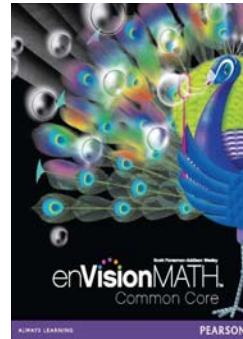
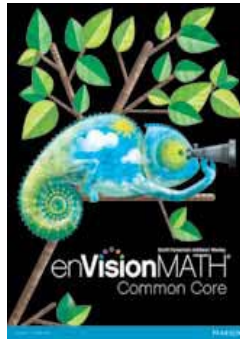
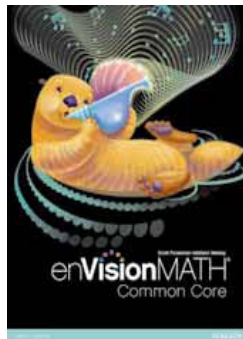
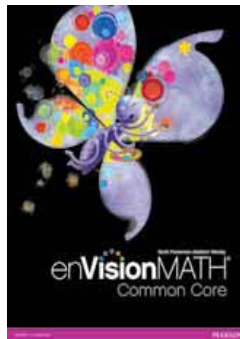
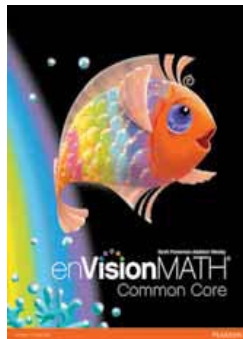


A Correlation of

en**VISION**MATH™
Common Core ©2012



to the

Gwinnett County Academic Knowledge and Skills for Mathematics Grades K-5

**A Correlation of *enVisionMATH Common Core*
to the Gwinnett County Academic Knowledge and Skills for Mathematics**

Introduction

This document demonstrates how *enVisionMATH Common Core* ©2012 meets the standards of the Gwinnett County Academic Knowledge and Skills for Mathematics, Grades K-5. Correlation page references are to the Teacher's Edition and include the Math Diagnosis and Intervention System. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent.

enVisionMATH Common Core teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The *enVisionMATH Common Core* Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The *enVisionMATH Common Core* Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in *enVisionMATH Common Core* is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

**A Correlation of *enVisionMATH* Common Core
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Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics	enVisionMATH Common Core ©2012
A - Counting and Cardinality	
<ul style="list-style-type: none"> count to 100 by ones and tens (CCGPS) (KMA_A2012-1/MCCK.CC.1) 	<p>SE/TE: Topic 6: 109-110, 113-114, 115-116, 117-118, 119-120</p> <p>TE: Topic 6: 109A, 110A-110C, 113A, 114A-114C, 115A, 116A-116C, 117A, 118A-118C, 119A, 120A-120C</p>
<ul style="list-style-type: none"> count forward by ones, beginning from a given number within the known sequence (instead of having to begin at 1) (CCGPS) (KMA_A2012-2/MCCK.CC.2) 	<p>SE/TE: Topic 2: 37-38 Topic 4: 81-82, 83-84 Topic 5: 101-102 Topic 6: 109-110, 113-114, 119-120</p> <p>TE: Topic 4: 81A, 82A-82C, 83A, 84A-84C Topic 5: 101A, 102A-102C Topic 6: 109A, 110A-110C, 113A, 114A-114C, 119A, 120A-120C</p>
<ul style="list-style-type: none"> write numerals from 0 to 20 and represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects (CCGPS) (KMA_A2012-3/MCCK.CC.3) 	<p>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</p> <p>TE: Topic 1: 7A, 8A-8C, 13A, 14A-14C Topic 2: 29A, 30A-30C, 31A, 32A-32C Topic 3: 49A, 50A-50C, 53A, 54A-54C, 57A, 58A-58C Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C</p>

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<p align="center">Gwinnett County Academic Knowledge and Skills Kindergarten Mathematics</p>	<p align="center">enVisionMATH Common Core ©2012</p>
<ul style="list-style-type: none"> demonstrate the relationship between numbers and quantities to 20; connect counting to cardinality (CCGPS) (KMA_A2012-4/MCCK.CC.4) 	<p>SE/TE: Topic 1: 5-6, 7-8, 9-10, 11-12 13-14,15-16 Topic 2: 31-32, 35-36, 37-38, 39-40 Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56 57-58, 59-60 Topic 4: 81-82 Topic 5: 93-94, 95-96, 97-98, 99-100 Topic 6: 109-110, 113-114</p> <p>TE: Topic 1: 5A, 6A-6C, 7A, 8A-8C, 9A, 10A-10C; 13A, 14A-14C Topic 2: 31A, 32A-32C, 35A, 36A-36B, 37A, 38A-38C, 39A, 40A-40C Topic 3: 49A, 50A-50C, 53A, 54A-54C, 57A, 58A-58C, 59A, 60A-60C Topic 4: 81A, 82A-82C Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C Topic 6: 109A, 110A-110C, 113A, 114A-114C</p>
<ul style="list-style-type: none"> count objects by stating number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (CCGPS) (KMA_A2012-5/MCCK.CC.4_a) 	<p>SE/TE: Topic 1: 3-4, 9-10 Topic 2: 37-38 Topic 3: 59-60</p> <p>TE: Topic 1: 3A, 4A-4C, 9A, 10A-10C Topic 2: 37A, 38A-38C Topic 3: 59A, 60A-60C</p>
<ul style="list-style-type: none"> demonstrate that the last number name said tells the number of objects counted; the number of objects is the same regardless of their arrangement or the order in which they were counted (CCGPS) (KMA_A2012-6/MCCK.CC.4_b) 	<p>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</p> <p>TE: Topic 1: 5A, 6A-6C, 11A, 12A-12C Topic 2: 39A, 40A-40C Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C, 59A, 60A-60C Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C Topic 6: 109A, 110A-110C</p>

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<ul style="list-style-type: none"> demonstrate that each successive number name refers to a quantity that is one larger (CCGPS) (KMA_A2012-7/MCCK.CC.4_c) 	<p>SE/TE: Topic 2: 35-36, 37-38, 39-40 Topic 3: 59-60 Topic 4: 81-82 Topic 6: 113-114</p> <p>TE: Topic 2: 35A, 36A-36C, 37A, 38A-38C, 39A, 40A-40C Topic 3: 59A, 60A-60C Topic 4: 81A, 82A-82C Topic 6: 113A, 114A-114C</p>
<ul style="list-style-type: none"> given a number from 1-20, count out that many objects (CCGPS) (KMA_A2012-8/MCCK.CC.5) 	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10, 11-12 Topic 3: 47-48, 51-52, 55-56 Topic 5: 93-94, 95-96, 97-98, 99-100</p> <p>TE: Topic 1: 3A, 4A-4C, 5A, 6A-6C, 9A, 10A-10C, 11A, 12A-12C Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C, Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C</p>
<ul style="list-style-type: none"> count up to 20 objects arranged in a line, rectangular array, or circle or up to 10 objects in a scattered configuration (CCGPS) (KMA_A2012-9/MCCK.CC.5) 	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10, 11-12 Topic 3: 47-48, 51-52, 55-56 Topic 5: 93-94, 95-96, 97-98, 99-100</p> <p>TE: Topic 1: 3A, 4A-4C, 5A, 6A-6C, 9A, 10A-10C, 11A, 12A-12C Topic 3: 47A, 48A-48C, 51A, 52A-52C, 55A, 56A-56C, Topic 5: 93A, 94A-94C, 95A, 96A-96C, 97A, 98A-98C, 99A, 100A-100C</p>
<ul style="list-style-type: none"> compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies (CCGPS) (KMA_A2012-10/MCCK.CC.6) 	<p>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</p> <p>TE: Topic 2: 23A, 24A-24C, 25A, 26A-26C, 27A, 28A-28C, 33A, 34A-34C, 39A, 40A-40C Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C</p>

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<ul style="list-style-type: none"> compare two numbers between 1 and 10 presented as written numerals (CCGPS) (KMA_A2012-11/MCCK.CC.7) 	<p>SE/TE: Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86</p> <p>TE: Topic 4: 67A, 68A-68C, 69A, 70A-70C, 71A, 72A-72C, 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C, 85A, 86A-86C</p>
<ul style="list-style-type: none"> identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills (KMA_A2012-12) 	<p>MDIS Lessons: A54, A55, A56, A57, A58, A59</p>
B - Operations and Algebraic Thinking	
<ul style="list-style-type: none"> represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations (CCGPS) (KMA_B2012-13/MCCK.OA.1) 	<p>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</p> <p>TE: Topic 4: 73A, 74A-74C, 75A, 76A-76C, 77A, 78A-78C, 79A, 80A-80C Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C, 161A, 162A-162C</p>
<ul style="list-style-type: none"> add and subtract within 10 using objects or drawings to represent the problem (CCGPS) (KMA_B2012-14/MCCK.OA.2) 	<p>SE/TE: Topic 7: 125-126, 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</p> <p>TE: Topic 7: 127A, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C, 161A, 162A-162C</p>

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<ul style="list-style-type: none"> decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawing), and record each decomposition by a drawing or equations (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) (CCGPS) (KMA_B2012-15/MCCK.OA.3) 	SE/TE: Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 183-184 TE: Topic 9: 169A, 170A-170C, 171A, 172A-172C, 173A, 174A-174C, 175A, 176A-176C, 177A, 178A-178C, 179A, 180A-180C, 183A, 184A-184C
<ul style="list-style-type: none"> find the number that makes 10 when added to the given number, for any number from 1 to 9 (e.g., by using objects or drawings, and record the answer with a drawing or equation) (CCGPS) (KMA_B2012-6/MCCK.OA.4) 	SE/TE: Topic 9: 181-182, 183-184 TE: Topic 9: 181A, 182A-182C, 184A-184C
<ul style="list-style-type: none"> add and subtract within 5 fluently (CCGPS) (KMA_B2012-7/MCCK.OA.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, 128A-128C, 129A, 130A-130C, 131A, 132A-132C, 133A, 134A-134C, 135A, 136A-136C, 137A, 138A-138C, 139A, 140A-140C Topic 8: 147A, 148A-148C, 149A, 150A-150C, 151A, 152A-152C, 153A, 154A-154C, 155A, 156A-156C, 157A, 158A-158C, 159A, 160A-160C
<ul style="list-style-type: none"> identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes (KMA_B2012-18) 	SE/TE: Topic 3: 59-60 Topic 6: 113-114, 115-116, 117-118, 119-120 Topic 11: 215-216 TE: Topic 3: 59A-60C Topic 6: 113A-114C, 115A-116C, 117A-118C, 119A-120C Topic 11: 215A-216C
C - Number and Operations in Base Ten	
<ul style="list-style-type: none"> compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (CCGPS) (KMA_C2012-19/MCCK.NBT.1) 	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, 194A-194C, 195A, 196A-196C, 197A, 198A-198C, 199A, 200A-200C Topic 11: 207A, 208A-208C, 209A, 210A-210C, 211A, 212A-212C, 213A, 214A-214C, 215A, 216A-216C

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D - Measurement and Data	
<ul style="list-style-type: none"> describe several measurable attributes of an object, such as length or weight (CCGPS) (KMA_D2012-20/MCCK.MD.1) 	<p>SE/TE: Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238</p> <p>TE: Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C, 237A, 238A-238C</p>
<ul style="list-style-type: none"> directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference (CCGPS) (KMA_D2012-21/MCCK.MD.2) 	<p>SE/TE: Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236</p> <p>TE: Topic 12: 223A, 224A-224C, 225A, 226A-226C, 227A, 228A-228C, 229A, 230A-230C, 231A, 232A-232C, 233A, 234A-234C, 235A, 236A-236C</p>
<ul style="list-style-type: none"> classify objects into given categories (color, shape, size) (CCGPS) (KMA_D2012-22/MCCK.MD.3) 	<p>SE/TE: Topic 9: 185-186 Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258</p> <p>TE: Topic 9: 185A, 186A-186C Topic 13: 245A, 246A-246C, 247A, 248A-248C, 249A, 250A-250C, 251A, 252A-252C, 253A, 254A-254C, 255A, 256A-256C, 257A, 258A-258C</p>
<ul style="list-style-type: none"> count the number of objects in each category and sort the categories by counts less than or equal to 10 (CCGPS) (KMA_D2012-23/MCCK.MD.3) 	<p>SE/TE: Topic 9: 185-186</p> <p>TE: Topic 9: 185A, 186A-186C</p>
E - Geometry	
<ul style="list-style-type: none"> describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to (CCGPS) (KMA_E2012-24/MCCK.G.1) 	<p>SE/TE: Topic 13: 253-254 Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 277-278 Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296</p> <p>TE: Topic 13: 253A, 254A-254C Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 271A, 272A-272C, 273A, 274A-274C, 277A, 278A-278C Topic 15: 287A, 288A-288C, 289A, 290A-290C, 291A, 292A-292C, 293A, 294A-294C, 295A, 296A-296C</p>

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<ul style="list-style-type: none"> name shapes correctly regardless of their orientations or overall size (CCGPS) (KMA_E2012-25/MCCK.G.2) 	<p>SE/TE: Topic 14: 265-266, 267-268, 269-270, 273-274, 277-278 Topic 16: 303-304, 309-310, 311-313</p> <p>TE: Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 273A, 274A-274C, 277A, 278A-278C Topic 16: 303A, 304A-304C, 309A, 310A-310C, 311A, 313A-313C</p>
<ul style="list-style-type: none"> classify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid") (CCGPS) (KMA_E2012-26/MCCK.G.3) 	<p>SE/TE: Topic 14: 275-276, 277-278, 282 Topic 16: 311-312, 313-314, 315-317</p> <p>TE: Topic 14: 275A, 276A-276C; 277A, 278A-278C Topic 16: 311A, 312A-312C, 315A, 317A-317C</p>
<ul style="list-style-type: none"> analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length) (CCGPS) (KMA_E2012-27/MCCK.G.4) 	<p>SE/TE: Topic 14: 275-276 Topic 16: 303-304, 305-306, 307-308, 311-312, 313-314</p> <p>TE: Topic 14: 275A, 276A-276C Topic 16: 303A, 304A-304C, 305A, 306A-306C, 307A, 308A-308C, 311A, 312A-312C</p>
<ul style="list-style-type: none"> model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes (CCGPS) (KMA_E2012-28/MCCK.G.5) 	<p>SE/TE: Topic 16: 303-304, 309-310</p> <p>TE: Topic 16: 303A, 304A-304C, 309A, 310A-310C</p>
<ul style="list-style-type: none"> compose simple shapes to form larger shapes (CCGPS) (KMA_E2012-29/MCCK.G.6) 	<p>SE/TE: Topic 16: 305-306, 309-310</p> <p>TE: Topic 16: 305A, 306A-306C, 309A, 310A-310C</p>

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Gwinnett County Academic Knowledge and Skills Grade 1 Mathematics	enVisionMATH Common Core ©2012
A - Operations and Algebraic Thinking	
<ul style="list-style-type: none"> use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem) (CCGPS) (1MA_A2012-1/MCC1.OA.1) 	<p>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</p> <p>TE: Topic 1: 3A, 6A-6B, 7A, 10A-10B, 11A, 14A-14B, 15A, 18A-18B, 19A, 22A-22B, 23A, 26A-26B, 31A, 34A-34B Topic 2: 53A, 56A-56B, 57A, 60A-60B, 61A, 64A-64B, 65A, 68A-68B, 69A, 72A-72B, 81A, 84A-84B Topic 4: 137A, 140A-140B, 153A, 156A-156B Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 175A, 178A-178B Topic 6: 205A, 208A-208C, 209A, 212A-212B, 229A, 232A-232B</p>
<ul style="list-style-type: none"> solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem) (CCGPS) (1MA_A2012-2/MCC1.OA.2) 	<p>SE/TE: Topic 5: 191-194, 195-198, 200</p> <p>TE: Topic 5: 191A, 194A-194B, 195A, 198A-198B</p>
<ul style="list-style-type: none"> explore and apply properties of operations as strategies to add and subtract [e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition)] (CCGPS) (1MA_A2012-3/MCC1.OA.3) 	<p>SE/TE: Topic 1: 27-30 Topic 4: 117-120, 133-136 Topic 5: 179-182, 183-186, 187-190, 191-194, 195-198</p> <p>TE: Topic 1: 27A, 30A-30B Topic 4: 117A, 120A-120B, 133A, 136A-136B Topic 5: 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B</p>

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<ul style="list-style-type: none"> model and explain subtraction as an unknown-addend problem (e.g., subtract 10 - 8 by finding the number that makes 10 when added to 8) (CCGPS) (1MA_A2012-4/MCC1.OA.4) 	<p>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</p> <p>TE: Topic 2: 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B, 65A, 68A-68B, 69A, 72A-72B Topic 3: 103A, 106A-106B Topic 4: 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B Topic 6: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B</p>
<ul style="list-style-type: none"> relate counting to addition and subtraction (CCGPS) (1MA_A2012-5/MCC1.OA.5) 	<p>SE/TE: Topic 3: 91-94, 95-98, 111-112 Topic 4: 117-120, 137-140, 157-158</p> <p>TE: Topic 3: 91A, 94A-94B, 95A, 98A-98B Topic 4: 117A, 120A-120B, 137A, 140A-140B</p>
<ul style="list-style-type: none"> add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (e.g., counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums) (CCGPS) (1MA_A2012-6/MCC1.OA.6) 	<p>SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 61-64, 65-68, 69-72, 73-76 Topic 3: 99-102, 103-106, 107-110 Topic 14: 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 145-148, 149-152, 153-156; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190 Topic 6: 205-208, 209-212, 213-216, 217-220, 221-224, 225-228</p> <p>TE: Topic 2: 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 61A, 64A-64B, 65A, 68A-68B, 69A, 72A-72B, 73A, 76A-76B Topic 3: 99A, 102A-102B, 103A, 106A-106B, 107A, 110A-110B Topic 14: 117A, 120A-120B, 121A, 124A-124B, 125A, 128A-128B, 129A, 132A-132B, 133A, 136A-136B, 137A, 142A-140B, 145A, 148A-148B, 149A, 152A-152B, 153A, 156A-156B Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B Topic 6: 205A, 208A-208B, 209A, 212A-212B, 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B</p>

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<ul style="list-style-type: none"> model and determine equivalence of equations including those involving addition and subtraction (CCGPS) (1MA_A2012-7/MCC1.OA.7) 	<p>SE/TE: Topic 1: 27-30, 31-34 Topic 2: 73-76, 77-80 Topic 4: 117-120, 130-131, 134-135, 141-144, 145-148, 149-152, 153-156</p> <p>TE: Topic 1: 19A, 22A-22B, 26A, 30A-30B, 31A, 34A-34B Topic 2: 73A, 76A-76B, 77A, 80A-80B Topic 4: 117A, 120A-120B, 136A-136B, 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B, 153A, 156A-156B</p>
<ul style="list-style-type: none"> model and explain the meaning of the equal sign (CCGPS) (1MA_A2012-8/MCC1.OA.7) 	<p>SE/TE: Topic 1: 19-22, 23-26, 27-30, 31-34 Topic 2: 53-56, 73-76, 77-80, 81-84 Topic 4: 117-120, 129-132, 134-135, 141-144, 145-148, 149-152, 153-156</p> <p>TE: Topic 1: 19A, 22A-22B, 23A, 26A-26B, 27A, 230A-30B, 31A, 34A-34B Topic 2: 53A, 56A-56B, 73A, 76A-76B, 77A, 80A-80B, 81A, 84A-84B Topic 4: 117A, 120A-120B, 132A-132B, 136A-136B, 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B, 153A, 156A-156B</p>
<ul style="list-style-type: none"> determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols (e.g., determine the unknown number that makes the equation true in each of the equations $8 + ? =$; $5 = ? - 3$; $6 + 6 = ?$) (CCGPS) (1MA_A2012-9/MCC1.OA.8) 	<p>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</p> <p>TE: Topic 1: 19A, 22A-22B Topic 2: 61A, 64A-64B, 77A, 80A-80B Topic 3: 103A, 106A-106B Topic 4: 121A, 124A-124B, 125A, 128A-128B, 129A, 132A-132B, 133A, 136A-136B, 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B Topic 6: 205A, 208A-208B, 209A, 212A-212B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B</p>

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B - Number and Operations in Base Ten	
<ul style="list-style-type: none"> count, read, write and order numerals within 120 regardless of beginning number (CCGPS) (1MA_B2012-10/MCC1.NBT.1) 	<p>SE/TE: Topic 7: 239-242, 243-246, 247-250, 251-254, 255-258, 259-262 Topic 9: 303-306, 311-314</p> <p>TE: Topic 7: 239A, 242A-242B, 243A, 246A-246B, 247A, 250A-250B, 251A, 254A-254B, 255A, 258A-258B, 259A, 262A-262B Topic 9: 303A, 306A-306B, 311A, 314A-314B</p>
<ul style="list-style-type: none"> represent the number of objects in a set by a written numeral (CCGPS) (1MA_B2012-11/MCC1.NBT.1) 	<p>SE/TE: Topic 7: 239-242, 243-246, 247-250 Topic 9: 299-302</p> <p>TE: Topic 7: 239A, 242A-242B, 243A, 246A-246B, 247A, 250A-250B Topic 9: 299A, 302A-302B</p>
<ul style="list-style-type: none"> model and explain that a two-digit number represents amounts of tens and ones (CCGPS) (1MA_B2012-12/MCC1.NBT.2) 	<p>SE/TE: Topic 7: 243-246, 269-272, 273-276, 277-280, 281-284, 285-288, 289-292, 303-306</p> <p>TE: Topic 7: 243A, 246A-246B, 269A, 272A-272B, 273A, 276A-276B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B, 303A, 306A-306B</p>
<ul style="list-style-type: none"> explain that 10 can be thought of as a bundle of ten ones called a “ten” (CCGPS) (1MA_B2012-13/MCC1.NBT.2_a) 	<p>SE/TE: Topic 7: 239-242, 255-258 Topic 8: 269-272, 277-280, 281-284, 285-288, 289-292</p> <p>TE: Topic 7: 239A, 242A-242B, 255A, 258A-258B Topic 8: 269A, 272A-272B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B</p>
<ul style="list-style-type: none"> model the numbers 11 to 19 showing they are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones (CCGPS) (1MA_B2012-14/MCC1.NBT.2_b) 	<p>SE/TE: Topic 7: 239-242, 263</p> <p>TE: Topic 7: 237D, 239A, 242A-242B, 243A</p>

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<ul style="list-style-type: none"> explain that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones (CCGPS) (1MA_B2012-15/MCC1.NBT.2_c) 	<p>SE/TE: Topic 7: 247-250 Topic 8: 273-276, 277-280, 285-288, 289-292</p> <p>TE: Topic 7: 247A, 250A-250B Topic 8: 273A, 276A-276B, 277A, 280A-280B, 285A, 288A-288B, 289A, 292A-292B</p>
<ul style="list-style-type: none"> compare two two-digit numbers using the terms/symbols to include greater than, less than, and equal to ($>$, $<$, $=$) (CCGPS) (1MA_B2012-16/MCC1.NBT.3) 	<p>SE/TE: Topic 9: 307-310, 311-314, 320</p> <p>TE: Topic 9: 307A, 310A-310B, 311A, 314A-314B</p>
<ul style="list-style-type: none"> add numbers within 100 using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (1MA_B2012-17/MCC1.NBT.4) 	<p>SE/TE: Topic 9: 299-302, 303-306 Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344, 345-348</p> <p>TE: Topic 9: 299A, 302A-302B, 303A, 306A-306B Topic 10: 325A, 328A-328B, 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B, 341A, 344A-344B, 345A, 348A-348B</p>
<ul style="list-style-type: none"> use concrete models to add two-digit numbers by adding tens to tens, ones to ones and explain why it is sometimes necessary to compose a ten (CCGPS) (1MA_B2012-18/MCC1.NBT.4) 	<p>SE/TE: Topic 9: 299-302, 303-306 Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344, 345-348</p> <p>TE: Topic 9: 299A, 302A-302B, 303A, 306A-306B Topic 10: 325A, 328A-328B, 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B, 341A, 344A-344B, 345A, 348A-348B</p>
<ul style="list-style-type: none"> using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used (CCGPS) (1MA_B2012-19/MCC1.NBT.5) 	<p>SE/TE: Topic 9: 299-302 Topic 10: 329-332, 333-336, 337-340 Topic 11: 359-362, 363-366, 367-370</p> <p>TE: Topic 9: 299A, 302A-302B Topic 10: 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B Topic 11: 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B</p>

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<ul style="list-style-type: none"> subtract multiples of 10 in the range 10 - 90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (CCGPS) (1MA_B2012-20/MCC1.NBT.6) 	<p>SE/TE: Topic 11: 355-358, 359-362, 363-366, 367-370, 371-374, 375-378</p> <p>TE: Topic 11: 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B, 371A, 374A-374B, 375A, 378A-378B</p>
<ul style="list-style-type: none"> exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar (1MA_B2012-21) 	<p>MDIS Lessons: A60, A61, A62, A63, A65</p>
C - Measurement and Data	
<ul style="list-style-type: none"> order the length of three objects; compare the lengths of two objects by using direct comparison or a third object (CCGPS) (1MA_C2012-22/MCC1.MD.1) 	<p>SE/TE: Topic 12: 385-388, 389-392, 409-410</p> <p>TE: Topic 12: 385A, 388A-388B, 389A, 392A-392B</p>
<ul style="list-style-type: none"> estimate and measure an object using a non-standard unit smaller than the object being measured and express the length measured as a whole number of same-size units spanning the object without gaps or overlaps (CCGPS) (1MA_C2012-23/MCC1.MD.2) 	<p>SE/TE: Topic 12: 393-396, 397-400, 401-404, 405-408</p> <p>TE: Topic 12: 393A, 396A-396B, 397A, 400A-400B, 401A, 404A-404B, 405A, 408A-408B</p>
<ul style="list-style-type: none"> tell and write time to the nearest hour and half-hour using analog and digital clocks (CCGPS) (1MA_C2012-24/MCC1.MD.3) 	<p>SE/TE: Topic 13: 415-418, 419-422, 423-426, 427-430</p> <p>TE: Topic 13: 415A, 418A-418B, 419A, 422A-422B, 423A, 426A-426B, 427A, 430A-430B</p>
<ul style="list-style-type: none"> organize, represent, and interpret data with up to three categories using tables, tally charts, picture graphs, and bar graphs (CCGPS) (1MA_C2012-25/MCC1.MD.4) 	<p>SE/TE: Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464</p> <p>TE: Topic 14: 437A, 440A-440B, 441A, 444A-444B, 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B, 461A, 464A-464B</p>
<ul style="list-style-type: none"> ask and answer questions about represented data by comparing data in each category and finding the total number of data points (CCGPS) (1MA_C2012-26/MCC1.MD.4) 	<p>SE/TE: Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464</p> <p>TE: Topic 14: 437A, 440A-440B, 441A, 444A-444B, 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B, 461A, 464A-464B</p>

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D - Geometry	
<ul style="list-style-type: none"> distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes (CCGPS) (1MA_D2012-27/MCC1.G.1) 	<p>SE/TE: Topic 15: 471-474, 479-482, 491-494, 495-498, 499-502, 507-510</p> <p>TE: Topic 15: 471A, 474A-474B, 479A, 482A-482B, 491A, 494A-494B, 495A, 498A-498B, 499A, 502A-502B, 507A, 510A-510B</p>
<ul style="list-style-type: none"> compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape (CCGPS) (1MA_D2012-28/MCC1.G.2) 	<p>SE/TE: Topic 15: 475-478, 483-486, 487-490, 503-506</p> <p>TE: Topic 15: 475A, 478A-478B, 483A, 486A-486B, 487A, 490A-490B, 503A, 506A-506B</p>
<ul style="list-style-type: none"> describe the whole as two of two or four of four of the shares (CCGPS) (1MA_D2012-29/MCC1.G.3) 	<p>SE/TE: Topic 16: 523, 526-527</p> <p>TE: Topic 16: 524A</p>
<ul style="list-style-type: none"> partition circles and rectangles into equal shares of two or four describing shares as halves/half of, fourths/fourth of, and/or quarters/quarter of and explain how decomposing into more equal shares creates smaller shares (CCGPS) (1MA_D2012-30/MCC1.G.3) 	<p>SE/TE: Topic 16: 517-520, 521-524, 525-528, 529-532</p> <p>TE: Topic 16: 517A, 520A-520B, 521A, 524A-524B, 525A, 528A-528B, 529A, 532A-532B</p>
TD - Geometry	
<ul style="list-style-type: none"> describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to (CCGPS) (1MA_TD2012-31/MCC1.G.1) 	<p><i>enVisionMATH Common Core</i> was written specifically to meet the Common Core State Standards for Mathematics. This standard is a Common Core State Standard Kindergarten standard. The following citations are from <i>enVisionMATH Common Core</i> Kindergarten:</p> <p>SE/TE: Topic 13: 253-254; Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 277-278; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296</p> <p>TE: Topic 13: 253A, 254A-254C; Topic 14: 265A, 266A-266C, 267A, 268A-268C, 269A, 270A-270C, 271A, 272A-272C, 273A, 274A-274C, 277A, 278A-278C; Topic 15: 287A, 288A-288C, 289A, 290A-290C, 291A, 292A-292C, 293A, 294A-294C, 295A, 296A-296C</p>

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A - Operations and Algebraic Thinking	
<ul style="list-style-type: none"> solve one- and two-step word problems to 100 using addition and subtraction involving situations of adding to or putting together, taking from, taking apart or comparing (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) (CCGPS) (2MA_A2012-1/MCC2.OA.1) 	<p>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: 113-116 Topic 5: 147-150 Topic 6: 173-176 Topic 7: 199-202 Topic 8: 245-247 Topic 9: 287-290</p> <p>TE: Topic 1: 3A, 6A-6B, 7A, 10A-10B, 11A, 14A-14B, 15A, 18A-18B, 19A, 22A-22B, 23A, 26A-26B, 27A, 30A-30B Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 61A, 64A-64B Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B, 91A, 94A-94B Topic 4: 113A, 116A- 116B Topic 5: 147A, 150A-150B Topic 6: 173A, 176A-176B Topic 7: 199A, 202A-202B Topic 8: 245A, 248A-248B Topic 9: 287A, 290A-290B</p>
<ul style="list-style-type: none"> use addition facts of two one-digit numbers (CCGPS) (2MA_A2012-2/MCC2.OA.2) 	<p>SE/TE: Topic 1: 3-6 Topic 2: 37-40, 41-44, 45-48, 49-52, 57-60</p> <p>TE: Topic 1: 3A, 6A-6B Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 57A, 60A-60B</p>
<ul style="list-style-type: none"> add and subtract fluently to 20 using mental strategies (CCGPS) (2MA_A2012-3/MCC2.OA.2) 	<p>SE/TE: Topic 1: 23-26 Topic 2: 37-40, 41-44, 45-48, 49-52, 57-60 Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90</p> <p>TE: Topic 1: 23A, 26A-26B Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 57A, 60A-60B Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B</p>

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<ul style="list-style-type: none"> write equations to express an even number as a sum of two equal addends (CCGPS) (2MA_A2012-4/MCC2.OA.3) 	SE/TE: Topic 5: 143-146, 152 TE: Topic 5: 143A, 146A-146B
<ul style="list-style-type: none"> determine whether a group of objects up to 20 has an odd or even number of members using various concrete representations (100s chart, ten grid frame, place value chart, number line, counters or other objects) (CCGPS) (2MA_A2012-5/MCC2.OA.3) 	SE/TE: Topic 5: 143-146, 152 TE: Topic 5: 143A, 146A-146B
<ul style="list-style-type: none"> apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of objects, and write an equation to express the total as a sum of two equal addends (CCGPS) (2MA_A2012-6/MCC2.OA.4) 	SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116 TE: Topic 4: 101A, 104A-104B, 105A, 108A-108B, 109A, 112A-112B, 113A, 116A-116B
B - Number and Operations in Base Ten	
<ul style="list-style-type: none"> explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones) (CCGPS) (2MA_B2012-7/MCC2.NBT.1) 	SE/TE: Topic 5: 123-126, 127-130, 151 Topic 10: 297-300, 301-304, 305-308, 333 TE: Topic 5: 121A, 121B, 121C, 121D, 123A, 126A-126B, 127A, 130A-130B Topic 10: 297A, 300A, 300B, 305A, 308A, 308B
<ul style="list-style-type: none"> explain that 100 can be thought of as a bundle of ten tens, called a "hundred" (CCGPS) (2MA_B2012-8/MCC2.NBT.1_a) 	SE/TE: Topic 5: 123-126, 151 Topic 10: 297-300, 305-308 TE: Topic 5: 123A, 126A-126B Topic 10: 297A, 300A, 300B, 305A, 308A, 308B
<ul style="list-style-type: none"> explain the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones) (CCGPS) (2MA_B2012-9/MCC2.NBT.1_b) 	SE/TE: Topic 10: 297-300, 305-308 TE: Topic 10: 297A, 300A, 300B, 305A, 308A, 308B

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<ul style="list-style-type: none"> count within 1000; skip-count by 5s, 10s, and 100s (CCGPS) (2MA_B2012-10/MCC2.NBT.2) 	<p>SE/TE: Topic 5: 135-138 Topic 6: 177-180 Topic 10: 297-300, 313-316, 317-320, 329-332</p> <p>TE: Topic 5: 135A, 138A-138B Topic 6: 180B Topic 10: 297A, 300A-300B, 313A, 316A-316B, 317A, 320A-320B, 329A, 332A-332B</p>
<ul style="list-style-type: none"> read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals including standard and expanded form (CCGPS) (2MA_B2012-11/MCC2.NBT.3) 	<p>SE/TE: Topic 5: 123-126, 127-130, 151 Topic 10: 297-300, 301-304, 305-308, 309-312, 313-316, 333</p> <p>TE: Topic 5: 123A, 126A-126B, 127A, 130A-130B Topic 10: 297A, 300A-300B, 301A, 304A-304B, 305A, 308A-308B, 309A, 312A-312B, 313A, 316A-316B</p>
<ul style="list-style-type: none"> represent and compare two three-digit numbers using equality and inequality symbols ($>$, $<$, $=$) (CCGPS) (2MA_B2012-12/MCC2.NBT.4) 	<p>SE/TE: Topic 5: 131-134, 151 Topic 10: 321-324, 325-328, 329-332, 335</p> <p>TE: Topic 5: 131A, 134A-134B Topic 10: 321A, 324A-324B, 325A, 328A-328B, 329A, 332A-332B</p>

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<p align="center">Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics</p>	<p align="center">enVisionMATH Common Core © 2012</p>
<ul style="list-style-type: none"> add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (2MA_B2012-13/MCC2.NBT.5) 	<p>SE/TE: Topic 1: 23-26 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60 Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90 Topic 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, 217-220, 221-224, 225-228, 229-232, 237-240, 241-244, 245-248 Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290 Topic 14: 445-448, 449-452, 453-456</p> <p>TE: Topic 1: 23A, 26A-26B Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B Topic 5: 139A, 142A-142B, 147A, 150A-150B Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B Topic 7: 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B, 199A, 202A-202B, 203A, 206A-206B Topic 8: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 2237A, 240A-240B, 241A, 244A-244B Topic 9: 259A, 262A-262B, 263A, 266A-266B, 267A, 270A-270B, 271A, 274A-274B, 275A, 278A-278B, 279A, 282A-282B, 283A, 286A-286B, 2867A, 290A-290B Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B</p>
<ul style="list-style-type: none"> add up to four two-digit numbers using strategies based on place value and properties of operations (CCGPS) (2MA_B2012-14/MCC2.NBT.6) 	<p>SE/TE: Topic 5: 139-142 Topic 8: 225-228, 229-232, 233-236, 237-240, 241-244 Topic 9: 275-278, 283-286</p> <p>TE: Topic 5: 139A, 142A-142B Topic 8: 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B Topic 9: 275A, 278A-278B, 283A, 286A-286B</p>

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<p align="center">Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics</p>	<p align="center">enVisionMATH Common Core ©2012</p>
<ul style="list-style-type: none"> add and subtract within whole numbers up to 1000 using concrete models, drawings, place value strategies (regrouping) and properties of operations (CCGPS) (2MA_B2012-5/MCC2.NBT.7) 	<p>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</p> <p>TE: Topic 7: 2230A, 206A-206B Topic 11: 339A, 342A-342B, 343A, 346A-346B, 347A, 350A-350B, 351A, 354A-354B, 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 67A, 370A-370B, 371A, 374A-374B</p>
<ul style="list-style-type: none"> use mental math strategies to add and subtract 10 or 100 to a given number between 100-900 (CCGPS) (2MA_B2012-16/MCC2.NBT.8) 	<p>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</p> <p>TE: Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 173A, 176A-176B Topic 7: 187A, 190A-190B, 199A, 202A-202B Topic 10: 309A, 312A-312B, 313A, 316A-316B Topic 11: 339A, 342A-342B, 343A, 346A-346B, 359A, 362A-362B</p>

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Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics	enVisionMATH Common Core ©2012
<ul style="list-style-type: none"> explain why addition and subtraction strategies work using place value and the properties of operations (CCGPS) (2MA_B2012-17/MCC2.NBT.9) 	<p>SE/TE: Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60 Topic 3: 71-74, 75-78, 79-82, 83-86 Topic 5: 143-146 Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176 Topic 7: 187-190, 191-194, 195-198, 199-202 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236, 237-240, 241-244 Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286 Topic 11: 339-342, 343-346, 347-350, 351-354, 359-362, 363-366, 367-370 Topic 14: 445-448, 449-452, 453-456</p> <p>TE: Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B Topic 5: 143A, 146A-146B Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B Topic 7: 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B, 199A, 202A-202B Topic 8: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B Topic 9: 259A, 262A-262B, 263A, 266A-266B, 267A, 270B, 271A, 274A-274B, 275A, 278A-278B, 279A, 282A-282B, 283A, 286A-286B Topic 11: 339A, 342A-342B, 343A, 346A-346B, 347A, 350A-350B, 351A, 354A-354B, 359A, 62A-362B, 363A, 366A-366B, 367A, 370A-370B Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B</p>
C - Measurement and Data	
<ul style="list-style-type: none"> measure length by determining an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (inch, foot, yard, centimeter, and meter) (CCGPS) (2MA_C2012-18/MCC2.MD.1) 	<p>SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 467A, 470A, 470B, 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B</p>

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Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics	enVisionMATH Common Core ©2012
<ul style="list-style-type: none"> compare and explain the relationship of inches, feet, yards, centimeters, and meters by measuring an object twice using different units (CCGPS) (2MA_C2012-19/MCC2.MD.2) 	SE/TE: Topic 15: 487-490 TE: Topic 15: 487A, 490A-490B
<ul style="list-style-type: none"> estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable (CCGPS) (2MA_C2012-20/MCC2.MD.3) 	SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502 TE: Topic 15: 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B
<ul style="list-style-type: none"> measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (relate addition and subtraction to length) (CCGPS) (2MA_C2012-21/MCC2.MD.4) 	SE/TE: Topic 15: 495-498, 504 TE: Topic 15: 495A, 498A-498B
<ul style="list-style-type: none"> solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem (CCGPS) (2MA_C2012-22/MCC2.MD.5) 	SE/TE: Topic 15: 491-494, 499-502 TE: Topic 15: 491A, 494A-494B, 499A, 502A-502B
<ul style="list-style-type: none"> represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram (CCGPS) (2MA_C2012-3/MCC2.MD.6) 	SE/TE: Topic 8: 233-236, 250 Topic 9: 275-278, 292 TE: Topic 8: 233A, 236A-236B Topic 9: 275A, 278A-278B
<ul style="list-style-type: none"> use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM (CCGPS) (2MA_C2012-24/MCC2.MD.7) 	SE/TE: Topic 16: 509-512, 513-516, 533 TE: Topic 16: 509A, 512A-512B, 513A, 516A-516B
<ul style="list-style-type: none"> solve word problems involving money (dollar bills, quarters, dimes, nickels, and pennies) and using \$ and ¢ symbols (CCGPS) (2MA_C2012-25/MCC2.MD.8) 	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, 422A-422B, 423a, 426A-426B, 427A, 430A-430B, 431A, 434A-434B, 435A, 438A-438B Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B

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Gwinnett County Academic Knowledge and Skills Grade 2 Mathematics	enVisionMATH Common Core ©2012
<ul style="list-style-type: none"> generate measurement data by measuring lengths of objects to the nearest whole unit, or by making repeated measurements of the same object, and then create a line plot of these measurements using whole number units (CCGPS) (2MA_C2012-26/MCC2.MD.9) 	SE/TE: Topic 16: 521-524, 534 TE: Topic 16: 521, 524A-524B
<ul style="list-style-type: none"> create a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories (CCGPS) (2MA_C2012-27/MCC2.MD.10) 	SE/TE: Topic 16: 517-520, 525-528 TE: Topic 16: 517A, 520A-520B, 525A, 528A-528B
<ul style="list-style-type: none"> solve simple put together, take-apart, and compare problems using information presented in a bar graph (CCGPS) (2MA_C2012-28/MCC2.MD.10) 	SE/TE: Topic 16: 517-520, 525-528, 529-532 TE: Topic 16: 517A, 520A-520B, 525A, 528A-528B, 529A, 532A-532B
D - Geometry	
<ul style="list-style-type: none"> recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes (CCGPS) (2MA_D2012-29/MCC2.G.1) 	SE/TE: Topic 12: 381–384, 385–388, 389–392, 393–396, 397–400, 409–412 TE: Topic 12: 381A, 384A-384B, 385A, 388A-388B, 389A, 392A-392B, 393A, 396A-396B, 397A, 400A-400B, 409A, 412A-412B
<ul style="list-style-type: none"> partition circles and rectangles into two, three or four equal shares to model, identify, label and compare fractions as a representation of equal parts of a whole and describe the shares using the words halves, thirds, a half of, a third of, etc. (CCGPS) (2MA_D2012-30/MCC2.G.2/MCC2.G.3) 	SE/TE: Topic 12: 401-404, 405-408 TE: Topic 12: 401A, 404A-404B, 405A, 408A-408B
<ul style="list-style-type: none"> model and understand that when all fractional parts are included, the result is equal to the whole (CCGPS) (2MA_D2012-31/MCC2.G.2) 	SE/TE: Topic 12: 401-404 TE: Topic 12: 401A, 404A-404B
<ul style="list-style-type: none"> demonstrate that equal shares of identical wholes need not have the same shape (CCGPS) (2MA_D2012-32/MCC2.G.3) 	SE/TE: Topic 12: 405-408 TE: Topic 12: 405A, 408A-408B

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A - Operations and Algebraic Thinking	
<ul style="list-style-type: none"> interpret products of whole numbers using repeated addition, array models and counting by multiples (skip counting) to correctly multiply one digit numbers (CCGPS) (3MA_A2012-1/MCC3.OA.1) 	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109</p> <p>TE: Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B 107A-107B, 108A-108B, 109A-109B</p>
<ul style="list-style-type: none"> interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) (CCGPS) (3MA_A2012-2/MCC3.OA.2) 	<p>SE/TE: Topic 7: 172-173, 174-175, 180-181</p> <p>TE: Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 180A-180B, 181A-181B</p>
<ul style="list-style-type: none"> apply multiplication and division (products or dividends 0-100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) (CCGPS) (3MA_A2012-3/MCC3.OA.3) 	<p>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, 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</p> <p>TE: Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B Topic 5: 118S-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B Topic 6: 142A-142B, 143A-143B, 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B 157A-157B, 158A-158A, 159A-159B, 160A-160B, 163A-163B Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 180A-180B, 181A-181B, 182A-182B, 183A-183B Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-201B, 213A-213B</p>

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<ul style="list-style-type: none"> use a symbol to represent an unknown and determine the value of the unknown in a multiplication or division equation relating three whole numbers (CCGPS) (3MA_A2012-4/MCC3.OA.4) 	<p>SE/TE: Topic 7: 172-173, 176-177, 178-179, 180–181 Topic 8: 192-193, 194-197, 202–203, 204-205, 206-207, 208-209</p> <p>TE: Topic 7: 172A-172B, 173A-173B, 176A-176B, 177A-177B, 178A-178B, 179A- 179B, 180A-180B, 181A-181B Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B</p>
<ul style="list-style-type: none"> apply commutative, associative, and distributive properties as strategies to multiply and divide [e.g., If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication); $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (associative property of multiplication), knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (distributive property)] (CCGPS) (3MA_A2012-5/MCC3.OA.5) 	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109 Topic 5: 124-125 Topic 6: 142-143, 146-147, 154-155 Topic 8: 206-207</p> <p>TE: Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B Topic 5: 124A-124B, 125A-125B Topic 6: 142A-142B, 143A-143B, 146A-146B, 147A-147B, 154A-154B, 155A-155B Topic 8: 206A-206B, 207A-207B</p>
<ul style="list-style-type: none"> explain the relationship between multiplication and division to understand division as an unknown-factor problem (CCGPS) (3MA_A2012-6/MCC3.OA.6) 	<p>SE/TE: Topic 7: 176-177, 178-179, 182-183 Topic 8: 192-193, 208-209</p> <p>TE: Topic 7: 176A-176B, 177A-177B, 178A-178B, 179A-179B, 182A-182B, 183A-183B Topic 8: 192A-192B, 193A-193B, 208A-208B, 209A-209B</p>
<ul style="list-style-type: none"> multiply and divide fluently (using products and dividends 0-100) using strategies such as the relationship between multiplication and division or properties of operations; know from memory all products of two one-digit numbers by the end of 3rd grade (CCGPS) (3MA_A2012-7/MCC3.OA.7) 	<p>SE/TE: Topic 5: 122–123 Topic 6: 144-145, 146-147, 148-151, 152-153, 156-157 Topic 8: 192-193, 194-197, 198-199, 200-201, 208-209</p> <p>TE: Topic 5: 122A-122B, 123A-123B Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B, 157A-157B Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 208A-208B, 209A-209B</p>

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<ul style="list-style-type: none"> assess the reasonableness of answers using mental computation and estimation strategies, including rounding (CCGPS) (3MA_A2012-8/MCC3.OA.8) 	SE/TE: Topic 2: 42-44, 46-48, 50-52, 55, 56-57 TE: Topic 2: 42A-42B, 45A-45B, 46A-46B, 49A-49B, 50A-50B, 53A-53B, 56A-56B, 57A-57B
<ul style="list-style-type: none"> solve and represent two-step word problems using the four operations, and represent with a letter standing for the unknown quantity (CCGPS) (3MA_A2012-9/MCC3.OA.8) 	SE/TE: Topic 5: 132-133 Topic 6: 160-162 Topic 8: 202-203 TE: Topic 5: 132A-132B, 133A-133B Topic 6: 160A-160B, 163A-163B Topic 8: 202A-202B, 203A-203B
<ul style="list-style-type: none"> identify, describe, and extend arithmetic patterns that may also occur in a table or graph (including patterns in the addition table and multiplication table) (CCGPS) (3MA_A2012-10/MCC3.OA.9) 	SE/TE: Topic 1: 19 Topic 5: 126-127, 129 Topic 7: 176-177 TE: Topic 5: 124B, 126B, 127B, 128B Topic 7: 176A-176B, 177A-177B
<ul style="list-style-type: none"> explain patterns using properties of operations (CCGPS) (3MA_A2012-11/MCC3.OA.9) 	SE/TE: Topic 2: 32-33 Topic 5: 126-127, 129 Topic 6: 146-147, 152-153 Topic 7: 174-175, 176-177 TE: Topic 2: 32A-32B, 33A-33B Topic 5: 126A-126B, 127A-127B, 128B Topic 6: 146A-146B, 147A-147B, 152A-152B, 153A-153B Topic 7: 174A-174B, 175A-175B, 176A-176B, 177A-177B
B - Number and Operations in Base Ten	
<ul style="list-style-type: none"> use place value understanding to round whole numbers to the nearest 10 or 100 (CCGPS) (3MA_B2012-12/MCC3.NBT.1) 	SE/TE: Topic 2: 42-45, 46-49, 50-53 Topic 3: 72-73, 82-85 TE: Topic 2: 42A-42B, 45A-45B, 46A-46B, 49A-49B, 50A-50B, 53A-53B Topic 3: 72A-72B, 73A-73B, 82A-82B, 85A-85B

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<ul style="list-style-type: none"> add and subtract fluently within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (3MA_B2012-13/MCC3.NBT.2) 	<p>SE/TE: 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</p> <p>TE: Topic 2: 32A-32B, 33A-33B, 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 49A-49B, 50A-50B, 53A-53B, 54A-54B, 55A-55B, 56A-56B, 57A-57B Topic 3: 66A-66B, 67A-67B, 68A-68B, 71A-71B, 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 86A-86B, 87A-87B, 88A-88B, 91A-91B</p>
<ul style="list-style-type: none"> model and explain the effect on the product when multiplying by multiples of 10 (in the range of 10-90) using strategies based on place value and properties of operations (CCGPS) (3MA_B2012-14/MCC3.NBT.3) 	<p>SE/TE: Topic 5: 118-121, 128-129, 130-131</p> <p>TE: Topic 5: 118A-118B, 121A-121B, 128A-128B, 129A-129B, 130A-130B, 131A-131B</p>
C - Number and Operations: Fractions	
<ul style="list-style-type: none"> model and explain that the fraction $\frac{a}{b}$ represents a equal sized parts of $\frac{1}{b}$ when a whole is divided into b equal sized parts (CCGPS) (3MA_C2012-15/MCC3.NF.1) 	<p>SE/TE: Topic 9: 222-223, 224-225</p> <p>TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B</p>
<ul style="list-style-type: none"> model and explain that a fraction $\frac{1}{b}$ is the quantity formed by 1 part when a whole is partitioned into b equal parts (CCGPS) (3MA_C2012-16/MCC3.NF.1) 	<p>SE/TE: Topic 9: 222-223, 224-225</p> <p>TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B</p>
<ul style="list-style-type: none"> recognize a fraction as a number on the number line; represent fractions on a number line diagram (CCGPS) (3MA_C2012-17/MCC3.NF.2) 	<p>SE/TE: Topic 9: 230-231, 232 Topic 10: 252-253, 258-259, 264-265</p> <p>TE: Topic 9: 230A-230B, 231A-231B Topic 10: 252A-252B, 253A-253B, 258A-258B, 259A-259B, 264A-264B, 265A-265B</p>

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<ul style="list-style-type: none"> represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into “b” equal parts; recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line (CCGPS) (3MA_C2012-18/MCC3.NF.2_a) 	SE/TE: Topic 9: 230-231 Topic 10: 252-253, 258-259 TE: Topic 9: 230A-230B, 231A-231B Topic 10: 252A-252B, 253A-253B, 258A-258B, 259A-259B
<ul style="list-style-type: none"> represent a fraction a/b on a number line diagram by marking off “a” lengths $1/b$ from 0 and recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line (CCGPS) (3MA_C2012-19/MCC3.NF.2_b) 	SE/TE: Topic 9: 230-231 Topic 10: 252-253, 258-259 TE: Topic 9: 230A-230B, 231A-231B Topic 10: 252A-252B, 253A-253B, 258A-258B, 259A-259B
<ul style="list-style-type: none"> explain equivalence of fractions in special cases and compare fractions by reasoning about their size (CCGPS) (3MA_C2012-20/MCC3.NF.3) 	SE/TE: Topic 10: 254-257, 258-259, 262-263 TE: Topic 10: 254A-254B, 257A-257B, 258A-258B, 259A-259B, 262A-262B, 263A-263B
<ul style="list-style-type: none"> recognize two fractions as equivalent (equal) if they are the same size or the same point on a number line (CCGPS) (3MA_C2012-21/MCC3.NF.3_a) 	SE/TE: Topic 10: 254-257, 258-259 TE: Topic 10: 254A-254B, 257A-257B, 258A-258B, 259A-259B
<ul style="list-style-type: none"> recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$); explain why the fractions are equivalent by using a visual fraction model (CCGPS) (3MA_C2012-22/MCC3.NF.3_b) 	SE/TE: Topic 10: 254-257, 258-259 TE: Topic 10: 254A-254B, 257A-257B, 258A-258B, 259A-259B
<ul style="list-style-type: none"> express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram) (CCGPS) (3MA_C2012-23/MCC3.NF.3_c) 	SE/TE: Topic 10: 260-261 TE: Topic 10: 260A-260B, 261A-261B
<ul style="list-style-type: none"> compare two fractions with the same numerator or the same denominator by reasoning about their size; recognize that comparisons are valid only when the two fractions refer to the same whole and record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model) (CCGPS) (3MA_C2012-24/MCC3.NF.3_d) 	SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253 TE: Topic 10: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 250A-250B, 251A-251B, 252A-252B, 253A-253B

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D - Measurement and Data	
<ul style="list-style-type: none"> determine elapsed time by solving word problems involving addition and subtraction of time intervals in minutes (CCGPS) (3MA_D2012-25/MCC3.MD.1) 	SE/TE: Topic 12: 312-313, 314-315 TE: Topic 12: 312A-312B, 313A-313B, 314A-314B, 315A-315B
<ul style="list-style-type: none"> tell and write time to the nearest minute (CCGPS) (3MA_D2012-26/MCC3.MD.1) 	SE/TE: Topic 12: 304-306, 308-309 TE: Topic 12: 304A-304B, 307A-307B, 308A-308B, 309A-309B
<ul style="list-style-type: none"> estimate and measure liquid volumes and masses of objects to include the metric units grams, kilograms, liters and the customary units ounces, cups, pints, quarts, and gallons (CCGPS) (3MA_D2012-27/MCC3.MD.2) 	SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381 TE: Topic 15: 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 381A-381B
<ul style="list-style-type: none"> add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (CCGPS) (3MA_D2012-28/MCC3.MD.2) 	SE/TE: Topic 15: 375, 377, 379, 381, 382-383 TE: Topic 15: 375A-375B, 376B, 377A-377B, 379A-379B, 381A-381B, 382A-382B, 383A-383B
<ul style="list-style-type: none"> draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets) (CCGPS) (3MA_D2012-29/MCC3.MD.3) 	SE/TE: Topic 16: 396-399, 400-401, 402-403, 404-405 TE: Topic 16: 396A-396B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
<ul style="list-style-type: none"> generate measurement data by measuring lengths to the nearest quarter inch, half inch and millimeter in addition to the previously learned inch, foot, yard, centimeter and meter (CCGPS) (3MA_D2012-30/MCC3.MD.4) 	SE/TE: Topic 16: 394-395 TE: Topic 16: 394A-394B, 395A-395B
<ul style="list-style-type: none"> create line plots showing measurement data where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters (CCGPS) (3MA_D2012-31/MCC3.MD.4) 	SE/TE: Topic 16: 392-393, 394-395 TE: Topic 16: 392A-392B, 393A-393B, 394A-394B, 395A-395B

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<ul style="list-style-type: none"> recognize area as an attribute of plane figures and understand concepts of area measurement (CCGPS) (3MA_D2012-32/MCC3.MD.5) 	SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 354-356, 360-361, 362-363 TE: Topic 14: 342A-342B, 343A--343B, 344A-344B, 345A-345B, 346A-346B, 347A-347B, 348A-348B, 349A-349B, 354A-354B, 357A-357B, 360A-360B, 361A-361B, 362A-362B, 363A-363B
<ul style="list-style-type: none"> use words, pictures and/or numbers to show that “unit square” is a square with a side length of 1 unit, has an area of one square unit, and can be used to measure area of plane figures (CCGPS) (3MA_D2012-33/MCC3.MD.5_a) 	SE/TE: Topic 14: 344-345, 346-347, 352-353 TE: Topic 14: 344A-344B, 345A-345B, 346A-346B, 347A-347B, 352A-352B, 353A-353B
<ul style="list-style-type: none"> demonstrate that a plane figure which can be covered without gaps or overlaps by “n” unit squares is said to have an area of “n” square units (CCGPS) (3MA_D2012-34/MCC3.MD.5_b) 	SE/TE: Topic 14: 342-343, 344-345, 346-347 TE: Topic 14: 342A-342B, 343A--343B, 344A-344B, 345A-345B, 346A-346B, 347A-347B
<ul style="list-style-type: none"> measure areas using unit squares by counting, adding, tiling and multiplying with models in square centimeter, square meter, square inch, and square foot (CCGPS) (3MA_D2012-35/MCC3.MD.6) 	SE/TE: Topic 14: 342-343, 344-345, 346-347, 352-353 TE: Topic 14: 342A-342B, 343A-343B, 344A-344B, 345A-345B, 346A-346B, 347A-347B, 352A-352B, 353A-353B
<ul style="list-style-type: none"> relate area to the operations of multiplication and addition (CCGPS) (3MA_D2012-36/MCC3.MD.7) 	SE/TE: Topic 14: 350-351, 352-353 TE: Topic 14: 350A-350B, 351A-351B, 352A-352B, 353A-353B
<ul style="list-style-type: none"> find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths (CCGPS) (3MA_D2012-37/MCC3.MD.7_a) 	SE/TE: Topic 14: 348-349 TE: Topic 14: 348A-348B, 349A-349B
<ul style="list-style-type: none"> multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning (CCGPS) (3MA_D2012-38/MCC3.MD.7_b) 	SE/TE: Topic 14: 348-349, 352-353, 354-356, 358-359 TE: Topic 14: 348A-348B, 349A-349B, 352A-352B, 353A-353B, 354B, 358A-358B, 359A-359B

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<ul style="list-style-type: none"> use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$; use area models to represent the distributive property in mathematical reasoning (CCGPS) (3MA_D2012-39/MCC3.MD.7_c) 	SE/TE: Topic 6: 144-145, 146-147, 148-149, 152-153 Topic 14: 350-351 TE: Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 149A-149B, 152A-152B, 153A-153B Topic 14: 350A-350B, 351A-351B
<ul style="list-style-type: none"> recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (3MA_D2012-40/MCC3.MD.7_d) 	SE/TE: Topic 14: 354-357 TE: Topic 14: 354A-354B, 357A-357B
<ul style="list-style-type: none"> solve real-world problems involving the perimeters of polygons including finding the perimeter given the side lengths and finding an unknown side length (CCGPS) (3MA_D2012-41/MCC3.MD.8) 	SE/TE: Topic 13: 324-325, 326-327, 328-329, 330-331, 332-333 Topic 14: 358-359 TE: Topic 13: 324A-324B, 325A-325B, 326A-326B, 327A-327B, 328A-328B, 329A-329B, 330A-330B, 331A-331B, 332A-332B, 333A-333B Topic 14: 358A-358B, 359A-359B
E - Geometry	
<ul style="list-style-type: none"> identify, draw, examine, and classify quadrilaterals (including rhombuses, rectangles, squares, parallelograms, and trapezoids) (CCGPS) (3MA_E2012-42/MCC3.G.1) 	SE/TE: Topic 11: 286-287, 290-291, 292, 294-295 TE: Topic 11: 286A-286B, 287A-287B, 290A-290B, 291A-291B, 292B, 293A-293B, 294B, 295B
<ul style="list-style-type: none"> compare and contrast the attributes of quadrilaterals, and categorize quadrilaterals based on shared attributes (CCGPS) (3MA_E2012-43/MCC3.G.1) 	SE/TE: Topic 11: 286-287, 290-291, 292, 294-295 TE: Topic 11: 286A-286B, 287A-287B, 290A-290B, 291A-291B, 292B, 293A-293B, 294B, 295B
<ul style="list-style-type: none"> partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole (CCGPS) (3MA_E2012-44/MCC3.G.2) 	SE/TE: Topic 9: 222-223, 224-225 Topic 11: 288-289, 290-291, 292-293 Topic 14: 360-361 TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B Topic 11: 288A-288B, 289A-289B, 290A-290B, 291A-291B, 292A-292B, 293A-293B Topic 14: 360A-360B, 361A-361B

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A - Operations and Algebraic Thinking	
<ul style="list-style-type: none"> explain a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations (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) (CCGPS) (4MA_A2012-1/MCC4.OA.1) 	SE/TE: Topic 1: 6-9, 12-13, 24-25, 30-31 TE: Topic 1: 6A, 9A-9B, 12A-12B, 13A-13B, 24A-24B, 25A-25B, 30B, 31A-31B
<ul style="list-style-type: none"> solve multiplication and division word problems involving multiplicative comparison using drawings and equations (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison) (CCGPS) (4MA_A2012-2/MCC4.OA.2) 	SE/TE: Topic 1: 6-9, 20-23, 26-27, 28-29, 30-31 Topic 9: 218-219 TE: Topic 1: 6A-6B, 9A-9B, 20A-20B, 23A-23B, 26A-26B, 27A-27B, 28A-28B, 29A-29B, 30B, 31A-31B Topic 9: 218B, 219A-219B
<ul style="list-style-type: none"> solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted and with a letter standing for the unknown quantity (CCGPS) (4MA_A2012-3/MCC4.OA.3) 	SE/TE: Topic 7: 176-177 Topic 8: 196-197 Topic 10: 246-247 TE: Topic 7: 176B, 177A-177 Topic 8: 196B, 197A-197B Topic 10: 246B, 247A-247B
<ul style="list-style-type: none"> determine the reasonableness of answers using mental computation and estimation strategies, including rounding, when using the four operations (CCGPS) (4MA_A2012-4/MCC4.OA.3) 	SE/TE: Topic 4: 92 Topic 5: 126-129 Topic 6: 144, 146 Topic 7: 172-173, 174-175 Topic 9: 208-209, 210-211 TE: Topic 5: 126B, 192A-129B Topic 7: 172B, 173A-173B, 174B, 175A-175B Topic 9: 208B, 209A-209B, 210B, 211A-211B
<ul style="list-style-type: none"> explain the different meanings of the remainder in division problems (CCGPS) (4MA_A2012-5/MCC4.OA.3) 	SE/TE: Topic 9: 212-213, 214-216 Topic 10: 232-234, 236-238, 240-241, 242-243, 244-245 TE: Topic 9: 212B, 213A-213B, 214B, 217B Topic 10: 232B, 235A-235B, 236B, 239A-239B, 240B, 241A-241B, 242B, 243A-243B, 245B

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<ul style="list-style-type: none"> determine multiples and factors for whole numbers 1-100 (CCGPS) (4MA_A2012-6/MCC4.OA.4) 	SE/TE: Topic 1: 14-17 Topic 11: 258-259, 260-261, 262-263 TE: Topic 1: 14B, 17A-17B Topic 11: 258B, 259A-259B, 260B, 261A-261B, 262B, 263A-263B
<ul style="list-style-type: none"> determine whether a given whole number in the range 1-100 is prime or composite (CCGPS) (4MA_A2012-7/MCC4.OA.4) 	SE/TE: Topic 11: 260-261 TE: Topic 11: 260B, 261A-261B
<ul style="list-style-type: none"> investigate, represent, and generate number or shape patterns to describe given rules and solve problems (CCGPS) (4MA_A2012-8/MCC4.OA.5) 	SE/TE: Topic 1: 10-11, 18-19 Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57 Topic 11: 262-263 Topic 13: 351 Topic 16: 443 TE: Topic 1: 10B, 11A-11B, 18B, 19A-19B Topic 2: 40B, 41A-41B, 42B, 43A-43B, 44B, 45A-45B, 46B, 49A-49B, 50B, 53A-53B, 54B, 57A-57B Topic 11: 262B, 263A-263B
B - Number and Operations in Base Ten	
<ul style="list-style-type: none"> explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right (e.g., recognize that $700 \div 70 = 10$ by applying concepts of place value and division) (CCGPS) (4MA_B2012-9/MCC4.NBT.1) 	SE/TE: Topic 3: 66-67, 68-69, 80-81, 82-83 Topic 10: 232-235 TE: Topic 3: 66B, 67A-67B, 68B, 69A-69B, 80B, 81A-81B Topic 10: 232B, 235A-235B
<ul style="list-style-type: none"> read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form for places from hundredths through millions (CCGPS) (4MA_B2012-10/MCC4.NBT.2) 	SE/TE: Topic 3: 66-67, 68-69 TE: Topic 3: 66B, 67A-67B, 68B, 69A-69B
<ul style="list-style-type: none"> compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results for comparisons (CCGPS) (4MA_B2012-11/MCC4.NBT.2) 	SE/TE: Topic 3: 70-73, 74-77 TE: Topic 3: 70B, 73A-73B, 74B, 77A-77B

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<ul style="list-style-type: none"> use place value understanding to round whole numbers to any place using tools such as a number line and/or charts (CCGPS) (4MA_B2012-12/MCC4.NBT.3) 	<p>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</p> <p>TE: Topic 3: 78B, 79A-79B Topic 4: 90B, 93A-93B, 94B, 95A-95B Topic 5: 122B, 123A-123B, 124B, 125A-125B, 126B, 129A-129B Topic 6: 152B, 153B Topic 7: 172B, 173A-173B, 174B, 175A-175B</p>
<ul style="list-style-type: none"> add and subtract multi-digit whole numbers fluently using the standard algorithm (CCGPS) (4MA_B2012-13/MCC4.NBT.4) 	<p>SE/TE: Topic 4: 94-95, 96-99, 100-101, 102-103, 104-107, 108-109 Topic 13: 341, 345 Topic 14: 375</p> <p>TE: Topic 4: 94B, 95A-95B, 96B, 99A-99B, 100B, 101A-101B, 102B, 103A-103B, 104B, 107A-107B</p>
<ul style="list-style-type: none"> illustrate and explain multiplication calculations by using equations, rectangular arrays, and/or area models (CCGPS) (4MA_B2012-14/MCC4.NBT.5) 	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125 Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153 Topic 7: 166-168, 170-171, 174-175 Topic 8: 186-189, 190-191, 192-193, 194-195</p> <p>TE: Topic 5: 116B, 117A-117B, 118B, 119A-119B, 120B, 121A-121B, 122B, 123A-123B, 124B, 125A-125B Topic 6: 138B, 141A-141B, 142B, 143A-143B, 144B, 147A-147B, 148B, 151A-151B, 152B, 153A-153B Topic 7: 166B, 169A-169B, 170B, 171A-171B, 174B, 175A-175B Topic 8: 186B, 189A-189B, 190B, 191A-191B, 192B, 193A-193B, 194B, 195A-195B, 196B, 197A-197B</p>

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<p align="center">Gwinnett County Academic Knowledge and Skills Grade 4 Mathematics</p>	<p align="center">enVisionMATH Common Core ©2012</p>
<ul style="list-style-type: none"> multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations (CCGPS) (4MA_B2012-15/MCC4.NBT.5) 	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125 Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153 Topic 7: 166-168, 170-171, 174-175 Topic 8: 186-189, 190-191, 192-193, 194-195</p> <p>TE: Topic 5: 116B, 117A-117B, 118B, 119A-119B, 120B, 121A-121B, 122B, 123A-123B, 124B, 125A-125B Topic 6: 138B, 141A-141B, 142B, 143A-143B, 144B, 147A-147B, 148B, 151A-151B, 152B, 153A-153B Topic 7: 166B, 169A-169B, 170B, 171A-171B, 174B, 175A-175B Topic 8: 186B, 189A-189B, 190B, 191A-191B, 192B, 193A-193B, 194B, 195A-195B, 196B, 197A-197B</p>
<ul style="list-style-type: none"> illustrate and explain division calculations by using equations, rectangular arrays, and/or area models (CCGPS) (4MA_B2012-16/MCC4.NBT.6) 	<p>SE/TE: Topic 9: 206-207, 212-213, 214-216 Topic 10: 228-229, 230-231, 232-235, 236-238, 240-241, 242-243, 244-245 Topic 13: 341</p> <p>TE: Topic 9: 206B, 207A-207B, 212B, 213A-213B, 214B, 217A-217B Topic 10: 228B, 229A-229B, 230B, 231A-231B, 232B, 235A-235B, 236B, 239A-239B, 240B, 241A-241B, 242B, 243A-243B, 244B, 245A-245B</p>
<ul style="list-style-type: none"> calculate whole number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division (CCGPS) (4MA_B2012-17/MCC4.NBT.6) 	<p>SE/TE: Topic 9: 206-207, 212-213, 214-216 Topic 10: 228-229, 230-231, 232-235, 236-238, 240-241, 242-243, 244-245 Topic 13: 341</p> <p>TE: Topic 9: 206B, 207A-207B, 212B, 213A-213B, 214B, 217A-217B Topic 10: 228B, 229A-229B, 230B, 231A-231B, 232B, 235A-235B, 236B, 239A-239B, 240B, 241A-241B, 242B, 243A-243B, 244B, 245A-245B</p>

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C - Number and Operations: Fractions	
<ul style="list-style-type: none"> explain why a fraction 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 (CCGPS) (4MA_C2012-18/MCC4.NF.1) 	SE/TE: Topic 11: 264-267, 268-269, 276-277 TE: Topic 11: 264B, 267A-267B, 268B, 269A-269B, 276B
<ul style="list-style-type: none"> compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ (CCGPS) (4MA_C2012-19/MCC4.NF.2) 	SE/TE: Topic 11: 270-272, 274-275 Topic 12: 305 TE: Topic 11: 270B, 273A-273B, 274B, 275A-275B
<ul style="list-style-type: none"> use the symbols $>$, $=$, or $<$ to compare fractions and justify the conclusions by using a visual fraction model (CCGPS) (4MA_C2012-20/MCC4.NF.2) 	SE/TE: Topic 11: 270-272, 274-275 Topic 12: 305 TE: Topic 11: 270B, 273A-273B, 274B, 275A-275B
<ul style="list-style-type: none"> recognize that a fraction a/b with $a > 1$ as a sum of fractions $1/b$ (CCGPS) (4MA_C2012-21/MCC4.NF.3) 	SE/TE: Topic 12: 290-291, 320 TE: Topic 12: 290B, 291A-291B
<ul style="list-style-type: none"> model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole (CCGPS) (4MA_C2012-22/MCC4.NF.3_a) 	SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-301, 316-319 TE: Topic 12: 290B, 291A-291B, 292B, 293A-293B, 294B, 295A-295B, 296B, 297A-297B, 298B, 301A-301B, 316B, 319A-319B
<ul style="list-style-type: none"> decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8$; $8/8 = 7/8 + 1/8$) (CCGPS) (4MA_C2012-23/MCC4.NF.3_b) 	SE/TE: Topic 12: 302-304, 306-308, 314-315 TE: Topic 12: 302B, 305A-305B, 306B, 309A-309B, 314B, 315A-315B

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<ul style="list-style-type: none"> add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) (CCGPS) (4MA_C2012-24/MCC4.NF.3_c) 	SE/TE: Topic 12: 302-304, 306-308, 310-311, 312-313 TE: Topic 12: 302B, 305A-305B, 306B, 309A-309B, 310B, 311A-311B, 312B, 313A-313B
<ul style="list-style-type: none"> solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem (CCGPS) (4MA_C2012-25/MCC4.NF.3_d) 	SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-300, 316-318 TE: Topic 12: 291A-291B, 292B, 293B, 295A-295B, 296B, 297A-297B, 298B, 301A- 301B, 316B, 319A-319B
<ul style="list-style-type: none"> apply and extend previous understanding of multiplication to multiply a fraction by a whole number (CCGPS) (4MA_C2012-26/MCC4.NF.4) 	SE/TE: Topic 13: 332-333, 334-335, 356 TE: Topic 13: 332B, 333A-333B, 334B, 355A-335B
<ul style="list-style-type: none"> recognize a fraction a/b as a multiple of $1/b$ [e.g., use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$] (CCGPS) (4MA_C2012-27/MCC4.NF.4_a) 	SE/TE: Topic 13: 330-331, 356 TE: Topic 13: 330B, 331A-331B
<ul style="list-style-type: none"> understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number [e.g., use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$; (In general, $n \times (a/b) = (n \times a)/b$)] (CCGPS) (4MA_C2012-28/MCC4.NF.4_b) 	SE/TE: Topic 13: 332-333, 334-335 TE: Topic 13: 332B, 333A-333B, 334B, 335A-335B
<ul style="list-style-type: none"> solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?) (CCGPS) (4MA_C2012-29/MCC4.NF.4_c) 	SE/TE: Topic 13: 332-333, 334-335 TE: Topic 13: 332B, 333A-333B, 334B, 355A-335B
<ul style="list-style-type: none"> express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 (e.g., express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$) (CCGPS) (4MA_C2012-30/MCC4.NF.5) 	SE/TE: Topic 13: 336-337, 338-340, 342-344, 358-359 Topic 15: 406-407, 415 TE: Topic 13: 336B, 337A-337B, 338B, 341A-341B, 342B, 345A-345B Topic 15: 406A-406B, 407A-407B

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<ul style="list-style-type: none"> use decimal notation for fractions with denominators 10 or 100 (e.g., rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram) (CCGPS) (4MA_C2012-31/MCC4.NF.6) 	SE/TE: Topic 13: 336-337, 338-340, 342-344, 354-355, 358-359 TE: Topic 13: 336B, 337A-337B, 338B, 341A-341B, 342B, 345A-345B, 354B, 355A-355B
<ul style="list-style-type: none"> read, write, order, and compare place value of decimals to hundredths, using $<$, $>$, or $=$, by reasoning about their size and justify the conclusions using a visual model (CCGPS) (4MA_C2012-32/MCC4.NF.7) 	SE/TE: Topic 13: 346-347, 348-350, 352-353, 358-359 TE: Topic 13: 346B, 347A-347B, 348B, 351A-351B, 352B, 353A-353B
D - Measurement and Data	
<ul style="list-style-type: none"> compare one unit to another within a single system of linear measurement and record measurement equivalents in a two-column table, including kilometer, meter, centimeter, yard, foot, inch. (e.g., 1 foot is 12 times as long as 1 inch; express the length of a 4-foot snake as 48 inches.) (CCGPS) (4MA_D2012-33/MCC4.MD.1) 	SE/TE: Topic 13: 354-355 Topic 14: 366-367, 372-374, 376-377, 378-379, 384-387 TE: Topic 13: 354B, 355B Topic 14: 366B, 367A-367B, 372B, 375A-375B, 376B, 377A-377B, 378B, 379A-379B, 384B, 387A-387B
<ul style="list-style-type: none"> compare one unit to another within a single system of capacity measurement and record measurement equivalents in a two-column table, including liter, milliliter, cup, pint, quart, gallon (CCGPS) (4MA_D2012-34/MCC4.MD.1) 	SE/TE: Topic 14: 368-369, 372-374, 376-377, 380-381, 384-387 TE: Topic 14: 368B, 369A-369B, 372B, 375A-375B, 376B, 377A-377B, 380B, 381A-381B, 384B, 387A-387B
<ul style="list-style-type: none"> compare one unit to another within a single system of weight measurement and record measurement equivalents in a two-column table, including gram, kilogram, pound, and ounce (CCGPS) (4MA_D2012-35/MCC4.MD.1) 	SE/TE: Topic 14: 370-371, 372-374, 376-377, 382-383, 384-387 TE: Topic 14: 370B, 371A-371B, 372B, 375A-375B, 376B, 377A-377B, 382B, 383A-383B, 384B, 387A-387B
<ul style="list-style-type: none"> solve word problems by applying the four operations to problems involving whole number, decimal and fractional distances, intervals of time, liquid volumes, masses of objects, and money (CCGPS) (4MA_D2012-36/MCC4.MD.2) 	SE/TE: Topic 13: 352-353, 354-355 Topic 14: 369, 371, 374, 376-377, 380-381, 382-383, 388-389, 390-391 Topic 15: 404-405, 406-407, 412 TE: Topic 13: 352B, 363A-353B, 354B, 355A-355B Topic 14: 376B, 377A-377B, 380B, 381A-381B, 382B, 383A-383B, 388B, 389A-389B, 390B, 391A-391B Topic 15: 404B, 405A-405B, 406B, 407A-407B

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<ul style="list-style-type: none"> represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale (CCGPS) (4MA_D2012-37/MCC4.MD.2) 	SE/TE: Topic 13: 354-355 Topic 14: 391 Topic 15: 404-405, 408-409 TE: Topic 13: 354B, 355A-355B Topic 14: 390B Topic 15: 404B, 405A-405B, 408B, 409A-409B
<ul style="list-style-type: none"> apply the area and perimeter formulas for rectangles in real-world and mathematical problems (CCGPS) (4MA_D2012-38/MCC4.MD.3) 	SE/TE: Topic 15: 402-403, 414 TE: Topic 15: 402B, 403A-403B
<ul style="list-style-type: none"> solve problems involving addition and subtraction of fractions by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection) (CCGPS) (4MA_D2012-39/MCC4.MD.4) 	SE/TE: Topic 15: 408-409, 415 TE: Topic 15: 408B, 409A-409B
E - Geometry	
<ul style="list-style-type: none"> recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement (CCGPS) (4MA_E2012-40/MCC4.MD.5) 	SE/TE: Topic 16: 424-425, 426-427, 428-429, 430-431, 432-433 TE: Topic 16: 424B, 425A-425B, 426B, 427A-427B, 428B, 429A-429B, 430B, 431A-431B, 432B, 433A-433B
<ul style="list-style-type: none"> recognize that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles (CCGPS) (4MA_E2012-41/MCC4.MD.5_a) 	SE/TE: Topic 16: 426-427, 429, 430-431, 432-433 TE: Topic 16: 426B, 427A-427B, 430A-430B, 431A-431B, 432A-432B, 433A-433B
<ul style="list-style-type: none"> recognize that an angle that turns through "n" one-degree angles is said to have an angle measure of "n" degrees (CCGPS) (4MA_E2012-42/MCC4.MD.5_b) 	SE/TE: Topic 16: 428-429, 430-431, 432-433 TE: Topic 16: 428B, 429A-429B, 430B, 431A-431B, 432B, 433A-433B
<ul style="list-style-type: none"> measure and draw angles using tools such as a protractor or angle ruler (CCGPS) (4MA_E2012-43/MCC4.MD.6) 	SE/TE: Topic 16: 430-431, 432-433 TE: Topic 16: 419B, 430B, 431A-431B, 432A-432B, 433A-433B

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<ul style="list-style-type: none"> model and explain angle measure as additive (e.g., when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts) (CCGPS) (4MA_E2012-44/MCC4.MD.7) 	SE/TE: Topic 16: 432-433 TE: Topic 16: 432B, 433A-433B
<ul style="list-style-type: none"> solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems by using an equation with a symbol for the unknown angle measure (CCGPS) (4MA_E2012-45/MCC4.MD.7) 	SE/TE: Topic 16: 432-433 TE: Topic 16: 432B, 433A-433B
<ul style="list-style-type: none"> draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures (CCGPS) (4MA_E2012-46/MCC4.G.1) 	SE/TE: Topic 16: 422-423, 424-425, 426-427, 428-429, 430-431 TE: Topic 16: 422B, 423A-423B, 424B, 425A-425B, 426B, 427A-427B, 428B, 429A-429B, 430B, 431A-431B
<ul style="list-style-type: none"> examine and compare angles in order to classify and identify two-dimensional figures by their angles to include right triangles (CCGPS) (4MA_E2012-47/MCC4.G.2) 	SE/TE: Topic 16: 436-437, 438-439, 443 TE: Topic 16: 436B, 437A-437B, 438B, 439A-439B, 442B, 443A-443B
<ul style="list-style-type: none"> classify two-dimensional figures based on the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size (CCGPS) (4MA_E2012-48/MCC4.G.2) 	SE/TE: Topic 16: 436-437, 438-439, 443 TE: Topic 16: 436B, 437A-437B, 438B, 439A-439B, 442B, 443A-443B
<ul style="list-style-type: none"> identify and draw lines of symmetry for two-dimensional figures (CCGPS) (4MA_E2012-49/MCC4.G.3) 	SE/TE: Topic 16: 440-441, 447 TE: Topic 16: 440B, 441A-441B

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A - Operations and Algebraic Thinking	
<ul style="list-style-type: none"> use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols (CCGPS) (5MA_A2012-1/MCC5.OA.1) 	SE/TE: Topic 3: 72-73 Topic 8: 196-198, 200-201, 202-203 TE: Topic 3: 72A-72B, 73A-73B Topic 8: 196A-196B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B
<ul style="list-style-type: none"> write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them [e.g., express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$] and recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product (CCGPS) (5MA_A2012-2/MCC5.OA.2) 	SE/TE: Topic 2: 44-45 Topic 3: 82-83 Topic 4: 110-111 Topic 8: 194-195, 210-211, 212-213 TE: Topic 2: 44A-44B, 45A-45B Topic 3: 82A-82B, 83A-83B Topic 4: 110A-110B, 111A-111B Topic 8: 194A-194B, 195A-195B, 210A-210B, 211A-211B, 212A-212B, 213A-213B
<ul style="list-style-type: none"> form and graph ordered pairs of corresponding terms for numerical patterns (e.g., given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence) (CCGPS) (5MA_A2012-3/MCC5.OA.3) 	SE/TE: Topic 8: 204-205, 206-207, 208-209 Topic 16: 400-401, 402-403 TE: Topic 8: 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B Topic 16: 400A-400B, 401A-401B, 402A-402B, 403A-403B
B - Number and Operations in Base Ten	
<ul style="list-style-type: none"> recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (CCGPS) (5MA_B2012-4/MCC5.NBT.1) 	SE/TE: Topic 1: 6-7, 8-10, 12-13 Topic 6: 146-147 Topic 7: 170-171 TE: Topic 1: 6A-6B, 7A-7B, 8A-8B, 11A-11B, 12A-12B, 13A-13B Topic 6: 146A-146B, 147A-147B Topic 7: 170A-170B, 171A-171B
<ul style="list-style-type: none"> explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10 (CCGPS) (5MA_B2012-5/MCC5.NBT.2) 	SE/TE: Topic 3: 66-67, 70-71 Topic 6: 146-147 Topic 7: 170-171 TE: Topic 3: 66A-66B, 67A-67B, 70A-70B, 71A-71B Topic 6: 146A-146B, 147A-147B Topic 7: 170A-170B, 171A-171B

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<ul style="list-style-type: none"> read, write, order, and compare place value of decimals to thousandths using base ten numerals, number names, and expanded form [e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$] (CCGPS) (5MA_B2012-6/MCC5.NBT.3/MCC5.NBT.3_a) 	SE/TE: Topic 1: 8-10, 12-13, 14-15, 16-17, 18-19 TE: Topic 1: 8A-8B, 11A-11B, 12A-12B, 13A-13B, 14A-14B, 15A-15B, 16A-16B, 17A-17B, 18A-18B, 19A-19B
<ul style="list-style-type: none"> compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons (CCGPS) (5MA_B2012-7/MCC5.NBT.3_b) 	SE/TE: Topic 1: 16-17 TE: Topic 1: 16A-16B, 17A-17B
<ul style="list-style-type: none"> round decimals to any place using tools such as a number line and/or charts (CCGPS) (5MA_B2012-8/MCC5.NBT.4) 	SE/TE: Topic 2: 34-35, 36-37 TE: Topic 2: 34A-34B, 35A-35B, 36A-36B, 37A-37B
<ul style="list-style-type: none"> multiply multi-digit whole numbers fluently using the standard algorithm (CCGPS) (5MA_B2012-9/MCC5.NBT.5) 	SE/TE: Topic 3: 64-65, 66-67, 68-69, 74-77, 78-79, 80-81, 82-83 TE: Topic 3: 64A-64B, 65A-65B, 66A-66B, 67A-67B, 68A-68B, 69A-69B, 74A-74B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 83A-83B
<ul style="list-style-type: none"> solve problems involving division of up to four-digit whole number dividends by a one- or two-digit whole number divisor using strategies based on place value, properties and/or relationship between multiplication and division, including problems that generate a remainder (CCGPS) (5MA_B2012-10/MCC5.NBT.6) 	SE/TE: Topic 4: 92-93, 98-100, 102-104, 106-109 Topic 5: 120-121, 124-125, 126-127, 128-130, 132-133 TE: Topic 4: 92B, 93A-93B, 98B, 101A-101B, 102B, 104A-104B, 106B, 109A-109B Topic 5: 120B, 121A-121B, 124B, 125A-125B, 126B, 127A-127B, 128B, 131A-131B, 132B, 133A-133B
<ul style="list-style-type: none"> illustrate and explain division calculations by using equations, rectangular arrays, and/or area models (CCGPS) (5MA_B2012-11/MCC5.NBT.6) 	SE/TE: Topic 4: 92-93, 98-100, 102-104, 106-109 Topic 5: 120-121, 124-125, 126-127, 128-130, 132-133 TE: Topic 4: 92B, 93A-93B, 98B, 101A-101B, 102B, 104A-104B, 106B, 109A-109B Topic 5: 120B, 121A-121B, 124B, 125A-125B, 126B, 127A-127B, 128B, 131A-131B, 132B, 133A-133B

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<ul style="list-style-type: none"> add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (5MA_B2012-12/MCC5.NBT.7) 	<p>SE/TE: Topic 2: 30-32, 36-38, 40-43, 44-45, 46-47, 48-49, 50-52 Topic 6: 146-147, 148-149, 150-151, 152-154, 156-157, 158-159, 160-161 Topic 7: 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-185</p> <p>TE: Topic 2: 30A-30B, 33A-33B, 36A-36B, 39A-39B, 40A-40B, 43A-43B, 44A-44B, 45A-45B, 46A-46B, 47A-47B, 48A-48B, 49A-49B, 50A-50B Topic 6: 146A-146B, 147A-147B, 148A-148B, 149A-149B, 150A-150B, 151A-151B, 152A-152B, 155A-155B, 156A-156B, 157A-157B, 158A-158B, 159A-159B, 160A-160B, 161A-161B Topic 7: 170A-170B, 171A-171B, 172A-172B, 173A-173B, 174A-174B, 175A-175B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 184A-184B</p>
C - Number and Operations: Fractions	
<ul style="list-style-type: none"> add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$) (CCGPS) (5MA_C2012-13/MCC5.NF.1) 	<p>SE/TE: Topic 9: 222-223, 224-225, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239 Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267</p> <p>TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 228A-228B, 229A-229B, 230A-230B, 231A-231B, 232A-232B, 233A-233B, 234A-234B, 235A-235B, 236A-236B, 237A-237B, 238A-238B, 239A-239B Topic 10: 252A-252B, 253A-253B, 254A-254B, 255A-255B, 256A-256B, 259A-259B, 260A-260B, 261A-261B, 262A-262B, 263A-263B, 264A-264B, 265A-265B, 266A-266B, 267A-267B</p>
<ul style="list-style-type: none"> use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$) (CCGPS) (5MA_C2012-14/MCC5.NF.2) 	<p>SE/TE: Topic 9: 228-229, 237, 238 Topic 10: 254-255, 262, 265</p> <p>TE: Topic 9: 228B, 229A-229B Topic 10: 254B, 255A-255B</p>

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<ul style="list-style-type: none"> solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (CCGPS) (5MA_C2012-15/MCC5.NF.2) 	<p>SE/TE: Topic 9: 234-235, 236-237, 238-239, 240-243 Topic 10: 256-259, 260-261, 262-263, 264-265, 266-267</p> <p>TE: Topic 9: 234B, 235A-235B, 236B, 237A-237B, 238B, 239A-239B, 240B, 243A-243B Topic 10: 256B, 259A-259B, 260B, 261A-261B, 262B, 263A-263B, 264B, 265A-265B, 266B, 267A-267B</p>
<ul style="list-style-type: none"> use words, pictures, and/or numbers to show that division of whole numbers can be represented as a fraction ($a/b = a \div b$) (CCGPS) (5MA_C2012-16/MCC5.NF.3) 	<p>SE/TE: Topic 11: 276-277</p> <p>TE: Topic 11: 276A-276B, 277A-277B</p>
<ul style="list-style-type: none"> solve word problems, by using visual fraction models, involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., interpret $3/4$ as the result of dividing 3 by 4 noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$) (CCGPS) (5MA_C2012-17/MCC5.NF.3) 	<p>SE/TE: Topic 11: 276-277</p> <p>TE: Topic 11: 276A-276B, 277A-277B</p>
<ul style="list-style-type: none"> apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction (CCGPS) (5MA_C2012-18/MCC5.NF.4) 	<p>SE/TE: Topic 11: 278-279, 282-285, 288-289</p> <p>TE: Topic 11: 278A-278B, 279A-279B, 282A-282B, 285A-285B, 288A-288B, 289A-289B</p>
<ul style="list-style-type: none"> interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q/b$ (e.g., use a visual fraction model to show $(2/3) \times 4 = 8/3$ and create a story context for this equation; do the same with $(2/3) \times (4/5) = 8/15$) (CCGPS) (5MA_C2012-19/MCC5.NF.4_a) 	<p>SE/TE: Topic 11: 278-279, 282-285, 288-289</p> <p>TE: Topic 11: 278A-278B, 279A-279B, 282A-282B, 285A-285B, 288A-288B, 289A-289B</p>
<ul style="list-style-type: none"> find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths (CCGPS) (5MA_C2012-20/MCC5.NF.4_b) 	<p>SE/TE: Topic 11: 286-287</p> <p>TE: Topic 11: 286A-286B, 287A-287B</p>
<ul style="list-style-type: none"> relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1 (CCGPS) (5MA_C2012-21/MCC5.NF.5) 	<p>SE/TE: Topic 11: 290-291</p> <p>TE: Topic 11: 290A-290B, 291A-291B</p>

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<ul style="list-style-type: none"> interpret multiplication as scaling by comparing the size of the product to the sizes of the factors without multiplying (CCGPS) (5MA_C2012-22/MCC5.NF.5_a) 	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-280B, 281A-281B, 290A-290B, 291A-291B
<ul style="list-style-type: none"> explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and why multiplying a given number by a fraction less than 1 results in a product smaller than the given number (CCGPS) (5MA_C2012-23/MCC5.NF.5_b) 	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-280B, 281A-281B, 290A-290B, 291A-291B
<ul style="list-style-type: none"> solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem (CCGPS) (5MA_C2012-24/MCC5.NF.6) 	SE/TE: Topic 11: 284, 288-289, 291, 292-293 TE: Topic 11: 284A, 288A-288B, 289A, 291A, 292A-292B, 293A-293B
<ul style="list-style-type: none"> interpret division of a unit fraction by a non-zero whole number and compute such quotients [e.g., create a story context for $(1/3) \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$] (CCGPS) (5MA_C2012-25/MCC5.NF.7_a) 	SE/TE: Topic 11: 298-299 TE: Topic 11: 298A-298B, 299A-299B
<ul style="list-style-type: none"> interpret division of a whole number by a unit fraction and compute such quotients [e.g., create a story context for $4 \div (1/5)$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$] (CCGPS) (5MA_C2012-26/MCC5.NF.7_b) 	SE/TE: Topic 11: 294-295 TE: Topic 11: 294A-294B, 295A-295B
<ul style="list-style-type: none"> solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions e.g., by using visual fraction models and equations to represent the problem. (For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?) (CCGPS) (5MA_C2012-27/MCC5.NF.7_c) 	SE/TE: Topic 11: 296-297 TE: Topic 11: 296A-296B, 297A-297B

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D - Measurement and Data	
<ul style="list-style-type: none"> convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m) (5MA_D2012-28/MCC5.MD.1) 	SE/TE: Topic 13: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345 TE: Topic 13: 332A-332B, 333A-333B, 334A-334B, 335A-335B, 336A-336B, 337A-337B, 338A-338B, 339A-339B, 340A-341B, 341A-341B, 342A-342B, 343A-343B, 344A-344B, 345A-345B
<ul style="list-style-type: none"> make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) and solve problems using the line plot data (CCGPS) (5MA_D2012-29/MCC5.MD.2) 	SE/TE: Topic 14: 354-355, 356-357, 358-359, 360-361 TE: Topic 14: 354A-354B, 355A-355B, 356A-356B, 357A-357B, 358A-358B, 359A-359B, 360A-360B, 361A-361B
<ul style="list-style-type: none"> use words, pictures, or numbers to show a cubic unit is represented by a cube in which each edge has a length of one unit (CCGPS) (5MA_D2012-30/MCC5.MD.3_a) 	SE/TE: Topic 12: 310-311, 314-315 TE: Topic 12: 310A-310B, 311A-311B, 314A-314B, 315A-315B
<ul style="list-style-type: none"> apply concepts of volume measurement to explain volume as an attribute of solid figures packed without gaps or overlaps using “n” unit cubes (CCGPS) (5MA_D2012-31/MCC5.MD.3_b) 	SE/TE: Topic 12: 310-311, 314-315 TE: Topic 12: 310A-310B, 311A-311B, 314A-314B, 315A-315B
<ul style="list-style-type: none"> measure volume as cubic centimeters, cubic meters, cubic inches, cubic feet, and cubic yards (CCGPS) (5MA_D2012-32/MCC5.MD.4) 	SE/TE: Topic 12: 310-311, 314-315, 322-323 TE: Topic 12: 310A-310B, 311A-311B, 314A-314B, 315A-315B, 322A-322B, 323A-323B
<ul style="list-style-type: none"> relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume (CCGPS) (5MA_D2012-33/MCC5.MD.5) 	SE/TE: Topic 12: 312-313, 316-319, 320-321 TE: Topic 12: 312A-312B, 313A-313B, 316A-316B, 319A-319B, 320A-320B, 321A-321B
<ul style="list-style-type: none"> find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base (CCGPS) (5MA_D2012-34/MCC5.MD.5_a) 	SE/TE: Topic 12: 314-315, 316-318, 320-321 TE: Topic 12: 314A-314B, 315A-315B, 316A-316B, 319A-319B, 320A-320B, 321A-321B

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<ul style="list-style-type: none"> estimate, derive and apply the formula ($V = l \times w \times h$ and $V = b \times h$) for the volume of a cube and a right rectangular prism using manipulatives and relate volume to the operations of multiplication and addition to solve real-world and mathematical problems (CCGPS) (5MA_D2012-35/MCC5.MD.5_b) 	SE/TE: Topic 12: 316-318, 320-321 TE: Topic 12: 316A-316B, 319A-319B, 320A-320B, 321A-321B
<ul style="list-style-type: none"> recognize and calculate volume as additive when volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (5MA_D2012-36/MCC5.MD.5_c) 	SE/TE: Topic 12: 320-321 TE: Topic 12: 320A-320B, 321A-321B
E - Geometry	
<ul style="list-style-type: none"> create, label, and use a coordinate grid system (CCGPS) (5MA_E2012-37/MCC5.G.1) 	SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 402-403, 404-405 TE: Topic 16: 392A-392B, 395A-395B, 396A-396B, 397A-397B, 398A-398B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
<ul style="list-style-type: none"> represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation (CCGPS) (5MA_E2012-38/MCC5.G.2) 	SE/TE: Topic 14: 362-363 Topic 16: 392-395, 396-397, 398-399, 400-401, 402-403, 404-405 TE: Topic 14: 362A-362B; 363A-363B Topic 16: 392A-392B, 395A-395B, 396A-396B, 397A-397B, 398A-398B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
<ul style="list-style-type: none"> demonstrate that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles so all squares have four right angles) (CCGPS) (5MA_E2012-39/MCC5.G.3) 	SE/TE: Topic 15: 372-373, 374-375, 376-377, 378-379, 382-383 TE: Topic 15: 372A-B, 373A-373B, 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 382A-382B, 383A-383B
<ul style="list-style-type: none"> classify two-dimensional figures in a hierarchy based on properties (CCGPS) (5MA_E2012-40/MCC5.G.4) 	SE/TE: Topic 15: 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 381A-381B, 382A-382B, 383A-383B

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TC - Number and Operations: Fractions	
<ul style="list-style-type: none"> explain why a fraction 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 (CCGPS) (5MA_TC2012-41/MCC4.NF.1) 	SE/TE: Topic 9: 222-223 TE: Topic 9: 222B, 223A-223B
<ul style="list-style-type: none"> compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ (CCGPS) (5MA_TC2012-42/MCC4.NF.2) 	SE/TE: Topic 9: 228-229 TE: Topic 9: 228B, 228-229
<ul style="list-style-type: none"> use the symbols $>$, $=$, or $<$ to compare fractions and justify the conclusions (y using a visual fraction model (CCGPS) (5MA_TC2012-43/MCC4.NF.2) 	<p><i>enVisionMATH Common Core</i> was written specifically to meet the Common Core State Standards for Mathematics. This standard is a Common Core State Standard Grade 4 standard. The following citations are from <i>enVisionMATH Common Core Grade 4</i>:</p> SE/TE: Topic 11: 270-273, 274-275, 276-277, 282-283; Topic 12: 305 TE: Topic 11: 270B, 273A-273B, 274B, 275A-275B, 276B
<ul style="list-style-type: none"> recognize that a fraction a/b with $a > 1$ as a sum of fractions $1/b$ (CCGPS) (5MA_TC2012-44/MCC4.NF.3) 	For related content, please see: SE/TE: Topic 9: 222 TE: Topic 9: 222B, 223B
<ul style="list-style-type: none"> model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole (CCGPS) (5MA_TC2012-45/MCC4.NF.3_a) 	SE/TE: Topic 9: 234-235, 237 TE: Topic 9: 234B, 236B
<ul style="list-style-type: none"> decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8$; $8/8 = 7/8 + 1/8$) (CCGPS) (5MA_TC2012-46/MCC4.NF.3_b) 	SE/TE: Topic 9: 222 TE: Topic 9: 222B, 223B

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<ul style="list-style-type: none"> add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) (CCGPS) (5MA_TC2012-47/MCC4.NF.3_c) 	<p>SE/TE: Topic 10: 256-258, 260-261, 262-263, 264-265</p> <p>TE: Topic 10: 256B, 259A-259B, 260B, 261A-261B, 262B, 263A-263B, 264B, 265A-265B</p>
<ul style="list-style-type: none"> solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equation to represent the problem (CCGPS) (5MA_TC2012-48/MCC4.NF.3_d) 	<p>SE/TE: Topic 9: 234-235, 236-237, 238-239, 240-243</p> <p>TE: Topic 9: 234B, 235A-235B, 236B, 237A-237B, 238B, 239A-239B, 240B, 243A-243B</p>
<ul style="list-style-type: none"> apply and extend previous understanding of multiplication to multiply a fraction by a whole number (CCGPS) (5MA_TC2012-49/MCC4.NF.4) 	<p>SE/TE: Topic 11: 278-279</p> <p>TE: Topic 11: 278B, 279A-279B</p>
<ul style="list-style-type: none"> recognize a fraction a/b as a multiple of $1/b$ [e.g., use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$] (CCGPS) (5MA_TC2012-50/MCC4.NF.4_a) 	<p><i>enVisionMATH Common Core</i> was written specifically to meet the Common Core State Standards for Mathematics. This standard is a Common Core State Standard Grade 4 standard. The following citations are from <i>enVisionMATH Common Core Grade 4</i>:</p> <p>SE/TE: Topic 13: 330-331, 356</p> <p>TE: Topic 13: 330B, 331A-331B</p>
<ul style="list-style-type: none"> understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number [e.g., use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$; (In general, $n \times (a/b) = (n \times a)/b$] (CCGPS) (5MA_TC2012-51/MCC4.NF.4_b) 	<p>SE/TE: Topic 11: 278-279</p> <p>TE: Topic 11: 279A</p>
<ul style="list-style-type: none"> solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?) (CCGPS) (5MA_TC2012-52/MCC4.NF.4_c) 	<p>SE/TE: Topic 11: 278-279</p> <p>TE: Topic 11: 278B, 279A-279B</p>