: Topic 16: 434-435, 436-437, 442-443 TE: Topic 16: 434A-435B, 436A-437B, 442A-443B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 4	enVisionMATH Grade 4
4.G.4 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	SE/TE: Topic 16: 440-441 TE: Topic 16: 440A-441B
Measurement and Data Analysis	
4.MDA.1 Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit.	SE/TE: Topic 13: 354-355; Topic 14: 366-367, 368-369, 370-371, 372-375, 376-377, 378-379, 380-381, 382-383, 384-387, 388-389, 390-391 TE: Topic 13: 354A-355B; Topic 14: 366A-367B, 368A-369B, 370A-371B, 372A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B, 384A-387B, 388A-389B, 390A-391B
4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.	SE/TE: Topic 13: 352-353, 354-355; Topic 14: 380-381, 382-383, 388-389, 390-391; Topic 15: 404-405, 406-407, 410-413 TE: Topic 13: 352A-353B, 354A-355B; Topic 14: 380A-381B, 382A-383B, 388A-389B, 390A-391B; Topic 15: 404A-405B, 406A-407B, 410A-413B
4.MDA.3 Apply the area and perimeter formulas for rectangles.	SE/TE: Topic 15: 402-403 TE: Topic 15: 402A-403B
4.MDA.4 Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.	SE/TE: Topic 15: 408-409 TE: Topic 15: 408A-409B
4.MDA.5 Understand the relationship of an angle measurement to a circle.	SE/TE: Topic 16: 426-427, 428-429, 430-431, 432-433 TE: Topic 16: 426A-427B, 428A-429B, 430A-431B, 432A-433B
4.MDA.6 Measure and draw angles in whole number degrees using a protractor.	SE/TE: Topic 16: 430-431, 432-433 TE: Topic 16: 430A-431B, 432A-433B
4.MDA.7 Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.	SE/TE: Topic 16: 432-433 TE: Topic 16: 432A-433B
4.MDA.8 Determine the value of a collection of coins and bills greater than \$1.00.	SE/TE: Related Content: Topic 13: 352-353; Topic 15: 406-407 TE: Related Content: Topic 13: 352A-353B; Topic 15: 406A-407B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	
a. Relate a problem to prior knowledge.	SE/TE: Topic 13: 344-345; Topic 14: 360-361 TE: Topic 13: 344A-345B; Topic 14: 360A-361B
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: Topic 7: 176-177; Topic 9: 138-139; Topic 11: 288-289 TE: Topic 7: 176A-177B; Topic 9: 138A-139B; Topic 11: 288A-289B
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: Topic 8: 200-201, 212-213; Topic 13: 344-345 TE: Topic 8: 200A-201B, 212A-213B; Topic 13: 344A-345B
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: Topic 4: 96-97; Topic 10: 264-265 TE: Topic 4: 96A-97B; Topic 10: 264A-265B
2. Reason both contextually and abstractly.	
a. Make sense of quantities and their relationships in mathematical and real-world situations.	SE/TE: Topic 1: 6-7; Topic 2: 30-33; Topic 4: 106-109 TE: Topic 1: 6A-7B; Topic 2: 30A-33B; Topic 4: 106A-109B
b. Describe a given situation using multiple mathematical representations.	SE/TE: Topic 6: 150-151; Topic 7: 182-185; Topic 10: 262-263 TE: Topic 6: 150A-151B; Topic 7: 182A-185B; Topic 10: 262A-263B
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	SE/TE: Topic 1: 18-21; Topic 2: 44-45; Topic 11: 282-283 TE: Topic 1: 18A-21B; Topic 2: 44A-45B; Topic 11: 282A-283B
d. Connect the meaning of mathematical operations to the context of a given situation.	SE/TE: Topic 7: 170-171; Topic 8: 196-199, 206-207 TE: Topic 7: 170A-171B; Topic 8: 196A-199B, 206A-207B
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	
a. Construct and justify a solution to a problem.	SE/TE: Topic 3: 64-65, 78-79; Topic 5: 122-123 TE: Topic 3: 64A-65B, 78A-79B; Topic 5: 122A-123B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
b. Compare and discuss the validity of various reasoning strategies.	SE/TE: Topic 2: 34-35, 36-39; Topic 5: 134-135 TE: Topic 2: 34A-35B, 36A-39B; Topic 5: 134A-135B
c. Make conjectures and explore their validity.	SE/TE: Topic 3: 66-67; Topic 4: 94-95; Topic 6: 148-149 TE: Topic 3: 66A-67B; Topic 4: 94A-95B; Topic 6: 148A-149B
d. Reflect on and provide thoughtful responses to the reasoning of others.	SE/TE: Topic 3: 68-69; Topic 7: 172-173; Topic 10: 254-255 TE: Topic 3: 68A-69B; Topic 7: 172A-173B; Topic 10: 254A-255B
4. Connect mathematical ideas and real-world situations through modeling.	
a. Identify relevant quantities and develop a model to describe their relationships.	SE/TE: Topic 5: 136-137; Topic 6: 160-161; Topic 8: 194-195 TE: Topic 5: 136A-137B; Topic 6: 160A-161B; Topic 8: 194A-195B
b. Interpret mathematical models in the context of the situation.	SE/TE: Topic 2: 40-43; Topic 9: 224-225 TE: Topic 2: 40A-43B; Topic 9: 224A-225B
c. Make assumptions and estimates to simplify complicated situations.	SE/TE: Topic 9: 232-233, 236-237; Topic 10: 256-259 TE: Topic 9: 232A-233B, 236A-237B; Topic 10: 256A-259B
d. Evaluate the reasonableness of a model and refine if necessary.	SE/TE: Topic 4: 110-111; Topic 9: 228-229 TE: Topic 4: 110A-111B; Topic 9: 228A-229B
5. Use a variety of mathematical tools effectively and strategically.	
a. Select and use appropriate tools when solving a mathematical problem.	SE/TE: Topic 3: 74-77; Topic 5: 124-125; Topic 6: 152-155 TE: Topic 3: 74A-77B; Topic 5: 124A-125B; Topic 6: 152A-155B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	SE/TE: Topic 3: 82-83; Topic 4: 98-101; Topic 7: 180-181 TE: Topic 3: 82A-83B; Topic 4: 98A-101B; Topic 7: 180A-181B
6. Communicate mathematically and approach mathematical situations with precision.	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	SE/TE: Topic 2: 50-53; Topic 7: 178-179; Topic 9: 226-227 TE: Topic 2: 50A-53B; Topic 7: 178A-179B; Topic 9: 226A-227B
b. Represent numbers in an appropriate form according to the context of the situation.	SE/TE: Topic 1: 16-17; Topic 5: 132-133; Topic 10: 266-267 TE: Topic 1: 16A-17B; Topic 5: 132A-133B; Topic 10: 266A-267B
c. Use appropriate and precise mathematical language.	SE/TE: Topic 3: 66-67; Topic 8: 196-199; Topic 10: 260-261 TE: Topic 3: 66A-67B; Topic 8: 196A-199B; Topic 10: 260A-261B
d. Use appropriate units, scales, and labels.	SE/TE: Topic 8: 202-203; Topic 11: 292-293 TE: Topic 8: 202A-203B; Topic 11: 292A-293B
7. Identify and utilize structure and patterns.	
a. Recognize complex mathematical objects as being composed of more than one simple object.	SE/TE: Topic 1: 14-15; Topic 3: 70-71; Topic 8: 208-209 TE: Topic 1: 14A-15B; Topic 3: 70A-71B; Topic 8: 208A-209B
b. Recognize mathematical repetition in order to make generalizations.	SE/TE: Topic 2: 46-47; Topic 3: 72-73; Topic 4: 102-105 TE: Topic 2: 46A-47B; Topic 3: 72A-73B; Topic 4: 102A-105B
c. Look for structures to interpret meaning and develop solution strategies.	SE/TE: Topic 1: 12-13; Topic 5: 120-121; Topic 6: 146-147 TE: Topic 1: 12A-13B; Topic 5: 120A-121B; Topic 6: 146A-147B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH ©2012 Grade 5
Content Standards for Mathematics	
Number Sense and Base Ten	
5.NSBT.1 Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.	SE/TE: Topic 1: 6-7, 8-11, 12-13; Topic 6: 146-147; Topic 7: 170-171 TE: Topic 1: 6A-7B, 8A-11B, 12A-13B; Topic 6: 146A-147B; Topic 7: 170A-171B
5.NSBT.2 Use whole number exponents to explain:	SE/TE: Topic 3: 66-67, 70-71; Topic 6: 146-147; Topic 7: 170-171 TE: Topic 3: 66A-67B, 70A-71B; Topic 6: 146A-147B; Topic 7: 170A-171B
a. patterns in the number of zeroes of the product when multiplying a number by powers of 10;	SE/TE: Topic 3: 66-67, 70-71; Topic 6: 146-147; Topic 7: 170-171 TE: Topic 3: 66A-67B, 70A-71B; Topic 6: 146A-147B; Topic 7: 170A-171B
b. patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.	SE/TE: Topic 3: 66-67, 70-71; Topic 6: 146-147; Topic 7: 170-171 TE: Topic 3: 66A-67B, 70A-71B; Topic 6: 146A-147B; Topic 7: 170A-171B
5.NSBT.3 Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$, $=$, or $<$.	SE/TE: Topic 1: 8-11, 12-13, 14-15, 16-17, 18-21 TE: Topic 1: 8A-11B, 12A-13B, 14A-15B, 16A-17B, 18A-21B
5.NSBT.4 Round decimals to any given place value within thousandths.	SE/TE: Topic 2: 34-35 TE: Topic 2: 34A-35B
5.NSBT.5 Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.	SE/TE: Topic 3: 68-69, 72-73, 74-77, 78-79, 82-83 TE: Topic 3: 68A-69B, 72A-73B, 74A-77B, 78A-79B, 82A-83B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
5.NSBT.6 Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.	SE/TE: Topic 3: 64-65; Topic 4: 92-93, 94-95, 96-97, 98-101, 102-105, 106-109, 110-111; Topic 5: 120-121, 122-123, 124-125, 126-127, 128-131, 132-133, 134-135, 136-137 TE: Topic 3: 64A-65B; Topic 4: 92A-93B, 94A-95B, 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-111B; Topic 5: 120A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-131B, 132A-133B, 134A-135B, 136A-137B
5.NSBT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.	SE/TE: Topic 2: 30-33, 36-39, 40-43, 44-45, 46-47, 50-53; Topic 6: 146-147, 148-149, 150-151, 152-155, 156-157, 158-159, 160-161; Topic 7: 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-185 TE: Topic 2: 30A-33B, 36A-39B, 40A-43B, 44A-45B, 46A-47B, 50A-53B; Topic 6: 146A-147B, 148A-149B, 150A-151B, 152A-155B, 156A-157B, 158A-159B, 160A-161B; Topic 7: 170A-171B, 172A-173B, 174A-175B, 176A-177B, 178A-179B, 180A-181B, 182A-185B
Number Sense and Operations – Fractions	
5.NSF.1 Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.	SE/TE: Topic 9: 222-223, 224-225, 228-229, 230-231, 232-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267 TE: Topic 9: 222A-223B, 224A-225B, 228A-229B, 230A-231B, 232A-235B, 236A-237B, 238A-239B, 240A-243B; Topic 10: 252A-253B, 254A-255B, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B
5.NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators.	SE/TE: Topic 9: 224-225, 226-227, 228-229, 230-231, 232-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267 TE: Topic 9: 224A-225B, 226A-227B, 228A-229B, 230A-231B, 232A-235B, 236A-237B, 238A-239B, 240A-243B; Topic 10: 252A-253B, 254A-255B, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
5.NSF.3 Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided by the denominator (i.e., $a/b = a \div b$).	SE/TE: Topic 11: 276-277 TE: Topic 11: 276A-277B
5.NSF.4 Extend the concept of multiplication to multiply a fraction or whole number by a fraction.	SE/TE: Topic 11: 278-279, 282-285, 286-287, 288-289 TE: Topic 11: 278A-279B, 282A-285B, 286A-287B, 288A-289B
a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths;	SE/TE: Topic 11: 286-287 TE: Topic 11: 286A-287B
b. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;	SE/TE: Topic 11: 278-279, 282-285, 288-289 TE: Topic 11: 278A-279B, 282A-285B, 288A-289B
c. Interpret multiplication in which both factors are fractions less than one and compute the product.	SE/TE: Topic 11: 278-279, 282-285, 288-289 TE: Topic 11: 278A-279B, 282A-285B, 288A-289B
5.NSF.5 Justify the reasonableness of a product when multiplying with fractions.	SE/TE: Topic 11: 290-291 TE: Topic 11: 290A-291B
a. Estimate the size of the product based on the size of the two factors;	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B
b. Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B
c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
d. Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B
5.NSF.6 Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.	SE/TE: Topic 11: 292-293 TE: Topic 11: 292A-293B
5.NSF.7 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.	SE/TE: Topic 11: 294-295, 296-297, 298-299 TE: Topic 11: 294A-295B, 296A-297B, 298A-299B
a. Interpret division of a unit fraction by a non-zero whole number and compute the quotient;	SE/TE: Topic 11: 298-299 TE: Topic 11: 298A-299B
b. Interpret division of a whole number by a unit fraction and compute the quotient.	SE/TE: Topic 11: 294-295 TE: Topic 11: 294A-295B
5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations.	SE/TE: Topic 11: 296-297 TE: Topic 11: 296A-297B
Algebraic Thinking and Operations	
5.ATO.1 Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces).	SE/TE: Topic 3: 72-73; Topic 8: 196-199, 200-201, 202-203 TE: Topic 3: 72A-73B; Topic 8: 196A-199B, 200A-201B, 202A-203B
5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases.	SE/TE: Topic 3: 82-83; Topic 4: 110-111; Topic 8: 194-195, 210-211, 212-213 TE: Topic 3: 82A-83B; Topic 4: 110A-111B; Topic 8: 194A-195B, 210A-211B, 212A-213B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
5.ATO.3 Investigate the relationship between two numerical patterns.	SE/TE: Topic 8: 204-205, 206-207, 208-209; Topic 16: 402-403 TE: Topic 8: 204A-205B, 206A-207B, 208A-209B; Topic 16: 402A-403B
a. Generate two numerical patterns given two rules and organize in tables;	SE/TE: Topic 8: 204-205, 206-207, 208-209 TE: Topic 8: 204A-205B, 206A-207B, 208A-209B
b. Translate the two numerical patterns into two sets of ordered pairs;	SE/TE: Topic 8: 204-205, 206-207, 208-209 TE: Topic 8: 204A-205B, 206A-207B, 208A-209B
c. Graph the two sets of ordered pairs on the same coordinate plane;	SE/TE: Topic 8: 204-205, 206-207, 208-209 TE: Topic 8: 204A-205B, 206A-207B, 208A-209B
d. Identify the relationship between the two numerical patterns.	SE/TE: Topic 8: 204-205, 206-207, 208-209 TE: Topic 8: 204A-205B, 206A-207B, 208A-209B
Geometry	
5.G.1 Define a coordinate system.	SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405 TE: Topic 16: 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404A-405B
a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin);	SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405 TE: Topic 16: 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404A-405B
b. Any point on the coordinate plane can be represented by its coordinates;	SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405 TE: Topic 16: 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404A-405B
c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;	SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405 TE: Topic 16: 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404A-405B
d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.	SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405 TE: Topic 16: 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404A-405B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 5	enVisionMATH Grade 5
5.G.2 Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.	SE/TE: Topic 14: 362-363; Topic 16: 400-401, 402-403, 404-405 TE: Topic 14: 362A-363B; Topic 16: 400A-401B, 402A-403B, 404A-405B
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	SE/TE: Topic 15: 372-373, 374-375, 376-377, 378-379, 382-383 TE: Topic 15: 372A-373B, 374A-375B, 376A-377B, 378A-379B, 382A-383B
5.G.4 Classify two-dimensional figures in a hierarchy based on their attributes.	SE/TE: Topic 15: 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 376A-377B, 378A-379B, 380A-381B, 382A-383B
Measurement and Data Analysis	
5.MDA.1 Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.	SE/TE: Topic 13: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345 TE: Topic 13: 332A-333B, 334A-335B, 336A-337B, 338A-339B, 340A-341B, 342A-343B, 344A-345B
5.MDA.2 Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot.	SE/TE: Topic 14: 354-355, 356-357, 358-359, 360-361 TE: Topic 14: 354A-355B, 356A-357B, 358A-359B, 360A-361B
5.MDA.3 Understand the concept of volume measurement.	SE/TE: Topic 12: 308-309 TE: Topic 12: 308A-309B
a. Recognize volume as an attribute of right rectangular prisms;	SE/TE: Topic 12: 308-309, 310-313, 314-315 TE: Topic 12: 308A-309B, 310A-313B, 314A-315B
b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes;	SE/TE: Topic 12: 310-313, 314-315 TE: Topic 12: 310A-313B, 314A-315B
c. Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.	SE/TE: Topic 12: 310-313, 314-315 TE: Topic 12: 310A-313B, 314A-315B
5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.	SE/TE: Topic 12: 314-315, 316-319, 320-321, 322-323 TE: Topic 12: 314A-315B, 316A-319B, 320A-321B, 322A-323B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	
a. Relate a problem to prior knowledge.	SE/TE: Topic 7: 170-171; Topic 8: 186-187; Topic 16: 418-419 TE: Topic 7: 170A-171B; Topic 8: 186A-187B; Topic 16: 418A-419B
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: Topic 2: 40-41; Topic 14: 352-353; Topic 15: 390-391 TE: Topic 2: 40A-41B; Topic 14: 352A-353B; Topic 15: 390A-391B
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: Topic 1: 22-23; Topic 4: 106-109; Topic 19: 494-497 TE: Topic 2: 40A-41B; Topic 14: 352A-353B; Topic 15: 390A-391B
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: Topic 5: 126-127; Topic 8: 188-189 TE: Topic 5: 126A-127B; Topic 8: 188A-189B
2. Reason both contextually and abstractly.	
a. Make sense of quantities and their relationships in mathematical and real-world situations.	SE/TE: Topic 1: 24-25; Topic 14: 344-347; Topic 16: 400-403 TE: Topic 1: 24A-25B; Topic 14: 344A-347B; Topic 16: 400A-403B
b. Describe a given situation using multiple mathematical representations.	SE/TE: Topic 15: 372-375 TE: Topic 15: 372A-375B
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	SE/TE: Topic 4: 102-105; Topic 10: 240-241; Topic 16: 404-407 TE: Topic 4: 102A-105B; Topic 10: 240A-241B; Topic 16: 404A-407B
d. Connect the meaning of mathematical operations to the context of a given situation.	SE/TE: Topic 7: 166-169; Topic 10: 240-241 TE: Topic 7: 166A-169B; Topic 10: 240A-241B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	
a. Construct and justify a solution to a problem.	SE/TE: Topic 12: 302-303; Topic 17: 438-441 TE: Topic 12: 302A-303B; Topic 17: 438A-441B
b. Compare and discuss the validity of various reasoning strategies.	SE/TE: Topic 7: 174-177; Topic 12: 302-303 TE: Topic 7: 174A-177B; Topic 12: 302A-303B
c. Make conjectures and explore their validity.	SE/TE: Topic 2: 42-45; Topic 12: 308-309 TE: Topic 2: 42A-45B; Topic 12: 308A-309B
d. Reflect on and provide thoughtful responses to the reasoning of others.	SE/TE: Topic 1: 8-9; Topic 19: 498-499 TE: Topic 1: 8A-9B; Topic 19: 498A-499B
4. Connect mathematical ideas and real-world situations through modeling.	
a. Identify relevant quantities and develop a model to describe their relationships.	SE/TE: Topic 10: 230-233 TE: Topic 10: 230A-233B
b. Interpret mathematical models in the context of the situation.	SE/TE: Topic 10: 222-223; Topic 15: 376-377 TE: Topic 10: 222A-223B; Topic 15: 376A-377B
c. Make assumptions and estimates to simplify complicated situations.	SE/TE: Topic 14: 350-351 TE: Topic 14: 350A-351B
d. Evaluate the reasonableness of a model and refine if necessary.	SE/TE: Topic 12: 306-307 TE: Topic 12: 306A-307B
5. Use a variety of mathematical tools effectively and strategically.	
a. Select and use appropriate tools when solving a mathematical problem.	SE/TE: Topic 2: 50-53; Topic 5: 120-123; Topic 10: 246-249 TE: Topic 2: 50A-53B; Topic 5: 120A-123B; Topic 10: 246A-249B
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	SE/TE: Topic 1: 18-21; Topic 4: 96-97; Topic 10: 224-225 TE: Topic 1: 18A-21B; Topic 4: 96A-97B; Topic 10: 224A-225B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
6. Communicate mathematically and approach mathematical situations with precision.	
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	SE/TE: Topic 5: 124-125; Topic 7: 172-173 TE: Topic 5: 124A-125B; Topic 7: 172A-173B
b. Represent numbers in an appropriate form according to the context of the situation.	SE/TE: Topic 4: 110-113; Topic 11: 300-301; Topic 12: 314-315 TE: Topic 4: 110A-113B; Topic 11: 300A-301B; Topic 12: 314A-315B
c. Use appropriate and precise mathematical language.	SE/TE: Topic 5: 134-135; Topic 10: 250-253; Topic 15: 382-385 TE: Topic 5: 134A-135B; Topic 10: 250A-253B; Topic 15: 382A-385B
d. Use appropriate units, scales, and labels.	SE/TE: Topic 2: 36-39; Topic 10: 242-245; Topic 15: 380-381 TE: Topic 2: 36A-39B; Topic 10: 242A-245B; Topic 15: 380A-381B
7. Identify and utilize structure and patterns.	
a. Recognize complex mathematical objects as being composed of more than one simple object.	SE/TE: Topic 14: 354-357; Topic 17: 434-437 TE: Topic 14: 354A-357B; Topic 17: 434A-437B
b. Recognize mathematical repetition in order to make generalizations.	SE/TE: Topic 1: 14-17; Topic 2: 34-35; Topic 5: 136-137 TE: Topic 1: 14A-17B; Topic 2: 34A-35B; Topic 5: 136A-137B
c. Look for structures to interpret meaning and develop solution strategies.	SE/TE: Topic 1: 4-7; Topic 2: 34-35, 48-49 TE: Topic 1: 4A-7B; Topic 2: 34A-35B, 48A-49B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
Content Standards for Mathematics	
The Number System	
6.NS.1 Compute and represent quotients of positive fractions using a variety of procedures (e.g., visual models, equations, and real-world situations).	SE/TE: Topic 7: 166-169; Topic 9: 202-203, 204-205, 206-207, 208-209, 210-211 TE: Topic 7: 166A-169B; Topic 9: 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B
6.NS.2 Fluently divide multi-digit whole numbers using a standard algorithmic approach.	SE/TE: Topic 2: 46-47; Topic 3: 74-75; Topic 4: 106-109 TE: Topic 2: 46A-47B; Topic 3: 74A-75B; Topic 4: 106A-109B
6.NS.3 Fluently add, subtract, multiply and divide multi-digit decimal numbers using a standard algorithmic approach.	SE/TE: Topic 1: 18-21; Topic 3: 62-63, 64-65, 66-69, 70-73, 76-77, 78-79, 84-87; Topic 6: 154-155 TE: Topic 1: 18A-21B; Topic 3: 62A-63B, 64A-65B, 66A-69B, 70A-73B, 76A-77B, 78A-79B, 84A-87B; Topic 6: 154A-155B
6.NS.4 Find common factors and multiples using two whole numbers.	SE/TE: Topic 5: 126-127; Topic 7: 164-165 TE: Topic 5: 126A-127B; Topic 7: 164A-165B
a. Compute the greatest common factor (GCF) of two numbers both less than or equal to 100.	SE/TE: Topic 5: 126-127 TE: Topic 5: 126A-127B
b. Compute the least common multiple (LCM) of two numbers both less than or equal to 12.	SE/TE: Topic 7: 164-165 TE: Topic 7: 164A-165B
c. Express sums of two whole numbers, each less than or equal to 100, using the distributive property to factor out a common factor of the original addends.	SE/TE: Topic 5: 126-127; Topic 7: 164-165 TE: Topic 5: 126A-127B; Topic 7: 164A-165B
6.NS.5 Understand that the positive and negative representations of a number are opposites in direction and value. Use integers to represent quantities in real-world situations and explain the meaning of zero in each situation.	SE/TE: Topic 10: 222-223 TE: 10: 222A-223B
6.NS.6 Extend the understanding of the number line to include all rational numbers and apply this concept to the coordinate plane.	SE/TE: Topic 8: 214-215; Topic 10: 222-223, 2226-229, 246-249 TE: Topic 8: 214A-215B; Topic 10: 222A-223B, 226A-229B, 246A-249B
a. Understand the concept of opposite numbers, including zero, and their relative locations on the number line.	SE/TE: Topic 10: 222-223, 242-245 TE: Topic 10: 222A-223B, 242A-245B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
b. Understand that the signs of the coordinates in ordered pairs indicate their location on an axis or in a quadrant on the coordinate plane.	SE/TE: Topic 10: 242-245, 246-249 TE: Topic 10: 242A-245B, 246A-249B
c. Recognize when ordered pairs are reflections of each other on the coordinate plane across one axis, both axes, or the origin.	SE/TE: Topic 10: 242-245, 246-249 TE: Topic 10: 242A-245B, 246A-249B
d. Plot rational numbers on number lines and ordered pairs on coordinate planes.	SE/TE: Topic 10: 222-223, 226-229, 246-249 TE: Topic 10: 222A-223B, 226A-229B, 246A-249B
6.NS.7 Understand and apply the concepts of comparing, ordering, and finding absolute value to rational numbers.	SE/TE: Topic 10: 222-223, 224-225, 226-229, 242-245 TE: Topic 10: 222A-223B, 224A-225B, 226A-229B, 242A-245B
a. Interpret statements using equal to (=) and not equal to (\neq).	SE/TE: Topic 10: 224-225, 226-229 TE: Topic 10: 224A-225B, 226A-229B
b. Interpret statements using less than (<), greater than (>), and equal to (=) as relative locations on the number line.	SE/TE: Topic 10: 224-225, 226-229 TE: Topic 10: 224A-225B, 226A-229B
c. Use concepts of equality and inequality to write and to explain real-world and mathematical situations.	SE/TE: Topic 10: 224-225, 226-229 TE: Topic 10: 224A-225B, 226A-229B
d. Understand that absolute value represents a number's distance from zero on the number line and use the absolute value of a rational number to represent real-world situations.	SE/TE: Topic 10: 222-223, 242-245 TE: Topic 10: 222A-223B, 242A-245B
e. Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.	SE/TE: Topic 10: 242-245 TE: Topic 10: 242A-245B
6.NS.8 Extend knowledge of the coordinate plane to solve real-world and mathematical problems involving rational numbers.	SE/TE: Topic 10: 246-249, 250-253 TE: Topic 10: 246A-249B, 250A-253B
a. Plot points in all four quadrants to represent the problem.	SE/TE: Topic 10: 246-249, 250-253 TE: Topic 10: 246A-249B, 250A-253B
b. Find the distance between two points when ordered pairs have the same x-coordinates or same y-coordinates.	SE/TE: Topic 10: 246-249, 250-253 TE: Topic 10: 246A-249B, 250A-253B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
c. Relate finding the distance between two points in a coordinate plane to absolute value using a number line.	SE/TE: Topic 10: 246-249, 250-253 TE: Topic 10: 246A-249B, 250A-253B
6.NS.9 Investigate and translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, 10, and 100.	SE/TE: Topic 6: 146-147, 150-153; Topic 10: 226-229 TE: Topic 6: 146A-147B, 150A-153B; Topic 10: 226A-229B
Ratios and Proportional Relationships	
6.RP.1 Interpret the concept of a ratio as the relationship between two quantities, including part to part and part to whole.	SE/TE: Topic 7: 178-179; Topic 12: 300-301 TE: Topic 7: 178A-179B; Topic 12: 300A-301B
6.RP.2 Investigate relationships between ratios and rates.	SE/TE: Topic 12: 306-307, 314-315; Topic 13: 324-325 TE: Topic 12: 306A-307B, 314A-315B; Topic 13: 324A-325B
a. Translate between multiple representations of ratios (i.e., a/b , $a:b$, a to b , visual models).	SE/TE: Topic 12: 306-307, 314-315; Topic 13: 324-325 TE: Topic 12: 306A-307B, 314A-315B; Topic 13: 324A-325B
b. Recognize that a rate is a type of ratio involving two different units.	SE/TE: Topic 12: 306-307, 314-315; Topic 13: 324-325 TE: Topic 12: 306A-307B, 314A-315B; Topic 13: 324A-325B
c. Convert from rates to unit rates.	SE/TE: Topic 12: 306-307, 314-315; Topic 13: 324-325 TE: Topic 12: 306A-307B, 314A-315B; Topic 13: 324A-325B
6.RP.3 Apply the concepts of ratios and rates to solve real-world and mathematical problems.	SE/TE: Topic 12: 302-305; Topic 13: 322-323, 326-327, 328-329; Topic 14: 344-347, 348-349, 352-353 TE: Topic 12: 302A-305B; Topic 13: 322A-323B, 326A-327B, 328A-329B; Topic 14: 344A-347B, 348A-349B, 352A-353B
a. Create a table consisting of equivalent ratios and plot the results on the coordinate plane.	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 13: 322A-323B, 330A-333B
b. Use multiple representations, including tape diagrams, tables, double number lines, and equations, to find missing values of equivalent ratios.	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 13: 322A-323B, 330A-333B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
c. Use two tables to compare related ratios.	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 13: 322A-323B, 330A-333B
d. Apply concepts of unit rate to solve problems, including unit pricing and constant speed.	SE/TE: Topic 12: 308-309; Topic 13: 324-325 TE: Topic 12: 308A-309B; Topic 13: 324A-325B
e. Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.	SE/TE: Topic 14: 350-351, 354-357, 358-361, 362-363 TE: Topic 14: 350-351, 354-357, 358A-361B, 362A-363B
f. Solve one-step problems involving ratios and unit rates (e.g., dimensional analysis).	SE/TE: Topic 16: 400-403, 404-407, 412-413, 414-417, 418-419 TE: Topic 16: 400A-403B, 404A-407B, 412A-413B, 414A-417B, 418A-419B
Expressions, Equations, and Inequalities	
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents and positive rational number bases using the Order of Operations.	SE/TE: Topic 1: 10-13 TE: Topic 1: 10A-13B
6.EE.2 Extend the concepts of numerical expressions to algebraic expressions involving positive rational numbers.	SE/TE: Topic 2: 32-33, 46-47, 48-49 TE: Topic 2: 32A-33B, 46A-47B, 48A-49B
a. Translate between algebraic expressions and verbal phrases that include variables.	SE/TE: Topic 2: 32-33, 46-47 TE: Topic 2: 32A-33B, 46A-47B
b. Investigate and identify parts of algebraic expressions using mathematical terminology, including term, coefficient, constant, and factor.	SE/TE: Topic 2: 32-33, 46-47 TE: Topic 2: 32A-33B, 46A-47B
c. Evaluate real-world and algebraic expressions for specific values using the Order of Operations. Grouping symbols should be limited to parentheses, braces, and brackets. Exponents should be limited to whole-numbers.	SE/TE: Topic 2: 46-47; Topic 3: 80-81; Topic 17: 426-429, 430-433, 434-437 TE: Topic 2: 46A-47B; Topic 3: 80A-81B; Topic 17: 426A-429B, 430A-433B, 434A-437B
6.EE.3 Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions.	SE/TE: Topic 2: 34-35, 36-39, 40-41, 46-47; Topic 4: 96-97 TE: Topic 2: 34A-35B, 36A-39B, 40A-41B, 46A-47B; Topic 4: 96A-97B
6.EE.4 Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.	SE/TE: Topic 4: 96-97 TE: Topic 4: 96A-97B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
6.EEI.5 Understand that if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.	SE/TE: Topic 3: 82-83; Topic 4: 98-101, 106-109; Topic 15: 386-389, 390-391 TE: Topic 3: 82A-83B; Topic 4: 98A-101B, 106A-109B; Topic 15: 386A-389B, 390A-391B
6.EEI.6 Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the situation.	SE/TE: Topic 2: 32-33, 50-53; Topic 3: 82-83; Topic 4: 98-101, 106-109 TE: Topic 2: 32A-33B, 50A-53B; Topic 3: 82A-83B; Topic 4: 98A-101B, 106A-109B
6.EEI.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.	SE/TE: Topic 4: 98-101, 102-105, 106-109, 110-113; Topic 9: 212-213; Topic 17: 426-429, 430-433, 434-437 TE: Topic 4: 98A-101B, 102A-105B, 106A-109B, 110A-113B; Topic 9: 212A-213B; Topic 17: 426A-429B, 430A-433B, 434A-437B
6.EEI.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions in real-world and mathematical situations.	SE/TE: Topic 15: 386-389 TE: Topic 15: 386A-389B
a. Write an inequality of the form $xx > cc$ or $xx < cc$ and graph the solution set on a number line.	SE/TE: Topic 15: 386-389 TE: Topic 15: 386A-389B
b. Recognize that inequalities have infinitely many solutions.	SE/TE: Topic 15: 386-389 TE: Topic 15: 386A-389B
6.EEI.9 Investigate multiple representations of relationships in real-world and mathematical situations.	SE/TE: Topic 11: 290-291; Topic 12: 310-313; Topic 15: 376-377, 380-381 TE: Topic 11: 290A-291B; Topic 12: 310A-313B; Topic 15: 376A-377B, 380A-381B
a. Write an equation that models a relationship between independent and dependent variables.	SE/TE: Topic 11: 290-291; Topic 12: 310-313; Topic 15: 376-377, 380-381 TE: Topic 11: 290A-291B; Topic 12: 310A-313B; Topic 15: 376A-377B, 380A-381B
b. Analyze the relationship between independent and dependent variables using graphs and tables.	SE/TE: Topic 11: 290-291; Topic 12: 310-313; Topic 15: 376-377, 380-381 TE: Topic 11: 290A-291B; Topic 12: 310A-313B; Topic 15: 376A-377B, 380A-381B
c. Translate among graphs, tables, and equations.	SE/TE: Topic 11: 290-291; Topic 12: 310-313; Topic 15: 376-377, 380-381 TE: Topic 11: 290A-291B; Topic 12: 310A-313B; Topic 15: 376A-377B, 380A-381B

**A Correlation of enVisionMATH ©2012
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South Carolina College- and Career-Ready Standards for Mathematics**

South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
Geometry and Measurement	
6.GM.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	SE/TE: Topic 17: 430-433, 434-437 TE: Topic 17: 430A-433B, 434A-437B
6.GM.2 Use visual models (e.g., model by packing) to discover that the formulas for the volume of a right rectangular prism ($V=lwh$, $V=Bh$) are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.	SE/TE: Topic 18: 462-463, 464-465 TE: Topic 18: 462A-463B, 464A-465B
6.GM.3 Apply the concepts of polygons and the coordinate plane to real-world and mathematical situations.	SE/TE: Topic 10: 250-253 TE: Topic 10: 250A-253B
a. Given coordinates of the vertices, draw a polygon in the coordinate plane.	SE/TE: Topic 10: 250-253 TE: Topic 10: 250A-253B
b. Find the length of an edge if the vertices have the same x-coordinates or same y-coordinates.	SE/TE: Topic 10: 250-253 TE: Topic 10: 250A-253B
6.GM.4 Unfold three-dimensional figures into two-dimensional rectangles and triangles (nets) to find the surface area and to solve real-world and mathematical problems.	SE/TE: Topic 17: 444-447; Topic 18: 454-457, 458-461, 466-469 TE: Topic 17: 444A-447B; Topic 18: 454A-457B, 458A-461B, 466A-469B
Data Analysis and Statistics	
6.DS.1 Differentiate between statistical and non-statistical questions.	SE/TE: Topic 19: 476-477 TE: Topic 19: 476A-477B
6.DS.2 Use center (mean, median, mode), spread (range, interquartile range, mean absolute value), and shape (symmetrical, skewed left, skewed right) to describe the distribution of a set of data collected to answer a statistical question.	SE/TE: Topic 19: 478-479 TE: Topic 19: 478A-479B
6.DS.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	SE/TE: Topic 19: 480-481, 490-493, 500-501 TE: Topic 19: 480A-481B, 490A-493B, 500A-501B

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South Carolina College- and Career-Ready Standards for Mathematics Grade 6	enVisionMATH Grade 6
6.DS.4 Select and create an appropriate display for numerical data, including dot plots, histograms, and box plots.	SE/TE: Topic 19: 484-487, 488-489 TE: Topic 19: 484A-487B, 488A-489B
6.DS.5 Describe numerical data sets in relation to their real-world context.	SE/TE: Topic 19: 494-497, 498-499 TE: Topic 19: 494A-497B, 498A-499B
a. State the sample size.	SE/TE: Topic 19: 484-487, 498-499 TE: Topic 19: 484A-487B, 498A-499B
b. Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement).	SE/TE: Topic 19: 476-477, 498-499 TE: Topic 19: 476A-477B, 498A-499B
c. Give measures of center (median, mean).	SE/TE: Topic 19: 480-481, 482-483, 490-493, 500-501 TE: Topic 19: 480A-481B, 482A-483B, 490A-493B, 500A-501B
d. Find measures of variability (interquartile range, mean absolute deviation) using a number line.	SE/TE: Topic 19: 480-481, 482-483, 490-493, 500-501 TE: Topic 19: 480A-481B, 482A-483B, 490A-493B, 500A-501B
e. Describe the overall pattern (shape) of the distribution.	SE/TE: Topic 19: 480-481, 482-483, 490-493, 500-501 TE: Topic 19: 480A-481B, 482A-483B, 490A-493B, 500A-501B
f. Justify the choices for measure of center and measure of variability based on the shape of the distribution.	SE/TE: Topic 19: 494-497, 498-499 TE: Topic 19: 494A-497B, 498A-499B
g. Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.	SE/TE: Topic 19: 494-497, 498-499 TE: Topic 19: 494A-497B, 498A-499B