

A Correlation of

enVisionMATH

Common Core

©2012



To the

Indiana Academic Standards for Mathematics (2014) Grades K-6

A Correlation of enVisionMATH, Common Core, ©2012 to the Indiana Academic Standards for Mathematics (2014)

Introduction

This document demonstrates how *enVisionMATH Common Core*, ©2012, aligns to the Indiana Academic Standards for Mathematics (2014), Grades K-6. Correlation page references are to the Teacher's Edition. 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.

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Indiana Academic Standards for Mathematics (2014) Kindergarten	enVisionMATH Common Core, ©2012 Kindergarten
PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	<p>SE/TE: Topic 1: 5-6, 11-12; Topic 3: 49-50, 59-60; Topic 5: 101-102; Topic 7: 127-128, 135-136; Topic 9: 169-170; Topic 11: 207-208; Topic 13: 245-246, 251-252; Topic 15: 287-288</p> <p>TE: Topic 1: 5A-6C, 11A-12C; Topic 3: 49A-50C, 59A-60C; Topic 5: 101A-102C; Topic 7: 127A-128C, 135A-136C; Topic 9: 169A-170C; Topic 11: 207A-208C; Topic 13: 245A-246C, 251A-252C; Topic 15: 287A-288C</p>
PS.2: Reason abstractly and quantitatively.	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10; Topic 3: 47-48, 53-54; Topic 5: 93-94, 97-98; Topic 7: 129-130, 135-136; Topic 9: 171-172; Topic 11: 209-210, 211-212; Topic 13: 255-256; Topic 15: 289-290, 291-292</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 9A-10C; Topic 3: 47A-48C, 53A-54C; Topic 5: 93A-94C, 97A-98C; Topic 7: 129A-130C, 135A-136C; Topic 9: 171A-172C; Topic 11: 209A-210C, 211A-212C; Topic 13: 255A-256C; Topic 15: 289A-290C, 291A-292C</p>
PS.3: Construct viable arguments and critique the reasoning of others.	<p>SE/TE: Topic 1: 7-8; Topic 3: 47-48, 57-58; Topic 5: 93-94, 101-102; Topic 7: 131-132, 139-140; Topic 9: 175-176; Topic 11: 211-212; Topic 13: 251-252</p> <p>TE: Topic 1: 7A-8C; Topic 3: 47A-48C, 57A-58C; Topic 5: 93A-94C, 101A-102C; Topic 7: 131A-132C, 139A-140C; Topic 9: 175A-176C; Topic 11: 211A-212C; Topic 13: 251A-252C</p>
PS.4: Model with mathematics.	<p>SE/TE: Topic 1: 3-4, 5-6, 11-12; Topic 3: 51-52, 55-56; Topic 5: 95-96, 99-100; Topic 7: 133-134, 135-136; Topic 9: 173-174; Topic 11: 207-208; Topic 13: 247-248</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 11A-12C; Topic 3: 51A-52C, 55A-56C; Topic 5: 95A-96C, 99A-100C; Topic 7: 133A-134C, 135A-136C; Topic 9: 173A-174C; Topic 11: 207A-208C; Topic 13: 247A-248C</p>

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<p align="center">Indiana Academic Standards for Mathematics (2014) Kindergarten</p>	<p align="center">enVisionMATH Common Core, ©2012 Kindergarten</p>
<p>PS.5: Use appropriate tools strategically.</p>	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10; Topic 3: 49-50, 51-52; Topic 5: 95-96, 97-98; Topic 7: 127-128, 131-132; Topic 9: 181-182; Topic 11: 213-214; Topic 13: 247-248, 251-252</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 9A-10C; Topic 3: 49A-50C, 51A-52C; Topic 5: 95A-96C, 97A-98C; Topic 7: 127A-128C, 131A-132C; Topic 9: 181A-182C; Topic 11: 213A-214C; Topic 13: 247A-248C, 251A-252C</p>
<p>PS.6: Attend to precision.</p>	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10; Topic 3: 47-48, 53-54; Topic 5: 93-94, 95-96; Topic 7: 127-128, 131-132; Topic 9: 173-174; Topic 11: 211-212, 213-214; Topic 13: 253-254, 255-256; Topic 15: 289-290, 291-292</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 9A-10C; Topic 3: 47A-48C, 53A-54C; Topic 5: 93A-94C, 95A-96C; Topic 7: 127A-128C, 131A-132C; Topic 9: 173A-174C; Topic 11: 211A-212C, 213A-214C; Topic 13: 253A-254C, 255A-256C; Topic 15: 289A-290C, 291A-292C</p>
<p>PS.7: Look for and make use of structure.</p>	<p>SE/TE: Topic 1: 3-4, 11-12; Topic 3: 59-60; Topic 5: 101-102; Topic 7: 133-134; Topic 9: 171-172; Topic 11: 207-208, 213-214; Topic 13: 245-250, 247-248; Topic 15: 295-296</p> <p>TE: Topic 1: 3A-4C, 11A-12C; Topic 3: 59A-60C; Topic 5: 101A-102C; Topic 7: 133A-134C; Topic 9: 171A-172C; Topic 11: 207A-208C, 213A-214C; Topic 13: 245A-250C, 247A-248C; Topic 15: 295A-296C</p>
<p>PS.8: Look for and express regularity in repeated reasoning.</p>	<p>SE/TE: Topic 1: 15-16; Topic 3: 47-48, 59-60; Topic 5: 93-94, 101-102; Topic 9: 169-170; Topic 11: 209-210, 215-216; Topic 13: 247-248; Topic 15: 287-288</p> <p>TE: Topic 1: 15A-16C; Topic 3: 47A-48C, 59A-60C; Topic 5: 93A-94C, 101A-102C; Topic 9: 169A-170C; Topic 11: 209A-210C, 215A-216C; Topic 13: 247A-248C; Topic 15: 287A-288C</p>

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Indiana Academic Standards for Mathematics (2014) Kindergarten	enVisionMATH Common Core, ©2012 Kindergarten
Mathematics standards for Kindergarten	
NUMBER SENSE	
K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.	<p>SE/TE: Topic 1: 3-4, 5-6, 7-8, 9-10, 11-12, 15-16; Topic 2: 35-36; Topic 3: 47-48, 51-52, 55-56; Topic 4: 67-68, 69-70, 77-78, 79-80, 81-82; Topic 5: 93-94, 95-96, 97-98, 99-100, 101-102; Topic 6: 109-110, 111-112, 113-114, 115-116, 117-118, 119-120</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 15A-16C; Topic 2: 35A-36C; Topic 3: 47A-48C, 51A-52C, 55A-56C; Topic 4: 67A-68C, 69A-70C, 77A-78C, 79A-80C, 81A-82C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C, 101A-102C; Topic 6: 109A-110C, 111A-112C, 113A-114C, 115A-116C, 117A-118C, 119A-120C</p>
K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<p>SE/TE: Topic 1: 7-8, 13-14, 15-16; Topic 2: 31-32, 35-36, 39-40; Topic 3: 49-50, 53-54, 57-58; Topic 4: 67-68, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84; Topic 5: 93-94, 95-96, 97-98, 99-100, 101-102</p> <p>TE: Topic 1: 7A-8C, 13A-14C, 15A-16C; Topic 2: 31A-32C, 35A-36C, 39A-40C; Topic 3: 49A-50C, 53A-54C, 57A-58C; Topic 4: 67A-68C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 81A-82C, 83A-84C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C, 101A-102C</p>
K.NS.3: Find the number that is one more than or one less than any whole number up to 20.	<p>SE/TE: Topic 2: 25-26, 27-28, 33-34; Topic 3: 59-60; Topic 4: 73-74, 75-76, 77-78, 79-80, 83-84, 85-86; Topic 6: 115-116</p> <p>TE: Topic 2: 25A-26C, 27A-28C, 33A-34C; Topic 3: 59A-60C; Topic 4: 73A-74C, 75A-76C, 77A-78C, 79A-80C, 83A-84C, 85A-86C; Topic 6: 115A-116C</p>

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<p>K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>SE/TE: Topic 1: 3-4, 5-6, 9-10, 15-16; Topic 2: 31-32, 37-38, 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: 3A-4C, 5A-6C, 9A-10C, 15A-16C; Topic 2: 31A-32C, 37A-38C, 39A-40C; Topic 3: 47A-48C, 51A-52C, 55A-56C, 59A-60C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C; Topic 6: 109A-110C</p>
<p>K.NS.5: Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p>	<p>SE/TE: Topic 1: 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 31-32; Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56, 57-58; Topic 6: 111-112</p> <p>TE: Topic 1: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; Topic 2: 31A-32C; Topic 3: 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C; Topic 6: 111A-112C</p>
<p>K.NS.6: Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.</p>	<p>SE/TE: Topic 1: 8-9, 13-14; Topic 4: 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82</p> <p>TE: Topic 1: 8A-9C, 13A-14C; Topic 4: 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 81A-82C</p>
<p>K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p>	<p>SE/TE: Topic 2: 23-24, 25-26, 33-34, 39-40; Topic 4: 67-68, 39-70, 71-72, 73-74, 75-76, 77-78, 79-80</p> <p>TE: Topic 2: 23A-24C, 25A-26C, 33A-34C, 39A-40C; Topic 4: 67A-68C, 39A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C</p>
<p>K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.</p>	<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-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C</p>

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K.NS.9: Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	SE/TE: Topic 2: 27-28, 33-34 TE: Topic 2: 27A-28C, 33A-34C
K.NS.10: Separate sets of ten or fewer objects into equal groups.	For related content, please see: SE/TE: Topic 2: 23-24, 25-26, 27-28 TE: Topic 2: 23A-24C, 25A-26C, 27A-28C
K.NS.11: Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	For related content, please see: SE/TE: Step Up to Grade 1: 325, 326 TE: Step Up to Grade 1: 325A, 326A
COMPUTATION AND ALGEBRAIC THINKING	
K.CA.1: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	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; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 TE: Topic 4: 73A-74C, 75A-76C, 77A-78C, 79A-80C; Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C
K.CA.2: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	SE/TE: Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 TE: Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C

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K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	SE/TE: Topic 9: 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 183-184, 185-186 TE: Topic 9: 169A-170C, 171A-172C, 173A-174C, 175A-176C, 177A-178C, 179A-180C, 183A-184C, 185A-186C
K.CA.4: 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 an equation.	SE/TE: Topic 9: 181-182 TE: Topic 9: 181A-182C
K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	SE/TE: Topic 3: 59-60; Topic 6: 117-118, 119-120; Topic 10: 199-200; Topic 11: 215-216 TE: Topic 3: 59A-60C; Topic 6: 117A-118C, 119A-120C; Topic 10: 199A-200C; Topic 11: 215A-216C
GEOMETRY	
K.G.1: Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	SE/TE: Topic 13: 253-254; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296 TE: Topic 13: 253A-254C; Topic 15: 287A-288C, 289A-290C, 291A-292C, 293A-294C, 295A-296C
K.G.2: 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).	SE/TE: Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280; Topic 16: 303-304, 305-306, 307-308, 309-310, 311-312 TE: Topic 14: 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C; Topic 16: 303A-304C, 305A-306C, 307A-308C, 309A-310C, 311A-312C

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K.G.3: Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	SE/TE: Topic 16: 309-310 TE: Topic 16: 309A-310C
K.G.4: Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	SE/TE: Topic 16: 305-306 TE: Topic 16: 305A-306C
MEASUREMENT	
K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	SE/TE: Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238 TE: Topic 12: 223A-224C, 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C
K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	The opportunity exists to introduce this standard, please see: Grade 2 SE/TE: Topic 13: 415-418, 419-422, 423-426, 427-430 TE: Topic 13: 415A-418B, 419A-422B, 423A-426B, 427A-430B
DATA ANALYSIS	
K.DA.1: Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	SE/TE: Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258 TE: Topic 13: 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C

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Indiana Academic Standards for Mathematics (2014) Grade 1	enVisionMATH Common Core, ©2012 Grade 1
PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	<p>SE/TE: Topic 1: 11-14, 19-22; Topic 3: 91-94, 99-102; Topic 5: 163-166, 175-178; Topic 7: 239-242, 247-250; Topic 9: 290-302; Topic 11: 355-358; Topic 13: 415-418, 423-426; Topic 15: 475-478</p> <p>TE: Topic 1: 11A-14B, 19A-22B; Topic 3: 91A-94B, 99A-102B; Topic 5: 163A-166B, 175A-178B; Topic 7: 239A-242B, 247A-250B; Topic 9: 290A-302B; Topic 11: 355A-358B; Topic 13: 415A-418B, 423A-426B; Topic 15: 475A-478B</p>
PS.2: Reason abstractly and quantitatively.	<p>SE/TE: Topic 1: 3-6, 11-14; Topic 3: 95-98, 103-106; Topic 5: 163-166, 175-178; Topic 7: 243-246; Topic 9: 299-302, 311-314; Topic 11: 359-362, 363-366; Topic 13: 419-422, 423-426; Topic 15: 483-486</p> <p>TE: Topic 1: 3A-6B, 11A-14B; Topic 3: 95A-98B, 103A-106B; Topic 5: 163A-166B, 175A-178B; Topic 7: 243A-246B; Topic 9: 299A-302B, 311A-314B; Topic 11: 359A-362B, 363A-366B; Topic 13: 419A-422B, 423A-426B; Topic 15: 483A-486B</p>
PS.3: Construct viable arguments and critique the reasoning of others.	<p>SE/TE: Topic 1: 19-22, 31-34; Topic 3: 95-98, 103-106; Topic 5: 171-174, 183-186; Topic 7: 247-250; Topic 9: 307-310; Topic 11: 375-378; Topic 13: 415-418; Topic 15: 471-474, 479-482</p> <p>TE: Topic 1: 19A-22B, 31A-34B; Topic 3: 95A-98B, 103A-106B; Topic 5: 171A-174B, 183A-186B; Topic 7: 247A-250B; Topic 9: 307A-310B; Topic 11: 375A-378B; Topic 13: 415A-418B; Topic 15: 471A-474B, 479A-482B</p>

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<p align="center">Indiana Academic Standards for Mathematics (2014) Grade 1</p>	<p align="center">enVisionMATH Common Core, ©2012 Grade 1</p>
<p>PS.4: Model with mathematics.</p>	<p>SE/TE: Topic 1: 15-18, 23-26; Topic 3: 91-94, 107-110; Topic 5: 163-166, 171-174; Topic 7: 243-246, 251-254; Topic 9: 307-310; Topic 11: 355-358, 367-370; Topic 13: 427-430; Topic 15: 475-478</p> <p>TE: Topic 1: 15A-18B, 23A-26B; Topic 3: 91A-94B, 107A-110B; Topic 5: 163A-166B, 171A-174B; Topic 7: 243A-246B, 251A-254B; Topic 9: 307A-310B; Topic 11: 355A-358B, 367A-370B; Topic 13: 427A-430B; Topic 15: 475A-478B</p>
<p>PS.5: Use appropriate tools strategically.</p>	<p>SE/TE: Topic 1: 3-6, 19-22; Topic 3: 91-94, 103-106; Topic 5: 163-166, 179-182; Topic 7: 239-242; Topic 9: 303-306; Topic 11: 359-362, 371-374; Topic 13: 415-418; Topic 15: 471-474, 479-482</p> <p>TE: Topic 1: 3A-6B, 19A-22B; Topic 3: 91A-94B, 103A-106B; Topic 5: 163A-166B, 179A-182B; Topic 7: 239A-242B; Topic 9: 303A-306B; Topic 11: 359A-362B, 371A-374B; Topic 13: 415A-418B; Topic 15: 471A-474B, 479A-482B</p>
<p>PS.6: Attend to precision.</p>	<p>SE/TE: Topic 1: 7-10, 23-26; Topic 3: 103-106; Topic 5: 175-178, 191-194; Topic 7: 243-246; Topic 9: 299-302, 303-306; Topic 11: 359-362; Topic 13: 415-418, 423-426; Topic 15: 471-474, 479-482</p> <p>TE: Topic 1: 7A-10B, 23A-26B; Topic 3: 103A-106B; Topic 5: 175A-178B, 191A-194B; Topic 7: 243A-246B; Topic 9: 299A-302B, 303A-306B; Topic 11: 359A-362B; Topic 13: 415A-418B, 423A-426B; Topic 15: 471A-474B, 479A-482B</p>

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Indiana Academic Standards for Mathematics (2014) Grade 1	enVisionMATH Common Core, ©2012 Grade 1
PS.7: Look for and make use of structure.	SE/TE: Topic 1: 27-30; Topic 3: 107-110; Topic 5: 167-170, 171-174; Topic 7: 247- 250, 251-254; Topic 9: 303-306; Topic 11: 359-362, 375-378; Topic 13: 427-430; Topic 15: 471-474, 479-482 TE: Topic 1: 27A-30B; Topic 3: 107A-110B; Topic 5: 167A-170B, 171A-174B; Topic 7: 247A-250B, 251A-254B; Topic 9: 303A-306B; Topic 11: 359A-362B, 375A-378B; Topic 13: 427A-430B; Topic 15: 471A-474B, 479A-482B
PS.8: Look for and express regularity in repeated reasoning.	SE/TE: Topic 1: 11-14, 27-30; Topic 3: 99- 102; Topic 5: 167-170, 171-174; Topic 7: 259-262; Topic 9: 311-314; Topic 11: 355- 358; Topic 13: 427-430; Topic 15: 475-478 TE: Topic 1: 11A-14B, 27A-30B; Topic 3: 99A-102B; Topic 5: 167A-170B, 171A-174B; Topic 7: 259A-262B; Topic 9: 311A-314B; Topic 11: 355A-358B; Topic 13: 427A-430B; Topic 15: 475A-478B
Mathematics Standards for Grade 1	
NUMBER SENSE	
1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	SE/TE: Topic 7: 243-246, 251-254, 255-258, 259-262; Topic 9: 315-318 TE: Topic 7: 243A-246B, 251A-254B, 255A-258B, 259A-262B; Topic 9: 315A-318B
1.NS.2: Understand that 10 can be thought of as a group of ten ones — called a “ten.” Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	SE/TE: Topic 7: Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292; Topic 9: 303-306 TE: Topic 7: Topic 8: 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B; Topic 9: 303A-306B

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1.NS.3: Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.	The opportunity exists to introduce this standard, please see: Kindergarten: SE/TE: Topic 2: 37-38 TE: Topic 2: 37A-38C
1.NS.4: Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	SE/TE: Topic 9: 307-310, 311-314 TE: Topic 9: 307A-310B, 311A-314B
1.NS.5: Find mentally 10 more or 10 less than a given two-digit the number without having to count, and explain the thinking process used to get the answer.	SE/TE: Topic 9: 299-302; Topic 10: 329-332, 333-336, 337-340; Topic 11: 359-362, 363-366, 367-370 TE: Topic 9: 299A-302B; Topic 10: 329A-332B, 333A-336B, 337A-340B; Topic 11: 359A-362B, 363A-366B, 367A-370B
1.NS.6: Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.	SE/TE: Topic 8: 269-272, 277-280, 281-284, 285-288 TE: Topic 8: 269A-272B, 277A-280B, 281A-284B, 285A-288B
COMPUTATION AND ALGEBRAIC THINKING	
1.CA.1: Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.	SE/TE: Topic 2: 41-44, 49-52, 53-56, 65-68, 69-72, 81-84; Topic 3: 99-102, 103-106, 107-110; Topic 4: 117-120, 125-128, 133-136, 137-140, 145-148, 153-156; Topic 5: 163-166, 167-170, 171-174, 187-190; Topic 6: 205-208, 209-212, 213-216, 225-228 TE: Topic 2: 41A-44B, 49A-52B, 53A-56B, 65A-68B, 69A-72B, 81A-84B; Topic 3: 99A-102B, 103A-106B, 107A-110B; Topic 4: 117A-120B, 125A-128B, 133A-136B, 137A-140B, 145A-148B, 153A-156B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 187A-190B; Topic 6: 205A-208B, 209A-212B, 213A-216B, 225A-228B

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<p align="center">Indiana Academic Standards for Mathematics (2014) Grade 1</p>	<p align="center">enVisionMATH Common Core, ©2012 Grade 1</p>
<p>1.CA.2: Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 15-18, 23-26; 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-6B, 7A-10B, 15A-18B, 23A-26B; Topic 2: 53A-56B, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 81A-84B; Topic 4: 137A-140B, 153A-156B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 175A-178B; Topic 6: 205A-208B, 209A-212B, 229A-232B</p>
<p>1.CA.3: Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>	<p>SE/TE: Topic 1: 23-26, 31-34; Topic 2: 57-60, 61-64, 65-68, 69-72, 81-84; Topic 4: 153-156; Topic 5: 195-198; Topic 6: 229-232; Topic 11: 345-348, 375-378</p> <p>TE: Topic 1: 23A-26B, 31A-34B; Topic 2: 57A-60B, 61A-64B, 65A-68B, 69A-72B, 81A-84B; Topic 4: 153A-156B; Topic 5: 195A-198B; Topic 6: 229A-232B; Topic 11: 345A-348B, 375A-378B</p>
<p>1.CA.4: Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>	<p>SE/TE: Topic 5: 191-194, 195-198</p> <p>TE: Topic 5: 191A-194B, 195A-198B</p>
<p>1.CA.5: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.</p>	<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-302B, 303A-306B; Topic 10: 325A-328B, 329A-332B, 333A-336B, 337A-340B, 341A-344B, 345A-348B</p>

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<p>1.CA.6: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).</p>	<p>SE/TE: Topic 1: 19-22, 31-34; Topic 2: 77-80; Topic 3: 117-120; Topic 4: 167-170, 171-174; Topic 6: 205-208, 225-228</p> <p>TE: Topic 1: 19A-22B, 31A-34B; Topic 2: 77A-80B; Topic 3: 117A-120B; Topic 4: 167A-170B, 171A-174B; Topic 6: 205A-208B, 225A-228B</p>
<p>1.CA.7: Create, extend, and give an appropriate rule for number patterns using addition within 100.</p>	<p>SE/TE: Topic 7: 247-250, 251-254, 255-258, 259-262</p> <p>TE: Topic 7: 247A-250B, 251A-254B, 255A-258B, 259A-262B</p>
GEOMETRY	
<p>1.G.1: Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 491-494, 495-498, 499-502</p> <p>TE: Topic 15: 471A-474B, 475A-478B, 479A-482B, 491A-494B, 495A-498B, 499A-502B</p>
<p>1.G.2: Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.</p>	<p>SE/TE: Topic 15: 471-474, 479-482, 491-494, 495-498, 499-502, 507-510</p> <p>TE: Topic 15: 471A-474B, 479A-482B, 491A-494B, 495A-498B, 499A-502B, 507A-510B</p>
<p>1.G.3: Use 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 compose new shapes from the composite shape. [In grade 1, students do not need to learn formal names such as "right rectangular prism."]</p>	<p>SE/TE: Topic 15: 475-478, 483-486, 487-490, 503-506</p> <p>TE: Topic 15: 475A-478B, 483A-486B, 487A-490B, 503A-506B</p>

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1.G.4: Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	SE/TE: Topic 16: 517-520, 521-524, 525-528, 529-532 TE: Topic 16: 517A-520B, 521A-524B, 525A-528B, 529A-532B
MEASUREMENT	
1.M.1: Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	SE/TE: Topic 12: 385-388, 389-392, 393-396, 397-400, 401-404, 405-408 TE: Topic 12: 385A-388B, 389A-392B, 393A-396B, 397A-400B, 401A-404B, 405A-408B
1.M.2: Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	SE/TE: Topic 13: 415-418, 419-422, 423-426, 427-430 TE: Topic 13: 415A-418B, 419A-422B, 423A-426B, 427A-430B
1.M.3: Find the value of a collection of pennies, nickels, and dimes.	The opportunity exists to introduce this standard, please see: Grade 2 SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438 TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B
DATA ANALYSIS	
1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	SE/TE: Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464 TE: Topic 14: 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B, 461A-464B

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PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	<p>SE/TE: Topic 1: 3-6; Topic 3: 79-82, 87-90; Topic 5: 123-126; Topic 7: 187-190, 203-206; Topic 9: 271-274, 275-278; Topic 11: 339-342, 347-350; Topic 13: 419-422, 427-430; Topic 15: 467-470</p> <p>TE: Topic 1: 3A-6B; Topic 3: 79A-82B, 87A-90B; Topic 5: 123A-126B; Topic 7: 187A-190B, 203A-206B; Topic 9: 271A-274B, 275A-278B; Topic 11: 339A-342B, 347A-350B; Topic 13: 419A-422B, 427A-430B; Topic 15: 467A-470B</p>
PS.2: Reason abstractly and quantitatively.	<p>SE/TE: Topic 1: 23-26; Topic 3: 83-86; Topic 5: 131-134, 135-138; Topic 7: 199-202; Topic 9: 275-278; Topic 11: 371-374; Topic 13: 423-426, 431-434; Topic 15: 471-474</p> <p>TE: Topic 1: 23A-26B; Topic 3: 83A-86B; Topic 5: 131A-134B, 135A-138B; Topic 7: 199A-202B; Topic 9: 275A-278B; Topic 11: 371A-374B; Topic 13: 423A-426B, 431A-434B; Topic 15: 471A-474B</p>
PS.3: Construct viable arguments and critique the reasoning of others.	<p>SE/TE: Topic 1: 7-10, 15-18; Topic 3: 83-86; Topic 5: 143-146, 147-150; Topic 7: 187-190, 195-198; Topic 9: 255-258, 263-266; Topic 11: 355-358; Topic 13: 419-422, 427-430; Topic 15: 483-486</p> <p>TE: Topic 1: 7A-10B, 15A-18B; Topic 3: 83A-86B; Topic 5: 143A-146B, 147A-150B; Topic 7: 187A-190B, 195A-198B; Topic 9: 255A-258B, 263A-266B; Topic 11: 355A-358B; Topic 13: 419A-422B, 427A-430B; Topic 15: 483A-486B</p>

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<p align="center">Indiana Academic Standards for Mathematics (2014) Grade 2</p>	<p align="center">enVisionMATH Common Core, ©2012 Grade 2</p>
<p>PS.4: Model with mathematics.</p>	<p>SE/TE: Topic 1: 3-6; Topic 3: 71-74, 79-82; Topic 5: 147-150; Topic 7: 191-194, 195-198; Topic 9: 259-262, 263-266; Topic 11: 339-342, 355-358; Topic 13: 423-426, 435-438; Topic 15: 491-494</p> <p>TE: Topic 1: 3A-6B; Topic 3: 71A-74B, 79A-82B; Topic 5: 147A-150B; Topic 7: 191A-194B, 195A-198B; Topic 9: 259A-262B, 263A-266B; Topic 11: 339A-342B, 355A-358B; Topic 13: 423A-426B, 435A-438B; Topic 15: 491A-494B</p>
<p>PS.5: Use appropriate tools strategically.</p>	<p>SE/TE: Topic 1: 3-6, 7-10; Topic 3: 71-74, 83-86; Topic 5: 123-126, 139-142; Topic 7: 199-202; Topic 9: 259-262; Topic 11: 343-346, 359-362; Topic 13: 431-434; Topic 15: 471-474</p> <p>TE: Topic 1: 3A-6B, 7A-10B; Topic 3: 71A-74B, 83A-86B; Topic 5: 123A-126B, 139A-142B; Topic 7: 199A-202B; Topic 9: 259A-262B; Topic 11: 343A-346B, 359A-362B; Topic 13: 431A-434B; Topic 15: 471A-474B</p>
<p>PS.6: Attend to precision.</p>	<p>SE/TE: Topic 1: 3-6, 7-10; Topic 3: 71-74, 91-94; Topic 5: 123-126, 131-134; Topic 7: 195-198; Topic 9: 255-258, 263-266; Topic 11: 339-342, 351-354; Topic 13: 419-422; Topic 15: 467-470</p> <p>TE: Topic 1: 3A-6B, 7A-10B; Topic 3: 71A-74B, 91A-94B; Topic 5: 123A-126B, 131A-134B; Topic 7: 195A-198B; Topic 9: 255A-258B, 263A-266B; Topic 11: 339A-342B, 351A-354B; Topic 13: 419A-422B; Topic 15: 467A-470B</p>

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PS.7: Look for and make use of structure.	SE/TE: Topic 1: 23-26, 27-30; Topic 5: 127-130, 131-134; Topic 11: 339-342, 355-358; Topic 13: 423-426, 427-430; Topic 15: 479-482 TE: Topic 1: 23A-26B, 27A-30B; Topic 5: 127A-130B, 131A-134B; Topic 11: 339A-342B, 355A-358B; Topic 13: 423A-426B, 427A-430B; Topic 15: 479A-482B
PS.8: Look for and express regularity in repeated reasoning.	SE/TE: Topic 1: 15-18; Topic 5: 123-126, 135-138; Topic 9: 259-262, 267-270; Topic 11: 359-362, 363-366; Topic 13: 435-438; Topic 15: 487-490 TE: Topic 1: 15A-18B; Topic 5: 123A-126B, 135A-138B; Topic 9: 259A-262B, 267A-270B; Topic 11: 359A-362B, 363A-366B; Topic 13: 435A-438B; Topic 15: 487A-490B
Mathematics Standards for Grade 2	
NUMBER SENSE	
2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	SE/TE: Topic 5: 135-138; Topic 6: 177-180; Topic 10: 297-300, 313-316, 317-320, 329-332 TE: Topic 5: 135A-138B; Topic 6: 177A-180B; Topic 10: 297A-300B, 313A-316B, 317A-320B, 329A-332B
2.NS.2: Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	SE/TE: Topic 10: 301-304, 305-308 TE: Topic 10: 301A-304B, 305A-308B
2.NS.3: Plot and compare whole numbers up to 1,000 on a number line.	SE/TE: Topic 8: 233-236; Topic 9: 275-278 TE: Topic 8: 233A-236B; Topic 9: 275A-278B

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2.NS.4: Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.	The opportunity exists to introduce this standard, please see: Kindergarten SE/TE: Topic 2: 37-38 TE: Topic 2: 37A-38C
2.NS.5; Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).	SE/TE: Topic 5: 123-126, 127-130, 143-146 TE: Topic 5: 123A-126B, 127A-130B, 143A-146B
2.NS.6: Understand 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). Understand that 100 can be thought of as a group of ten tens — called a “hundred.” Understand that 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).	SE/TE: Topic 5: 123-126, 127-130; Topic 10: 297-300, 301-304, 305-308 TE: Topic 5: 123A-126B, 127A-130B; Topic 10: 297A-300B, 301A-304B, 305A-308B
2.NS.7: Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	SE/TE: Topic 5: 131-134; Topic 10: 321-324, 325-328, 329-332 TE: Topic 5: 131A-134B; Topic 10: 321A-324B, 325A-328B, 329A-332B

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COMPUTATION AND ALGEBRAIC THINKING	
2.CA.1: Add and subtract fluently within 100.	<p>SE/TE: Topic 1: 23-26; Topic 2: 37-40, 41-44, 49-52; Topic 3: 71-74, 75-78, 87-90; Topic 5: 139-142, 147-150; Topic 6: 157-160, 161-164, 169-172; Topic 7: 187-190, 195-198, 203-206; Topic 8: 213-216, 221-224, 245-248; Topic 9: 255-258, 271-274, 283-286</p> <p>TE: Topic 1: 23A-26B; Topic 2: 37A-40B, 41A-44B, 49A-52B; Topic 3: 71A-74B, 75A-78B, 87A-90B; Topic 5: 139A-142B, 147A-150B; Topic 6: 157A-160B, 161A-164B, 169A-172B; Topic 7: 187A-190B, 195A-198B, 203A-206B; Topic 8: 213A-216B, 221A-224B, 245A-248B; Topic 9: 255A-258B, 271A-274B, 283A-286B</p>
2.CA.2: Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	<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, 91-94; Topic 5: 147-150; Topic 6: 173-176; Topic 7: 199-202</p> <p>TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 61A-64B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 91A-94B; Topic 5: 147A-150B; Topic 6: 173A-176B; Topic 7: 199A-202B</p>
2.CA.3: Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).	<p>SE/TE: Topic 15: 491-494, 499-502</p> <p>TE: Topic 15: 491A-494B, 499A-502B</p>

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<p align="center">Indiana Academic Standards for Mathematics (2014) Grade 2</p>	<p align="center">enVisionMATH Common Core, ©2012 Grade 2</p>
<p>2.CA.4: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>SE/TE: Topic 7: 203-206; Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 367-370, 371-374</p> <p>TE: Topic 7: 203A-206B; Topic 11: 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B, 367A-370B, 371A-374B</p>
<p>2.CA.5: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.</p>	<p>SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116</p> <p>TE: Topic 4: 101A-104B, 105A-108B, 109A-112B, 113A-116B</p>
<p>2.CA.6: Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.</p>	<p>SE/TE: Topic 2: 37-40, 45-48, 53-56; Topic 3: 71-74, 75-78, 79-82; Topic 5: 143-146; Topic 6: 161-164, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198; Topic 8: 217-220, 221-224, 233-236; Topic 9: 255-258, 271-274, 283-286; Topic 11: 339-342, 343-346, 351-354</p> <p>TE: Topic 2: 37A-40B, 45A-48B, 53A-56B; Topic 3: 71A-74B, 75A-78B, 79A-82B; Topic 5: 143A-146B; Topic 6: 161A-164B, 169A-172B, 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B; Topic 8: 217A-220B, 221A-224B, 233A-236B; Topic 9: 255A-258B, 271A-274B, 283A-286B; Topic 11: 339A-342B, 343A-346B, 351A-354B</p>
<p>2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.</p>	<p>SE/TE: Topic 6: 177-180; Topic 10: 329-332</p> <p>TE: Topic 6: 177A-180B; Topic 10: 329A-332B</p>

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Indiana Academic Standards for Mathematics (2014) Grade 2	enVisionMATH Common Core, ©2012 Grade 2
GEOMETRY	
2.G.1: Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	SE/TE: Topic 12: 381-384, 385-388, 389-392, 393-396, 397-400, 409-412 TE: Topic 12: 381A-384B, 385A-388B, 389A-392B, 393A-396B, 397A-400B, 409A-412B
2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.	SE/TE: Topic 12: 385-388, 389-392, 393-396 TE: Topic 12: 385A-388B, 389A-392B, 393A-396B
2.G.3: Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	SE/TE: Topic 12: 397-400, 401-404 TE: Topic 12: 397A-400B, 401A-404B
2.G.4: Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	SE/TE: Topic 12: 401-404 TE: Topic 12: 401A-404B
2.G.5: Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.	SE/TE: Topic 12: 405-408 TE: Topic 12: 405A-408B
MEASUREMENT	
2.M.1: Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.	SE/TE: Topic 15: 467-470, 471-474, 479-482 TE: Topic 15: 467A-470B, 471A-474B, 479A-482B
2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.	SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502 TE: Topic 15: 467A-470B, 471A-474B, 475A-478B, 479A-482B, 483A-486B, 499A-502B

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2.M.3: Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.	SE/TE: Topic 15: 487-490 TE: Topic 15: 487A-490B
2.M.4: Estimate and measure volume (capacity) using cups and pints.	For related content, please see: SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486 TE: Topic 15: 467A-470B, 471A-474B, 475A-478B, 479A-482B, 483A-486B
2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	SE/TE: Topic 16: 509-512, 513-516 TE: Topic 16: 509A-512B, 513A-516B
2.M.6: Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	SE/TE: Topic 16: 509-512, 513-516 TE: Topic 16: 509A-512B, 513A-516B
2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars.	SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-433, 435-438 TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-433B, 435A-438B
DATA ANALYSIS	
2.DA.1: Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.	SE/TE: Topic 16: 517-520, 525-528, 529-532 TE: Topic 16: 517A-520B, 525A-528B, 529A-532B

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PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	<p>SE/TE: Topic 1: 14-15, 16-17; Topic 3: 66-67, 76-77; Topic 5: 118-121, 124-125; Topic 7: 172-173, 178-179; Topic 9: 236-237; Topic 11: 288-289, 290-291; Topic 13: 324-325, 328-329; Topic 15: 374-375</p> <p>TE: Topic 1: 14A-15B, 16A-17B; Topic 3: 66A-67B, 76A-77B; Topic 5: 118A-121B, 124A-125B; Topic 7: 172A-173B, 178A-179B; Topic 9: 236A-237B; Topic 11: 288A-289B, 290A-291B; Topic 13: 324A-325B, 328A-329B; Topic 15: 374A-375B</p>
PS.2: Reason abstractly and quantitatively.	<p>SE/TE: Topic 1: 6-7, 8-9; Topic 3: 68-71, 72-73; Topic 5: 118-121, 128-129; Topic 7: 174-175, 178-179; Topic 9: 222-223, 228-229; Topic 11: 278-279, 280-283; Topic 13: 324-325, 326-327; Topic 15: 374-375, 376-377</p> <p>TE: Topic 1: 6A-7B, 8A-9B; Topic 3: 68A-71B, 72A-73B; Topic 5: 118A-121B, 128A-129B; Topic 7: 174A-175B, 178A-179B; Topic 9: 222A-223B, 228A-229B; Topic 11: 278A-279B, 280A-283B; Topic 13: 324A-325B, 326A-327B; Topic 15: 374A-375B, 376A-377B</p>
PS.3: Construct viable arguments and critique the reasoning of others.	<p>SE/TE: Topic 1: 8-9, 12-13; Topic 3: 66-67, 78-79; Topic 5: 118-121, 122-123; Topic 7: 172-173, 176-177; Topic 9: 222-223, 224-225; Topic 11: 276-277, 278-279; Topic 13: 326-327, 330-331; Topic 15: 374-375, 376-377</p> <p>TE: Topic 1: 8A-9B, 12A-13B; Topic 3: 66A-67B, 78A-79B; Topic 5: 118A-121B, 122A-123B; Topic 7: 172A-173B, 176A-177B; Topic 9: 222A-223B, 224A-225B; Topic 11: 276A-277B, 278A-279B; Topic 13: 326A-327B, 330A-331B; Topic 15: 374A-375B, 376A-377B</p>

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<p align="center">Indiana Academic Standards for Mathematics (2014) Grade 3</p>	<p align="center">enVisionMATH Common Core, ©2012 Grade 3</p>
<p>PS.4: Model with mathematics.</p>	<p>SE/TE: Topic 1: 10-11; Topic 3: 68-71, 76-77; Topic 5: 124-125, 128-129; Topic 7: 172-173, 180-181; Topic 9: 224-225, 228-229; Topic 11: 280-283; Topic 13: 328-329, 330-331; Topic 15: 382-383</p> <p>TE: Topic 1: 10A-11B; Topic 3: 68A-71B, 76A-77B; Topic 5: 124A-125B, 128A-129B; Topic 7: 172A-173B, 180A-181B; Topic 9: 224A-225B, 228A-229B; Topic 11: 280A-283B; Topic 13: 328A-329B, 330A-331B; Topic 15: 382A-383B</p>
<p>PS.5: Use appropriate tools strategically.</p>	<p>SE/TE: Topic 1: 6-7, 22-23; Topic 3: 68-71, 72-73; Topic 5: 122-123, 126-127; Topic 7: 172-173, 174-175; Topic 9: 222-223, 226-227; Topic 11: 276-277, 278-279; Topic 13: 324-325, 326-327; Topic 15: 378-379, 380-381</p> <p>TE: Topic 1: 6A-7B, 22A-23B; Topic 3: 68A-71B, 72A-73B; Topic 5: 122A-123B, 126A-127B; Topic 7: 172A-173B, 174A-175B; Topic 9: 222A-223B, 226A-227B; Topic 11: 276A-277B, 278A-279B; Topic 13: 324A-325B, 326A-327B; Topic 15: 378A-379B, 380A-381B</p>
<p>PS.6: Attend to precision.</p>	<p>SE/TE: Topic 1: 8-9; Topic 3: 66-67, 82-85; Topic 5: 122-123; Topic 7: 174-175; Topic 9: 230-231; Topic 11: 290-291; Topic 13: 324-325; Topic 15: 382-383</p> <p>TE: Topic 1: 8A-9B; Topic 3: 66A-67B, 82A-85B; Topic 5: 122A-123B; Topic 7: 174A-175B; Topic 9: 230A-231B; Topic 11: 290A-291B; Topic 13: 324A-325B; Topic 15: 382A-383B</p>

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PS.7: Look for and make use of structure.	SE/TE: Topic 1: 6-7, 10-11; Topic 3: 78-79, 86-87; Topic 5: 118-119, 126-127; Topic 7: 176-177, 178-179; Topic 9: 236-237; Topic 11: 280-283, 284-285; Topic 13: 330-331; Topic 15: 378-379 TE: Topic 1: 6A-7B, 10A-11B; Topic 3: 78A-79B, 86A-87B; Topic 5: 118A-119B, 126A-127B; Topic 7: 176A-177B, 178A-179B; Topic 9: 236A-237B; Topic 11: 280A-283B, 284A-285B; Topic 13: 330A-331B; Topic 15: 378A-379B
PS.8: Look for and express regularity in repeated reasoning.	SE/TE: Topic 1: 20-21; Topic 3: 72-73, 74-75; Topic 5: 118-121, 124-125; Topic 7: 180-181; Topic 9: 228-229; Topic 11: 276-277, 284-285; Topic 13: 328-329; Topic 15: 374-375, 376-377 TE: Topic 1: 20A-21B; Topic 3: 72A-73B, 74A-75B; Topic 5: 118A-121B, 124A-125B; Topic 7: 180A-181B; Topic 9: 228A-229B; Topic 11: 276A-277B, 284A-285B; Topic 13: 328A-329B; Topic 15: 374A-375B, 376A-377B
Mathematics Standards for Grade 3	
NUMBER SENSE	
3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	SE/TE: Topic 1: 6-7, 8-9, 10-11; Topic 3: 66-67 TE: Topic 1: 6A-7B, 8A-9B, 10A-11B; Topic 3: 66A-67B
3.NS.2: Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.	SE/TE: Topic 1: 16-19 TE: Topic 1: 16A-19B
3.NS.3: Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b , as the quantity formed by a parts of size $1/b$. [<i>In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.</i>]	SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229 TE: Topic 9: 222A-223B, 224A-225B, 226A-227B, 228A-229B

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Indiana Academic Standards for Mathematics (2014) Grade 3	enVisionMATH Common Core, ©2012 Grade 3
3.NS.4: Represent a fraction, $1/b$, on a number line 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.	SE/TE: Topic 9: 230-231, 232-233 TE: Topic 9: 230A-231B, 232A-233B
3.NS.5: Represent a fraction, a/b , on a number line by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size a/b , and that its endpoint locates the number a/b on the number line.	SE/TE: Topic 9: 230-231, 234-235 TE: Topic 9: 230A-231B, 234A-235B
3.NS.6: Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.	SE/TE: Topic 10: 246-247, 248-249, 252-253, 254-257, 258-259 TE: Topic 10: 246A-247B, 248A-249B, 252A-253B, 254A-257B, 258A-259B
3.NS.7: Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	SE/TE: Topic 10: 254-257, 258-259 TE: Topic 10: 254A-257B, 258A-259B
3.NS.8: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).	SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253 TE: Topic 10: 246A-247B, 248A-249B, 250A-251B, 252A-253B
3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	SE/TE: Topic 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-19, 20-21; Topic 2: 42-45, 46-49, 50-53; Topic 3: 72-73, 82-85 TE: Topic 1: 6A-7B, 8A-9B, 10A-11B, 12A-13B, 14A-15B, 16A-19B, 20A-21B; Topic 2: 42A-45B, 46A-49B, 50A-53B; Topic 3: 72A-73B, 82A-85B

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Indiana Academic Standards for Mathematics (2014) Grade 3	enVisionMATH Common Core, ©2012 Grade 3
COMPUTATION	
3.C.1: Add and subtract whole numbers fluently within 1000.	SE/TE: Topic 1: 6-7, 10-11, 22-23; Topic 2: 32-33, 34-35, 36-39, 40-41, 46-49, 50-53, 54-55, 56-57; Topic 3: 66-67, 68-71, 72-73, 74-75, 80-81 TE: Topic 1: 6A-7B, 10A-11B, 22A-23B; Topic 2: 32A-33B, 34A-35B, 36A-39B, 40A-41B, 46A-49B, 50A-53B, 54A-55B, 56A-57B; Topic 3: 66A-67B, 68A-71B, 72A-73B, 74A-75B, 80A-81B
3.C.2: Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 5: 118-121, 124-125, 126-127, 132-133; Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 160-161 TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-107B, 108A-109B; Topic 5: 118A-121B, 124A-125B, 126A-127B, 132A-133B; Topic 6: 142A-143B, 144A-145B, 146A-147B, 148A-151B, 152A-153B, 160A-161B
3.C.3: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.	SE/TE: Topic 7: 172-173, 176-177, 178-179, 180-181, 182-183; Topic 8: 192-193, 194-197, 198-199, 206-207 TE: Topic 7: 172A-173B, 176A-177B, 178A-179B, 180A-181B, 182A-183B; Topic 8: 192A-193B, 194A-197B, 198A-199B, 206A-207B
3.C.4: 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).	SE/TE: Topic 7: 172-173, 174-175 TE: Topic 7: 172A-173B, 174A-175B
3.C.5: Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$), or properties of operations.	SE/TE: Topic 5: 122-123; Topic 8: 192-193, 194-197, 198-199, 200-201 TE: Topic 5: 122A-123B; Topic 8: 192A-193B, 194A-197B, 198A-199B, 200A-201B

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3.C.6: Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	SE/TE: Topic 4: 106-107, 108-109; Topic 5: 118-121, 122-123, 128-129; Topic 6: 144-145, 146-147, 156-157; Topic 7: 176-177, 178-179; Topic 8: 192-193, 194-197, 198-199, 200-201, 204-205, 208-209 TE: Topic 4: 106A-107B, 108A-109B; Topic 5: 118A-121B, 122A-123B, 128A-129B; Topic 6: 144A-145B, 146A-147B, 156A-157B; Topic 7: 176A-177B, 178A-179B; Topic 8: 192A-193B, 194A-197B, 198A-199B, 200A-201B, 204A-205B, 208A-209B
ALGEBRAIC THINKING	
3.AT.1: Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	SE/TE: Topic 2: 54-55, 56-57; Topic 3: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 88-91 TE: Topic 2: 54A-55B, 56A-57B; Topic 3: 66A-67B, 68A-71B, 72A-73B, 74A-75B, 76A-77B, 78A-79B, 80A-81B, 82A-85B, 88A-91B
3.AT.2: Solve real-world problems involving whole number multiplication and division within 100 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).	SE/TE: Topic 4: 100-101, 104-105, 106-107, 108-109; Topic 5: 118-121, 124-125, 126-127, 132-133; Topic 6: 142-143, 148-151, 154-155, 156-157; Topic 7: 172-173, 174-175, 180-181, 182-183; Topic 8: 192-193, 194-197, 198-199, 200-201; Topic 9: 236-237 TE: Topic 4: 100A-101B, 104A-105B, 106A-107B, 108A-109B; Topic 5: 118A-121B, 124A-125B, 126A-127B, 132A-133B; Topic 6: 142A-143B, 148A-151B, 154A-155B, 156A-157B; Topic 7: 172A-173B, 174A-175B, 180A-181B, 182A-183B; Topic 8: 192A-193B, 194A-197B, 198A-199B, 200A-201B; Topic 9: 236A-237B

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3.AT.3: Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	SE/TE: Topic 2: 46-49, 50-53, 56-57; Topic 3: 72-73, 74-75, 76-77, 80-81; Topic 5: 122-123, 124-125, 126-127, 128-129; Topic 6: 144-145, 146-147, 148-151, 154-155, 156-157; Topic 8: 202-203 TE: Topic 2: 46A-49B, 50A-53B, 56A-57B; Topic 3: 72A-73B, 74A-75B, 76A-77B, 80A-81B; Topic 5: 122A-123B, 124A-125B, 126A-127B, 128A-129B; Topic 6: 144A-145B, 146A-147B, 148A-151B, 154A-155B, 156A-157B; Topic 8: 202A-203B
3.AT.4: Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.	SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109 TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-107B, 108A-109B
3.AT.5: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	SE/TE: Topic 7: 172-173, 174-175, 176-177, 178-179, 180-181, 182-183; Topic 8: 192-193, 194-197, 202-203, 204-205, 206-207 TE: Topic 7: 172A-173B, 174A-175B, 176A-177B, 178A-179B, 180A-181B, 182A-183B; Topic 8: 192A-193B, 194A-197B, 202A-203B, 204A-205B, 206A-207B
3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.	SE/TE: Topic 2: 32-33; Topic 4: 108-109; Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129; Topic 7: 176-177 TE: Topic 2: 32A-33B; Topic 4: 108A-109B; Topic 5: 118A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-129B; Topic 7: 176A-177B
GEOMETRY	
3.G.1: Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	For related content, Please see: SE/TE: Topic 11: 280-283, 284-285, 286-287, 288-289, 290-291 TE: Topic 11: 280A-283B, 284A-285B, 286A-287B, 288A-289B, 290A-291B

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3.G.2: Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.	SE/TE: Topic 11: 276-277, 278-279, 280-283, 284-285, 286-287, 288-289, 290-291, 294, 295 TE: Topic 11: 276A-277B, 278A-279B, 280A-283B, 284A-285B, 286A-287B, 288A-289B, 290A-291B, 294A-295B
3.G.3: Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.	SE/TE: Topic 11: 276-277, 278-279 TE: Topic 11: 276A-277B, 278A-279B
3.G.4: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).	SE/TE: Topic 11: 288-289, 290-291, 292-293; Topic 14: 360-361 TE: Topic 11: 288A-289B, 290A-291B, 292A-293B; Topic 14: 360A-361B
MEASUREMENT	
3.M.1: Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).	SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 374A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B
3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	For related content, please see: SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 374A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B
3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.	SE/TE: Topic 12: 304-307, 308-309, 310-311, 312-313, 314-315 TE: Topic 12: 304A-307B, 308A-309B, 310A-311B, 312A-313B, 314A-315B

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3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.	The opportunity exists to teach this standard, please see: Grade 2 SE/TE: Topic 13: 427-430, 431-434, 435-438; Topic 14: 445-448, 453-456, 457-460 TE: Topic 13: 427A-430B, 431A-434B, 435A-438B; Topic 14: 445A-448B, 453A-456B, 457A-460B
3.M.5: Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	SE/TE: Topic 14: 348-349 TE: Topic 14: 348A-349B
3.M.6: Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	SE/TE: Topic 14: 348-349, 358-359 TE: Topic 14: 348A-349B, 358A-359B
3.M.7: Find perimeters of polygons given the side lengths or by finding an unknown side length.	SE/TE: Topic 13: 324-325, 326-327, 328-329, 330-331, 332-333; Topic 14: 358-359 TE: Topic 13: 324A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-333B; Topic 14: 358A-359B
DATA ANALYSIS	
3.DA.1: Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.	SE/TE: Topic 16: 396-399, 400-401, 402-403, 404-405 TE: Topic 16: 396A-399B, 400A-401B, 402A-403B, 404A-405B
3.DA.2: Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.	SE/TE: Topic 16: 392-393, 394-395 TE: Topic 16: 392A-393B, 394A-395B

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PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	<p>SE/TE: Topic 1: 12-13, 20-23; Topic 3: 70-73, 78-79; Topic 5: 124-125, 126-129; Topic 7: 174-175; Topic 9: 210-211, 212-213; Topic 11: 258-259, 274-275; Topic 13: 332-333; Topic 15: 402-403</p> <p>TE: Topic 1: 12A-13B, 20A-23B; Topic 3: 70A-73B, 78A-79B; Topic 5: 124A-125B, 126A-129B; Topic 7: 174A-175B; Topic 9: 210A-211B, 212A-213B; Topic 11: 258A-259B, 274A-275B; Topic 13: 332A-333B; Topic 15: 402A-403B</p>
PS.2: Reason abstractly and quantitatively.	<p>SE/TE: Topic 1: 10-11, 12-13; Topic 3: 68-69, 70-73; Topic 5: 118-119, 122-123; Topic 7: 166-169, 172-173; Topic 9: 206-207, 210-211; Topic 11: 258-259, 264-267; Topic 13: 332-333, 336-337; Topic 15: 402-403, 406-407</p> <p>TE: Topic 1: 10A-11B, 12A-13B; Topic 3: 68A-69B, 70A-73B; Topic 5: 118A-119B, 122A-123B; Topic 7: 166A-169B, 172A-173B; Topic 9: 206A-207B, 210A-211B; Topic 11: 258A-259B, 264A-267B; Topic 13: 332A-333B, 336A-337B; Topic 15: 402A-403B, 406A-407B</p>
PS.3: Construct viable arguments and critique the reasoning of others.	<p>SE/TE: Topic 1: 6-9, 12-13; Topic 3: 66-67, 68-69; Topic 5: 116-117, 126-129; Topic 7: 166-169, 172-173; Topic 9: 206-207, 210-211; Topic 11: 258-259, 262-263; Topic 13: 330-331, 334-335; Topic 15: 406-407, 408-409</p> <p>TE: Topic 1: 6A-9B, 12A-13B; Topic 3: 66A-67B, 68A-69B; Topic 5: 116A-117B, 126A-129B; Topic 7: 166A-169B, 172A-173B; Topic 9: 206A-207B, 210A-211B; Topic 11: 258A-259B, 262A-263B; Topic 13: 330A-331B, 334A-335B; Topic 15: 406A-407B, 408A-409B</p>

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<p>PS.4: Model with mathematics.</p>	<p>SE/TE: Topic 1: 6-9, 10-11; Topic 3: 74-75, 78-79; Topic 5: 116-117, 118-119; Topic 7: 166-169, 176-177; Topic 9: 206-207, 214-217; Topic 11: 260-261; Topic 13: 330-331, 332-333; Topic 15: 402-403, 406-407</p> <p>TE: Topic 1: 6A-9B, 10A-11B; Topic 3: 74A-75B, 78A-79B; Topic 5: 116A-117B, 118A-119B; Topic 7: 166A-169B, 176A-177B; Topic 9: 206A-207B, 214A-217B; Topic 11: 260A-261B; Topic 13: 330A-331B, 332A-333B; Topic 15: 402A-403B, 406A-407B</p>
<p>PS.5: Use appropriate tools strategically.</p>	<p>SE/TE: Topic 1: 6-9, 30-31; Topic 3: 66-67, 80-81; Topic 5: 116-117; Topic 7: 166-169; Topic 9: 212-213, 218-219; Topic 11: 262-263, 270-273; Topic 13: 338-341; Topic 15: 408-409</p> <p>TE: Topic 1: 6A-9B, 30A-31B; Topic 3: 66A-67B, 80A-81B; Topic 5: 116A-117B; Topic 7: 166A-169B; Topic 9: 212A-213B, 218A-219B; Topic 11: 262A-263B, 270A-273B; Topic 13: 338A-341B; Topic 15: 408A-409B</p>
<p>PS.6: Attend to precision.</p>	<p>SE/TE: Topic 1: 30-31; Topic 3: 66-67; Topic 5: 122-123; Topic 7: 174-175; Topic 9: 218-219; Topic 11: 262-263, 264-267; Topic 13: 338-341; Topic 15: 410-413</p> <p>TE: Topic 1: 30A-31B; Topic 3: 66A-67B; Topic 5: 122A-123B; Topic 7: 174A-175B; Topic 9: 218A-219B; Topic 11: 262A-263B, 264A-267B; Topic 13: 338A-341B; Topic 15: 410A-413B</p>

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PS.7: Look for and make use of structure.	SE/TE: Topic 1: 6-9, 14-15; Topic 3: 66-67, 68-69; Topic 5: 116-117, 120-121; Topic 7: 170-171, 172-173; Topic 9: 206-207, 208-209; Topic 11: 258-259, 262-263; Topic 13: 330-331, 332-333; Topic 15: 410-413 TE: Topic 1: 6A-9B, 14A-15B; Topic 3: 66A-67B, 68A-69B; Topic 5: 116A-117B, 120A-121B; Topic 7: 170A-171B, 172A-173B; Topic 9: 206A-207B, 208A-209B; Topic 11: 258A-259B, 262A-263B; Topic 13: 330A-331B, 332A-333B; Topic 15: 410A-413B
PS.8: Look for and express regularity in repeated reasoning.	SE/TE: Topic 1: 10-11, 14-15; Topic 3: 68-69, 74-75; Topic 5: 124-125, 126-129; Topic 7: 170-171; Topic 9: 208-209, 210-211; Topic 11: 258-259, 274-275; Topic 13: 338-341, 342-345; Topic 15: 410-413 TE: Topic 1: 10A-11B, 14A-15B; Topic 3: 68A-69B, 74A-75B; Topic 5: 124A-125B, 126A-129B; Topic 7: 170A-171B; Topic 9: 208A-209B, 210A-211B; Topic 11: 258A-259B, 274A-275B; Topic 13: 338A-341B, 342A-345B; Topic 15: 410A-413B
Mathematics Standards for Grade 4	
NUMBER SENSE	
4.NS.1: Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.	SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-75 TE: Topic 3: 66A-67B, 68A-69B, 70A-73B, 74A-75B
4.NS.2: Compare two whole numbers up to 1,000,000 using $>$, $=$, and $<$ symbols.	SE/TE: Topic 3: 70-73, 74-75 TE: Topic 3: 70A-73B, 74A-75B
4.NS.3: Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.	SE/TE: Topic 11: 268-269, 270-273; Topic 12: 302-305, 306-309, 310-311 TE: Topic 11: 268A-269B, 270A-273B; Topic 12: 302A-305B, 306A-309B, 310A-311B

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<p>4.NS.4: 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. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.]</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279</p> <p>TE: Topic 11: 264A-267B, 268A-269B, 276A-279B</p>
<p>4.NS.5: Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, $1/2$, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 270-273, 274-275, 276-279</p> <p>TE: Topic 11: 264A-267B, 268A-269B, 270A-273B, 274A-275B, 276A-279B</p>
<p>4.NS.6: Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5 = 0.50$, $7/4 = 1 \frac{3}{4} = 1.75$).</p>	<p>SE/TE: Topic 13: 336-337, 338-341, 342-345, 354-355</p> <p>TE: Topic 13: 336A-337B, 338A-341B, 342A-345B, 354A-355B</p>
<p>4.NS.7: Compare two decimals to hundredths by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual model).</p>	<p>SE/TE: Topic 13: 346-347, 348-351, 352-353</p> <p>TE: Topic 13: 346A-347B, 348A-351B, 352A-353B</p>
<p>4.NS.8: Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.</p>	<p>SE/TE: Topic 1: 14-17; Topic 11: 258-259, 260-261, 262-263</p> <p>TE: Topic 1: 14A-17B; Topic 11: 258A-259B, 260A-261B, 262A-263B</p>

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4.NS.9: Use place value understanding to round multi-digit whole numbers to any given place value.	SE/TE: Topic 3: 78-79; Topic 4: 90-93, 94-95; Topic 5: 122-123, 124-125, 126-129; Topic 6: 152-153; Topic 7: 172-173, 174-175 TE: Topic 3: 78A-79B; Topic 4: 90A-93B, 94A-95B; Topic 5: 122A-123B, 124A-125B, 126A-129B; Topic 6: 152A-153B; Topic 7: 172A-173B, 174A-175B
COMPUTATION	
4.C.1: Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.	SE/TE: Topic 4: 94-95, 96-99, 100-101, 102-103, 104-107 TE: Topic 4: 94A-95B, 96A-99B, 100A-101B, 102A-103B, 104A-107B
4.C.2: 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. Describe the strategy and explain the reasoning.	SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123; Topic 6: 138-141, 142-143, 148-149, 154-157; Topic 7: 166-169, 170-171, 176-177; Topic 8: 186-187, 190-191, 194-195; Topic 9: 214-217; Topic 10: 246-247 TE: Topic 5: 116A-117B, 118A-119B, 120A-121B, 122A-123B; Topic 6: 138A-141B, 142A-143B, 148A-149B, 154A-157B; Topic 7: 166A-169B, 170A-171B, 176A-177B; Topic 8: 186A-187B, 190A-191B, 194A-195B; Topic 9: 214A-217B; Topic 10: 246A-247B
4.C.3: Find 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. Describe the strategy and explain the reasoning.	SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219; Topic 10: 228-229, 230-231, 232-235, 236-239, 240-241, 242-243, 244-245 TE: Topic 9: 206A-207B, 208A-209B, 210A-211B, 212A-213B, 214A-217B, 218A-219B; Topic 10: 228A-229B, 230A-231B, 232A-235B, 236A-239B, 240A-241B, 242A-243B, 244A-245B

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4.C.4: Multiply fluently within 100.	<p>SE/TE: Topic 1: 24-25, 28-29, 30-31; Topic 5: 116-117, 120-121, 122-123; Topic 6: 138-141, 142-143, 144-145, 148-151, 152-153; Topic 8: 186-187, 190-191, 192-193, 194-195</p> <p>TE: Topic 1: 24A-25B, 28A-29B, 30A-31B; Topic 5: 116A-117B, 120A-121B, 122A-123B; Topic 6: 138A-141B, 142A-143B, 144A-145B, 148A-151B, 152A-153B; Topic 8: 186A-187B, 190A-191B, 192A-193B, 194A-195B</p>
4.C.5: Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.	<p>SE/TE: Topic 12: 302-305, 306-309, 314-315</p> <p>TE: Topic 12: 302A-305B, 306A-309B, 314A-315B</p>
4.C.6: Add and subtract mixed numbers with common 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).	<p>SE/TE: Topic 12: 302-305, 306-309, 310-311, 312-313</p> <p>TE: Topic 12: 302A-305B, 306A-309B, 310A-311B, 312A-313B</p>
4.C.7: Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property.	<p>SE/TE: Topic 1: 12-13, 18-19</p> <p>TE: Topic 1: 12A-13B, 18A-19B</p>

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ALGEBRAIC THINKING	
4.AT.1: Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	SE/TE: Topic 1: 18-19, 28-29, 30-31; Topic 4: 90-93, 94-95, 104-107; Topic 5: 122-123, 126-129; Topic 6: 142-143, 144-147, 152-153; Topic 7: 170-171, 172-173, 174-175, 176-177; Topic 8: 196-197; Topic 9: 206-207, 210-211, 218-219; Topic 10: 246-247 TE: Topic 1: 18A-19B, 28A-29B, 30A-31B; Topic 4: 90A-93B, 94A-95B, 104A-107B; Topic 5: 122A-123B, 126A-129B; Topic 6: 142A-143B, 144A-147B, 152A-153B; Topic 7: 170A-171B, 172A-173B, 174A-175B, 176A-177B; Topic 8: 196A-197B; Topic 9: 206A-207B, 210A-211B, 218A-219B; Topic 10: 246A-247B
4.AT.2: Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.	SE/TE: Topic 1: 6-9, 24-25, 28-29; Topic 6: 138-141, 154-157; Topic 9: 206-207, 210-211, 214-217; Topic 10: 228-229, 230-231, 236-239, 240-241, 246-247 TE: Topic 1: 6A-9B, 24A-25B, 28A-29B; Topic 6: 138A-141B, 154A-157B; Topic 9: 206A-207B, 210A-211B, 214A-217B; Topic 10: 228A-229B, 230A-231B, 236A-239B, 240A-241B, 246A-247B
4.AT.3: Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.	SE/TE: Topic 1: 6-9, 12-13, 24-25 TE: Topic 1: 6A-9B, 12A-13B, 24A-25B
4.AT.4: Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4, division problems should not include a remainder.]	SE/TE: Topic 1: 6-9, 20-23, 26-27, 28-29, 30-31; Topic 9: 218-219 TE: Topic 1: 6A-9B, 20A-23B, 26A-27B, 28A-29B, 30A-31B; Topic 9: 218A-219B

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4.AT.5: Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).	SE/TE: Topic 12: 292-293, 294-295, 296-297, 298-301, 314-315, 316-319 TE: Topic 12: 292A-293B, 294A-295B, 296A-297B, 298A-301B, 314A-315B, 316A-319B
4.AT.6: Understand that an equation, such as $y = 3x + 5$, is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given. Generate a number pattern that follows a given rule.	SE/TE: Topic 1: 10-11, 18-19; Topic 2: 40-41, 42-43, 44-45, 46-49, 50-53, 54-57; Topic 11: 258-259, 262-263; Topic 16: 442-443 TE: Topic 1: 10A-11B, 18A-19B; Topic 2: 40A-41B, 42A-43B, 44A-45B, 46A-49B, 50A-53B, 54A-57B; Topic 11: 258A-259B, 262A-263B; Topic 16: 442A-443B
GEOMETRY	
4.G.1: Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology).	SE/TE: Topic 16: 422-423, 424-425, 426-427, 428-429, 430-431, 434-435, 436-437, 438-439 TE: Topic 16: 422A-423B, 424A-425B, 426A-427B, 428A-429B, 430A-431B, 434A-435B, 436A-437B, 438A-439B
4.G.2: Recognize and draw lines of symmetry in two-dimensional figures. Identify figures that have lines of symmetry.	SE/TE: Topic 16: 440-441 TE: Topic 16: 440A-441B
4.G.3: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.	SE/TE: Topic 16: 424-425, 426-427, 428-429, 430-431, 432-433, 436-437 TE: Topic 16: 424A-425B, 426A-427B, 428A-429B, 430A-431B, 432A-433B, 436A-437B
4.G.4: Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.	SE/TE: Topic 16: 422-423, 424-425, 426-427, 428-429, 430-431 TE: Topic 16: 422A-423B, 424A-425B, 426A-427B, 428A-429B, 430A-431B

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4.G.5: Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).	SE/TE: Topic 16: 434-435, 436-437, 438-439, 442-443 TE: Topic 16: 434A-435B, 436A-437B, 438A-439B, 442A-443B
MEASUREMENT	
4.M.1: Measure length to the nearest quarter-inch, eighth-inch, and millimeter.	For related content, please see: SE/TE: Topic 14: 366-367, 378-379; Topic 15: 404-405 TE: Topic 14: 366A-367B, 378A-379B; Topic 15: 404A-405B
4.M.2: Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table.	SE/TE: Topic 13: 354-355; Topic 14: 366-367, 368-369, 370-371, 372-373, 376-377, 378-379, 380-381, 382-383, 384-387, 388-389, 390-391 TE: Topic 13: 354A-355B; Topic 14: 366A-367B, 368A-369B, 370A-371B, 372A-373B, 376A-377B, 378A-379B, 380A-381B, 382A-383B, 384A-387B, 388A-389B, 390A-391B
4.M.3: Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	SE/TE: Topic 13: 352-353, 354-355; Topic 14: 380-381, 382-383, 388-389, 390-391; Topic 15: 404-405, 406-407, 410-413 TE: Topic 13: 352A-353B, 354A-355B; Topic 14: 380A-381B, 382A-383B, 388A-389B, 390A-391B; Topic 15: 404A-405B, 406A-407B, 410A-413B
4.M.4: Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems.	SE/TE: Topic 15: 402-403 TE: Topic 15: 402A-403B

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4.M.5: Understand 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. Understand an angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure other angles. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees.	SE/TE: Topic 16: 426-427, 428-429, 430-431, 432-433 TE: Topic 16: 426A-427B, 428A-429B, 430A-431B, 432A-433B
4.M.6: Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure.	SE/TE: Topic 16: 430-431, 432-433 TE: Topic 16: 430A-431B, 432A-433B
DATA ANALYSIS	
4.DA.1: Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.	SE/TE: Topic 15: 408-409, 410-413 TE: Topic 15: 408A-409B, 410A-413B
4.DA.2: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using data displayed in line plots.	SE/TE: Topic 15: 408-409 TE: Topic 15: 408A-409B
4.DA.3: Interpret data displayed in a circle graph.	For related content, please see: SE/TE: Topic 15: 408-409, 410-413 TE: Topic 15: 408A-409B, 410A-413B

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PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	<p>SE/TE: Topic 1: 8-11, 16-17; Topic 3: 68-69, 78-79; Topic 5: 124-125, 126-127; Topic 7: 170-171, 172-173; Topic 9: 224-225, 226-227; Topic 11: 276-277, 282-285; Topic 13: 332-333, 342-343; Topic 15: 378-379</p> <p>TE: Topic 1: 8A-11B, 16A-17B; Topic 3: 68A-69B, 78A-79B; Topic 5: 124A-125B, 126A-127B; Topic 7: 170A-171B, 172A-173B; Topic 9: 224A-225B, 226A-227B; Topic 11: 276A-277B, 282A-285B; Topic 13: 332A-333B, 342A-343B; Topic 15: 378A-379B</p>
PS.2: Reason abstractly and quantitatively.	<p>SE/TE: Topic 1: 6-7, 12-13; Topic 3: 64-65, 66-67; Topic 5: 120-121, 124-125; Topic 7: 170-171, 176-177; Topic 9: 222-223, 226-227; Topic 11: 276-277, 280-281; Topic 13: 332-333, 334-335; Topic 15: 372-373</p> <p>TE: Topic 1: 6A-7B, 12A-13B; Topic 3: 64A-65B, 66A-67B; Topic 5: 120A-121B, 124A-125B; Topic 7: 170A-171B, 176A-177B; Topic 9: 222A-223B, 226A-227B; Topic 11: 276A-277B, 280A-281B; Topic 13: 332A-333B, 334A-335B; Topic 15: 372A-373B</p>
PS.3: Construct viable arguments and critique the reasoning of others.	<p>SE/TE: Topic 1: 6-7, 8-11; Topic 3: 64-65, 70-71; Topic 5: 122-123, 128-131; Topic 7: 170-171, 172-173; Topic 9: 222-223, 226-227; Topic 11: 278-279, 280-281; Topic 13: 336-337, 338-339; Topic 15: 374-375, 376-377</p> <p>TE: Topic 1: 6A-7B, 8A-11B; Topic 3: 64A-65B, 70A-71B; Topic 5: 122A-123B, 128A-131B; Topic 7: 170A-171B, 172A-173B; Topic 9: 222A-223B, 226A-227B; Topic 11: 278A-279B, 280A-281B; Topic 13: 336A-337B, 338A-339B; Topic 15: 374A-375B, 376A-377B</p>

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<p>PS.4: Model with mathematics.</p>	<p>SE/TE: Topic 1: 12-13, 14-15; Topic 3: 66-67, 74-77; Topic 5: 124-125, 128-131; Topic 7: 170-171, 182-185; Topic 9: 224-225, 240-243; Topic 11: 276-277, 282-285; Topic 13: 334-335; Topic 15: 382-383</p> <p>TE: Topic 1: 12A-13B, 14A-15B; Topic 3: 66A-67B, 74A-77B; Topic 5: 124A-125B, 128A-131B; Topic 7: 170A-171B, 182A-185B; Topic 9: 224A-225B, 240A-243B; Topic 11: 276A-277B, 282A-285B; Topic 13: 334A-335B; Topic 15: 382A-383B</p>
<p>PS.5: Use appropriate tools strategically.</p>	<p>SE/TE: Topic 3: 80-81, 82-83; Topic 5: 136-137; Topic 7: 170-171, 182-185; Topic 9: 222-223, 230-231; Topic 11: 278-279, 280-281; Topic 13: 334-335, 338-339; Topic 15: 372-373, 376-377</p> <p>TE: Topic 3: 80A-81B, 82A-83B; Topic 5: 136A-137B; Topic 7: 170A-171B, 182A-185B; Topic 9: 222A-223B, 230A-231B; Topic 11: 278A-279B, 280A-281B; Topic 13: 334A-335B, 338A-339B; Topic 15: 372A-373B, 376A-377B</p>
<p>PS.6: Attend to precision.</p>	<p>SE/TE: Topic 1: 6-7, 12-13; Topic 3: 70-71, 74-77; Topic 5: 120-121, 136-137; Topic 7: 172-173, 176-177; Topic 9: 224-225, 238-239; Topic 11: 282-285; Topic 13: 336-337, 340-341; Topic 15: 374-375, 378-379</p> <p>TE: Topic 1: 6A-7B, 12A-13B; Topic 3: 70A-71B, 74A-77B; Topic 5: 120A-121B, 136A-137B; Topic 7: 172A-173B, 176A-177B; Topic 9: 224A-225B, 238A-239B; Topic 11: 282A-285B; Topic 13: 336A-337B, 340A-341B; Topic 15: 374A-375B, 378A-379B</p>

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PS.7: Look for and make use of structure.	SE/TE: Topic 1: 6-7, 8-11; Topic 3: 64-65, 66-67; Topic 5: 120-121, 122-123; Topic 7: 170-171, 174-175; Topic 9: 222-223, 224-225; Topic 11: 276-277, 280-281; Topic 13: 336-337, 338-339; Topic 15: 372-373, 374-375 TE: Topic 1: 6A-7B, 8A-11B; Topic 3: 64A-65B, 66A-67B; Topic 5: 120A-121B, 122A-123B; Topic 7: 170A-171B, 174A-175B; Topic 9: 222A-223B, 224A-225B; Topic 11: 276A-277B, 280A-281B; Topic 13: 336A-337B, 338A-339B; Topic 15: 372A-373B, 374A-375B
PS.8: Look for and express regularity in repeated reasoning.	SE/TE: Topic 1: 14-15, 16-17; Topic 3: 64-65, 66-67; Topic 5: 122-123, 128-131; Topic 7: 170-171, 174-175; Topic 9: 228-229, 232-233; Topic 11: 282-285, 286-287; Topic 13: 242-243; Topic 15: 378-379 TE: Topic 1: 14A-15B, 16A-17B; Topic 3: 64A-65B, 66A-67B; Topic 5: 122A-123B, 128A-131B; Topic 7: 170A-171B, 174A-175B; Topic 9: 228A-229B, 232A-233B; Topic 11: 282A-285B, 286A-287B; Topic 13: 242A-243B; Topic 15: 378A-379B
Mathematics Standards for Grade 5	
NUMBER SENSE	
5.NS.1: Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using $>$, $=$, and $<$ symbols.	SE/TE: Topic 1: 16-17 TE: Topic 1: 16A-17B
5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	SE/TE: Topic 11: 276-277 TE: Topic 11: 276A-277B

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5.NS.3: Recognize the relationship 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 inversely, a digit in one place represents 1/10 of what it represents in the place to its left.	SE/TE: Topic 1: 6-7, 8-11, 12-13; Topic 6: 146-147; Topic 7: 170-171 TE: Topic 1: 6A-7B, 8A-11B, 12A-13B; Topic 6: 146A-147B; Topic 7: 170A-171B
5.NS.4: 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.	SE/TE: Topic 3: 66-67, 70-71; Topic 6: 146-147; Topic 7: 170-171 TE: Topic 3: 66A-67B, 70A-71B; Topic 6: 146A-147B; Topic 7: 170A-171B
5.NS.5: Use place value understanding to round decimal numbers up to thousandths to any given place value.	SE/TE: Topic 2: 34-37 TE: Topic 2: 34A-37B
5.NS.6: Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).	For related content, please see: SE/TE: Topic 6: 146-147; Topic 7: 170-171, 174-175 TE: Topic 6: 146A-147B; Topic 7: 170A-171B, 174A-175B
COMPUTATION	
5.C.1: Multiply multi-digit whole numbers fluently using a standard algorithmic approach.	SE/TE: Topic 3: 68-69, 72-73, 74-77, 78-79, 80-81, 82-83 TE: Topic 3: 68A-69B, 72A-73B, 74A-77B, 78A-79B, 80A-81B, 82A-83B
5.C.2: Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.	SE/TE: Topic 3: 64-65; Topic 4: 92-93, 94-95, 96-97, 98-101, 102-105, 106-109, 110-111; Topic 5: 120-121, 122-123, 124-125, 126-127, 128-131, 132-133, 134-135, 136-137 TE: Topic 3: 64A-65B; Topic 4: 92A-93B, 94A-95B, 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-111B; Topic 5: 120A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-131B, 132A-133B, 134A-135B, 136A-137B

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5.C.3: Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B
5.C.4: Add and subtract fractions with unlike denominators, including mixed numbers.	SE/TE: Topic 9: 222-223, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267 TE: Topic 9: 222A-223B, 228A-229B, 230A-231B, 232A-233B, 234A-235B, 236A-237B, 238A-239B, 240A-243B; Topic 10: 252A-253B, 254A-255B, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B
5.C.5: Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.	SE/TE: Topic 11: 276-277, 278-279, 282-285, 286-287, 288-289, 292-293 TE: Topic 11: 276A-277B, 278A-279B, 282A-285B, 286A-287B, 288A-289B, 292A-293B
5.C.6: Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.	SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B
5.C.7: Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.	SE/TE: Topic 11: 298-299 TE: Topic 11: 298A-299B

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5.C.8: Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.	SE/TE: Topic 2: 30-33, 36-39, 44-45, 46-47, 48-49, 50-53; Topic 6: 146-147, 148-149, 150-151, 152-155, 156-157, 158-159, 160-161; Topic 7: 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-185 TE: Topic 2: 30A-33B, 36A-39B, 44A-45B, 46A-47B, 48A-49B, 50A-53B; Topic 6: 146A-147B, 148A-149B, 150A-151B, 152A-155B, 156A-157B, 158A-159B, 160A-161B; Topic 7: 170A-171B, 172A-173B, 174A-175B, 176A-177B, 178A-179B, 180A-181B, 182A-185B
5.C.9: Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.	SE/TE: Topic 3: 72-73; Topic 8: 196-199, 200-201, 202-203 TE: Topic 3: 72A-73B; Topic 8: 196A-199B, 200A-201B, 202A-203B
ALGEBRAIC THINKING	
5.AT.1: Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.	SE/TE: Topic 3: 64-65, 66-67, 72-73, 74-77, 78-79, 80-81, 82-83; Topic 4: 92-93, 96-97, 98-101, 102-105, 110-111 TE: Topic 3: 64A-65B, 66A-67B, 72A-73B, 74A-77B, 78A-79B, 80A-81B, 82A-83B; Topic 4: 92A-93B, 96A-97B, 98A-101B, 102A-105B, 110A-111B
5.AT.2: Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.	SE/TE: Topic 9: 224-225, 226-227, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267 TE: Topic 9: 224A-225B, 226A-227B, 228A-229B, 230A-231B, 232A-233B, 234A-235B, 236A-237B, 238A-239B, 240A-243B; Topic 10: 252A-253B, 254A-255B, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B

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5.AT.3: Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).	SE/TE: Topic 11: 292-293 TE: Topic 11: 292A-293B
5.AT.4: 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).	SE/TE: Topic 11: 296-297 TE: Topic 11: 296A-297B
5.AT.5: Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).	SE/TE: Topic 2: 30-33, 36-39, 40-43, 44-45, 46-47, 48-49, 50-53; Topic 6: 146-147, 148-149, 150-151, 152-155, 156-157, 158-159, 160-161; Topic 7: 170-171, 174-175, 176-177, 178-179, 180-181, 182-185 TE: Topic 2: 30A-33B, 36A-39B, 40A-43B, 44A-45B, 46A-47B, 48A-49B, 50A-53B; Topic 6: 146A-147B, 148A-149B, 150A-151B, 152A-155B, 156A-157B, 158A-159B, 160A-161B; Topic 7: 170A-171B, 174A-175B, 176A-177B, 178A-179B, 180A-181B, 182A-185B
5.AT.6: Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405 TE: Topic 16: 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404A-405B
5.AT.7: Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	SE/TE: Topic 14: 362-363, 400-401, 402-403, 404-405 TE: Topic 14: 362A-363B, 400A-401B, 402A-403B, 404A-405B

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5.AT.8: Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.	SE/TE: Topic 8: 194-195, 196-199, 200-201, 202-203, 204-205, 206-207, 210-211, 212-213 TE: Topic 8: 194A-195B, 196A-199B, 200A-201B, 202A-203B, 204A-205B, 206A-207B, 210A-211B, 212A-213B
GEOMETRY	
5.G.1: Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.	SE/TE: Topic 15: 372-373, 374-375 TE: Topic 15: 372A-373B, 374A-375B
5.G.2: Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.	SE/TE: Topic 15: 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 376A-377B, 378A-379B, 380A-381B, 382A-383B
MEASUREMENT	
5.M.1: Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.	SE/TE: Topic 13: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345 TE: Topic 13: 332A-333B, 334A-335B, 336A-337B, 338A-339B, 340A-341B, 342A-343B, 344A-345B
5.M.2: Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	SE/TE: Topic 11: 286-287 TE: Topic 11: 286A-287B

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5.M.3: Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.	SE/TE: Topic 15: 372-373, 374-375, 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 372A-373B, 374A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B
5.M.4: 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 or multiplying the height by the area of the base.	SE/TE: Topic 12: 314-315, 316-319 TE: Topic 12: 314A-315B, 316A-319B
5.M.5: Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.	SE/TE: Topic 12: 316-319, 320-321 TE: Topic 12: 316A-319B, 320A-321B
5.M.6: Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems and other mathematical problems.	SE/TE: Topic 12: 320-321 TE: Topic 12: 320A-321B
DATA ANALYSIS AND STATISTICS	
5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.	SE/TE: Topic 14: 354-355, 356-357, 358-359, 360-361, 362-363 TE: Topic 14: 354A-355B, 356A-357B, 358A-359B, 360A-361B, 362A-363B
5.DS.2: Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.	For related content, please see: SE/TE: Topic 14: 356-357, 358-359, 360-361 TE: Topic 14: 356A-357B, 358A-359B, 360A-361B

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PROCESS STANDARDS FOR MATHEMATICS	
PS.1: Make sense of problems and persevere in solving them.	<p>SE/TE: Topic 1: 8-9, 14-17; Topic 3: 66-69, 84-87; Topic 5: 120-123, 126-127; Topic 7: 164-165, 170-171; Topic 11: 266-269, 274-277; Topic 13: 326-327; Topic 15: 382-385, 390-391; Topic 17: 426-429</p> <p>TE: Topic 1: 8A-9B, 14A-17B; Topic 3: 66A-69B, 84A-87B; Topic 5: 120A-123B, 126A-127B; Topic 7: 164A-165B, 170A-171B; Topic 11: 266A-269B, 274A-277B; Topic 13: 326A-327B; Topic 15: 382A-385B, 390A-391B; Topic 17: 426A-429B</p>
PS.2: Reason abstractly and quantitatively.	<p>SE/TE: Topic 1: 4-7, 8-9; Topic 3: 62-63, 64-65; Topic 5: 120-123, 125-131; Topic 7: 166-169, 172-173; Topic 11: 262-265, 270-273; Topic 13: 322-323, 326-327; Topic 15: 378-379, 386-389; Topic 17: 426-429, 434-437</p> <p>TE: Topic 1: 4A-7B, 8A-9B; Topic 3: 62A-63B, 64A-65B; Topic 5: 120A-123B, 125A-131B; Topic 7: 166A-169B, 172A-173B; Topic 11: 262A-265B, 270A-273B; Topic 13: 322A-323B, 326A-327B; Topic 15: 378A-379B, 386A-389B; Topic 17: 426A-429B, 434A-437B</p>
PS.3: Construct viable arguments and critique the reasoning of others.	<p>SE/TE: Topic 1: 4-7, 8-9; Topic 3: 62-63, 64-65; Topic 5: 120-123, 124-125; Topic 7: 162-163, 164-165; Topic 11: 262-265, 270-273; Topic 13: 322-323, 330-333; Topic 15: 372-375, 376-377; Topic 17: 426-249, 430-431</p> <p>TE: Topic 1: 4A-7B, 8A-9B; Topic 3: 62A-63B, 64A-65B; Topic 5: 120A-123B, 124A-125B; Topic 7: 162A-163B, 164A-165B; Topic 11: 262A-265B, 270A-273B; Topic 13: 322A-323B, 330A-333B; Topic 15: 372A-375B, 376A-377B; Topic 17: 426A-249B, 430A-431B</p>

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<p>PS.4: Model with mathematics.</p>	<p>SE/TE: Topic 1: 10-13; Topic 3: 62-63, 64-65; Topic 5: 126-127, 136-137; Topic 7: 162-163, 178-179; Topic 11: 266-269, 274-277; Topic 13: 322-323, 326-327; Topic 15: 372-375, 380-381; Topic 17: 426-249, 444-447</p> <p>TE: Topic 1: 10A-13B; Topic 3: 62A-63B, 64A-65B; Topic 5: 126A-127B, 136A-137B; Topic 7: 162A-163B, 178A-179B; Topic 11: 266A-269B, 274A-277B; Topic 13: 322A-323B, 326A-327B; Topic 15: 372A-375B, 380A-381B; Topic 17: 426A-249B, 444A-447B</p>
<p>PS.5: Use appropriate tools strategically.</p>	<p>SE/TE: Topic 1: 18-21, 24-25; Topic 3: 70-73, 78-79; Topic 5: 120-123, 126-127; Topic 7: 162-163, 166-169; Topic 11: 262-265, 266-269; Topic 13: 322-323, 328-329; Topic 15: 378-379, 386-389; Topic 17: 430-431, 444-447</p> <p>TE: Topic 1: 18A-21B, 24A-25B; Topic 3: 70A-73B, 78A-79B; Topic 5: 120A-123B, 126A-127B; Topic 7: 162A-163B, 166A-169B; Topic 11: 262A-265B, 266A-269B; Topic 13: 322A-323B, 328A-329B; Topic 15: 378A-379B, 386A-389B; Topic 17: 430A-431B, 444A-447B</p>
<p>PS.6: Attend to precision.</p>	<p>SE/TE: Topic 1: 14-17; Topic 3: 62-63, 64-65; Topic 5: 124-125, 134-135; Topic 7: 166-169; Topic 11: 262-265, 274-277; Topic 13: 330-333; Topic 15: 380-381; Topic 17: 426-429, 430-431</p> <p>TE: Topic 1: 14A-17B; Topic 3: 62A-63B, 64A-65B; Topic 5: 124A-125B, 134A-135B; Topic 7: 166A-169B; Topic 11: 262A-265B, 274A-277B; Topic 13: 330A-333B; Topic 15: 380A-381B; Topic 17: 426A-429B, 430A-431B</p>

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PS.7: Look for and make use of structure.	SE/TE: Topic 1: 4-7, 10-13; Topic 3: 62-63, 64-65; Topic 5: 128-131, 136-137; Topic 7: 162-163, 166-169; Topic 11: 262-265, 270-273; Topic 13: 324-325, 334-337; Topic 15: 372-375, 378-379; Topic 17: 434-437, 438-441 TE: Topic 1: 4A-7B, 10A-13B; Topic 3: 62A-63B, 64A-65B; Topic 5: 128A-131B, 136A-137B; Topic 7: 162A-163B, 166A-169B; Topic 11: 262A-265B, 270A-273B; Topic 13: 324A-325B, 334A-337B; Topic 15: 372A-375B, 378A-379B; Topic 17: 434A-437B, 438A-441B
PS.8: Look for and express regularity in repeated reasoning.	SE/TE: Topic 1: 10-13, 22-23; Topic 3: 66-69, 74-75; Topic 5: 126-127, 134-135; Topic 7: 164-165, 170-171; Topic 11: 270-273; Topic 13: 324-325; Topic 15: 372-375, 380-381; Topic 17: 426-429, 434-437 TE: Topic 1: 10A-13B, 22A-23B; Topic 3: 66A-69B, 74A-75B; Topic 5: 126A-127B, 134A-135B; Topic 7: 164A-165B, 170A-171B; Topic 11: 270A-273B; Topic 13: 324A-325B; Topic 15: 372A-375B, 380A-381B; Topic 17: 426A-429B, 434A-437B
Mathematics Standards for Grade 6	
NUMBER SENSE	
6.NS.1: Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.	SE/TE: Topic 10: 222-223 TE: Topic 10: 222A-223B
6.NS.2: Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.	SE/TE: Topic 9: 214-215; Topic 10: 222-223, 226-229, 246-249 TE: Topic 9: 214A-215B; Topic 10: 222A-223B, 226A-229B, 246A-249B

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6.NS.3: Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	SE/TE: Topic 1: 8-9, 22-23; Topic 5: 128-131 TE: Topic 1: 8A-9B, 22A-23B; Topic 5: 128A-131B
6.NS.4: Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	SE/TE: Topic 10: 222-223, 224-225, 226-229, 242-245 TE: Topic 10: 222A-223B, 224A-225B, 226A-229B, 242A-245B
6.NS.5: Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.	SE/TE: Topic 6: 146-147, 150-153, 154-155; Topic 14: 348-349 TE: Topic 6: 146A-147B, 150A-153B, 154A-155B; Topic 14: 348A-349B
6.NS.6: Identify and explain prime and composite numbers.	SE/TE: Topic 5: 124-125 TE: Topic 5: 124A-125B
6.NS.7: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.	SE/TE: Topic 5: 126-127 TE: Topic 5: 126A-127B
6.NS.8: Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: a/b , a to b , $a:b$.	SE/TE: Topic 7: 178-179; Topic 12: 300-301 TE: Topic 7: 178A-179B; Topic 12: 300A-301B

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6.NS.9: Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.	SE/TE: Topic 12: 306-307, 314-315; Topic 13: 324-325 TE: Topic 12: 306A-307B, 314A-315B; Topic 13: 324A-325B
6.NS.10: Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).	SE/TE: Topic 12: 302-305; Topic 13: 322-323, 326-327, 328-329; Topic 14: 344-347, 348-349, 352-353 TE: Topic 12: 302A-305B; Topic 13: 322A-323B, 326A-327B, 328A-329B; Topic 14: 344A-347B, 348A-349B, 352A-353B
COMPUTATION	
6.C.1: Divide multi-digit whole numbers fluently using a standard algorithmic approach.	SE/TE: Topic 3: 74-75; Topic 4: 106-109 TE: Topic 3: 74A-75B; Topic 4: 106A-109B
6.C.2: Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.	SE/TE: Topic 1: 18-21; Topic 3: 62-63, 64-65, 66-69, 70-73, 76-77, 78-79, 84-87; Topic 6: 154-155 TE: Topic 1: 18A-21B; Topic 3: 62A-63B, 64A-65B, 66A-69B, 70A-73B, 76A-77B, 78A-79B, 84A-87B; Topic 6: 154A-155B
6.C.3: Solve real-world problems with positive fractions and decimals by using one or two operations.	SE/TE: Topic 6: 146-147, 150-153, 154-155; Topic 7: 162-163, 166-169; Topic 8: 186-187, 190-191, 194-195; Topic 9: 206-207, 210-211; Topic 14: 348-349 TE: Topic 6: 146A-147B, 150A-153B, 154A-155B; Topic 7: 162A-163B, 166A-169B; Topic 8: 186A-187B, 190A-191B, 194A-195B; Topic 9: 206A-207B, 210A-211B; Topic 14: 348A-349B
6.C.4: Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.	SE/TE: Topic 9: 202-203, 204-205, 206-207, 208-209, 210-211 TE: Topic 9: 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B

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6.C.5: Evaluate positive rational numbers with whole number exponents.	SE/TE: Topic 1: 10-13; Topic 2: 39 TE: Topic 1: 10A-13B
6.C.6: Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process.	SE/TE: Topic 2: 34-35, 36-39, 40-41, 46-47; Topic 4: 96-97 TE: Topic 2: 34A-35B, 36A-39B, 40A-41B, 46A-47B; Topic 4: 96A-97B
ALGEBRA AND FUNCTIONS	
6.AF.1: Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.	SE/TE: Topic 1: 10-13 TE: Topic 1: 10A-13B
6.AF.2: Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.	SE/TE: Topic 4: 96-97 TE: Topic 4: 96A-97B
6.AF.3: Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.	SE/TE: Topic 2: 46-47; Topic 3: 80-81; Topic 17: 426-429, 430-433, 434-437 TE: Topic 2: 46A-47B; Topic 3: 80A-81B; Topic 17: 426A-429B, 430A-433B, 434A-437B
6.AF.4: Understand that solving an equation or inequality is the process of answering the following question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	SE/TE: Topic 3: 82-83; Topic 4: 98-101, 106-109; Topic 15: 386-389, 390-391 TE: Topic 3: 82A-83B; Topic 4: 98A-101B, 106A-109B; Topic 15: 386A-389B, 390A-391B

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6.AF.5: Solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p , q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.	SE/TE: Topic 4: 98-101, 102-105, 106-109, 110-113; Topic 9: 212-213; Topic 17: 426-429, 430-437, 434-437 TE: Topic 4: 98A-101B, 102A-105B, 106A-109B, 110A-113B; Topic 9: 212A-213B; Topic 17: 426A-429B, 430A-437B, 434A-437B
6.AF.6: Write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$, where c is a rational number, to represent a constraint or condition in a real-world or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram.	SE/TE: Topic 15: 386-389 TE: Topic 15: 386A-389B
6.AF.7: Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.	SE/TE: Topic 15: 380-381, 382-385, 390-391 TE: Topic 15: 380A-381B, 382A-385B, 390A-391B
6.AF.8: Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	SE/TE: Topic 15: 380-381, 382-385 TE: Topic 15: 380A-381B, 382A-385B
6.AF.9: Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.	SE/TE: Topic 13: 322-323, 330-333 TE: Topic 13: 322A-323B, 330A-333B
6.AF.10: Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	SE/TE: Topic 11: 290-291; Topic 12: 310-313; Topic 15: 376-377, 380-381 TE: Topic 11: 290A-291B; Topic 12: 310A-313B; Topic 15: 376A-377B, 380A-381B

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GEOMETRY AND MEASUREMENT	
6.GM.1: Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.	SE/TE: Topic 16: 400-403, 404-407, 412-413, 414-417, 418-419 TE: Topic 16: 400A-403B, 404A-407B, 412A-413B, 414A-417B, 418A-419B
6.GM.2: Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360° . Use this information to solve real-world and mathematical problems.	For related content, please see: SE/TE: Topic 15: 426-429, 430-431, 434-435 TE: Topic 15: 426A-429B, 430A-431B, 434A-435B
6.GM.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.	SE/TE: Topic 10: 250-253 TE: Topic 10: 250A-253B
6.GM.4: Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.	SE/TE: Topic 17: 430-433, 434-437 TE: Topic 17: 430A-433B, 434A-437B
6.GM.5: Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.	SE/TE: Topic 18: 462-463, 464-465 TE: Topic 18: 462A-463B, 464A-465B
6.GM.6: Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.	SE/TE: Topic 17: 444-447; Topic 18: 454-455, 456-461, 466-469 TE: Topic 17: 444A-447B; Topic 18: 454A-455B, 456A-461B, 466A-469B

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DATA ANALYSIS AND STATISTICS	
6.DS.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	SE/TE: Topic 19: 476-477, 478-479 TE: Topic 19: 476A-477B, 478A-479B
6.DS.2: Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.	SE/TE: Topic 19: 484-487, 488-489 TE: Topic 19: 484A-487B, 488A-489B
6.DS.3: Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).	SE/TE: Topic 19: 476-477, 478-479, 484-487, 490-493, 494-497, 498-499 TE: Topic 19: 476A-477B, 478A-479B, 484A-487B, 490A-493B, 494A-497B, 498A-499B
6.DS.4: Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.	SE/TE: Topic 19: 480-481, 482-483, 484-487, 490-493, 494-497, 498-499 TE: Topic 19: 480A-481B, 482A-483B, 484A-487B, 490A-493B, 494A-497B, 498A-499B