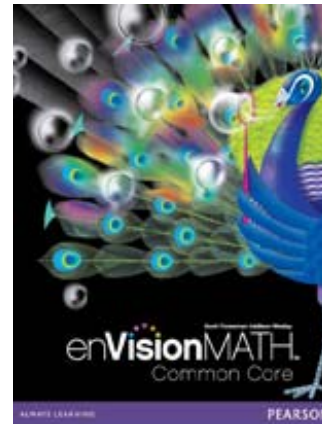
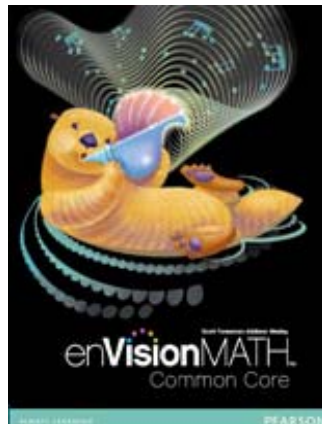
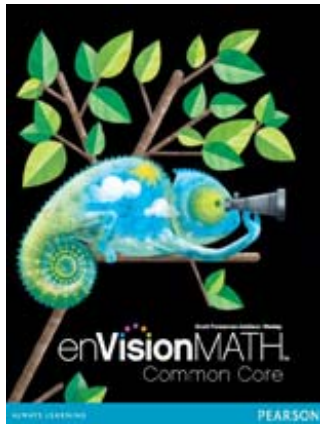
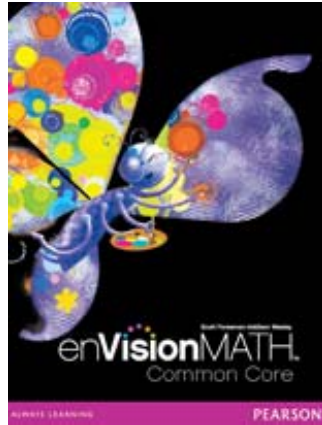
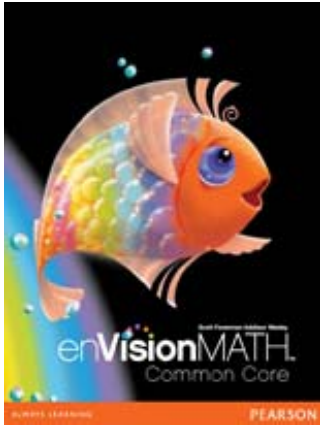


A Correlation of

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To the
**Missouri Learning Standards
Grade-Level Expectations
Kindergarten – Grade 5**

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To the Missouri Learning Standards Grade Level Expectations**

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To the Missouri Learning Standards Grade Level Expectations**

Missouri Learning Standards Grade-Level Expectations Kindergarten	enVisionMATH 2012 Common Core Kindergarten
Number Sense	
A Know the number names and the count sequence.	
1 Count to 100 by ones and tens.	SE: Topic 6: 107, 113-118 TE: Topic 6: 107F-107, 113A-118
2 Count forward beginning from a given number between 1 and 20.	SE: Topic 1: 15, 18; Topic 3: 52; Topic 5: 101, 102; Topic 6: 109-110 TE: Topic 1: 1D, 1G-1H, 15, 18; Topic 3: 52, 56A; Topic 4: 84C; Topic 5: 101A, 102A, 105A; Topic 6: 109-110, 110A-110B
3 Count backward from a given number between 10 and 1.	SE: Topic 4: 83-84; Topic 5: 101-102, 105 TE: Topic 4: 80C, 83-84, 84C; Topic 5: 101A, 102A-102C, 105
4 Read and write numerals and represent a number of objects from 0 to 20.	SE: Topic 1: 13-14, 15-18, 20; Topic 2: 22; Topic 3: 61; Topic 5: 103 TE: Topic 1: 1C, 13-14C, 15-18, 20; Topic 2: 22; Topic 3: 58C, 61; Topic 5: 91F, 103
B Understand the relationship between numbers and quantities; connect counting to cardinality.	
1 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	SE: Topic 1: 16; Topic 4: 70, 72 TE: Topic 1: 4B, 10B, 16; Topic 2: 23A, 24B, 26B, 28B, 33A, 34A-34B, 39A; Topic 3: 56B; Topic 4: 65C, 67A, 68B, 70, 72; Topic 5: 91A, 91C, 105A
2 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.	SE: Topic 1: 6, 18; Topic 3: 48, 51-52; Topic 5: 93, 97 TE: Topic 1: 4B, 5A, 6, 11A, 12B, 10B, 18; Topic 3: 47A, 48, 51A-52, 55A; Topic 5: 93, 97
3 Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.	SE: Topic 2: 35-36; Topic 4: 73, 74 TE: Topic 2: 26B, 35A-36C, 37A; Topic 4: 73A-73, 74-74C

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Missouri Learning Standards Grade-Level Expectations Kindergarten	enVisionMATH 2012 Common Core Kindergarten
4 Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.	SE: Topic 1: 6 TE: Topic 1: 5A, 6A-6
5 Demonstrate that a number can be used to represent “how many” are in a set.	SE: Topic 1: 6-8, 10, 18; Topic 3: 48, 50, 51-52; Topic 5: 93, 97 TE: Topic 1: 4B, 5A, 6-8C, 10A-10C, 11A-12A, 12B-12C, 10B, 18; Topic 3: 47A, 48-48C, 49A, 50, 51A-52, 55A; Topic 5: 93, 97
C Compare numbers.	
1 Compare two or more sets of objects and identify which set is equal to, more than or less than the other.	SE: Topic 2: 21, 23, 24, 25, 26, 27, 28, 33-34; Topic 4: 71-72, 77-78 TE: Topic 2: 21A-21, 23A-23, 24-24C, 25A-25, 26-26C, 27A-27, 28-28C, 33A-33, 34-34C; Topic 4: 65C, 71A-72, 77-78
2 Compare two numerals, between 1 and 10, and determine which is more than or less than the other.	SE: Topic 2: 35, 36, 40; Topic 4: 65-68, 69-70 TE: Topic 2: 21F, 35A-35, 36-36A, 40, 40B-40C; Topic 4: 65-68, 68A-68B, 68C, 69-70A, 70C
Number Sense and Operations in Base Ten	
A Work with numbers 11 – 19 to gain foundations for place value.	
1 Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	SE: Topic 10: 193-194 195-196, 197-198, 199-200, 201-203, 204; Topic 11: 205-206, 207-208, 209-210, 211-212, 213-214, 215-216, 217-218, 219-220 TE: Topic 10: 191B, 191E-191F, 193A-194C, 193-194, 194A-194B, 195A-196C, 197A-198C, 199A-200C, 201-203A, 204; Topic 11: 205B, 205E-205H, 207A-208C, 209A-210C, 211A-212C, 213A-214C, 215A-216C, 217-220

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Missouri Learning Standards Grade-Level Expectations Kindergarten	enVisionMATH 2012 Common Core Kindergarten
Relationships and Algebraic Thinking	
A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.	
1 Represent addition and subtraction within 10.	SE: Topic 7: 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-143, 144; Topic 8: 145, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-165, 166 TE: Topic 7: 125A-126, 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C, 141-144; Topic 8: 145A-145, 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C, 163-166
2 Demonstrate fluency for addition and subtraction within 5.	SE: Topic 7: 127-128, 141; Topic 8: 145, 150, 157-158, 164-165, 166 TE: Topic 7: 127-128C, 141; Topic 8: 145, 150-150C, 157-158C, 164-166; Topic 12: 242A
3 Decompose numbers less than or equal to 10 in more than one way.	SE: Topic 9: 169-170, 172, 173, 176, 178-180 TE: Topic 9: 167B, 167F, 169, 170A, 170C, 172, 172A, 172C, 174A-174C, 176-176C, 178A-178B, 180A-180C; Topic 12: 242A
4 Make 10 for any number from 1 to 9.	SE: Topic 9: 181-182, 183-184 TE: Topic 9: 181A-182C, 183A-184C
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Describe several measurable attributes of objects.	SE: Topic 12: 221-222, 223 TE: Topic 12: 221A-221H, 224B

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Missouri Learning Standards Grade-Level Expectations Kindergarten	enVisionMATH 2012 Common Core Kindergarten
2 Compare the measurable attributes of two objects.	SE: Topic 12: 221-222, 225-228, 231-232, 235-236, 237-238, 239 TE: Topic 12: 221A-221H, 224C, 225A-225, 226-226C, 227A, 228A-228C, 231-232C, 235A-236, 237-238A, 239
B Work with time and money.	
1 Demonstrate an understanding of concepts of time and devices that measure time.	This topics is covered in enVisionMATH Common Core Grade 1. Please see: SE: Topic 13: 411-414, 415-418, 419-422, 423-426, 427-430 TE: Topic 13: 411A-414B, 415A-418B, 419A-422B, 423A-426B, 427A-430B
2 Name the days of the week.	This topics is covered in enVisionMATH Common Core Grade 2. Please see: SE: Topic 16: 517-520 TE: Topic 16: 517A-520B
3 Identify pennies, nickels, dimes and quarters.	TE: Topic 4: 65F
C Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.	
1 Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	SE: Topic 14: 263-264, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-283, 284 TE: Topic 14: 263A-263H, 263-264, 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279-280, 280A-280C, 281-284
2 Describe the relative positions of objects in space.	SE: Topic 15: 285, 287, 288-289, 290-291, 292-293, 295-296, 297-298, 299, 300 TE: Topic 15: 285B-285C, 285E-285H, 285, 287, 288C, 289-290C, 291A-292C, 293A-294C, 295A-296C, 297-300

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Missouri Learning Standards Grade-Level Expectations Kindergarten	enVisionMATH 2012 Common Core Kindergarten
3 Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.	SE: Topic 16: 301-302 TE: Topic 14: 270A; Topic 16: 301G-301H, 302
4 Draw or model simple two-dimensional shapes.	SE: Topic 14: 266, 268, 270-272, 274 TE: Topic 14: 263E-263F, 266-266A, 266C, 268-268A, 270C, 270-272, 272C, 274
5 Compose simple shapes to form larger shapes using manipulatives.	SE: Topic 16: 305-306, 307, 310 TE: Topic 14: 274A; Topic 16: 301F, 305, 306A-306C, 307, 310, 310A-310C
Data and Statistics	
A Classify objects and count the number of objects in each category.	
1 Classify objects into given categories; count the number of objects in each category.	SE: Topic 13: 243-246, 247-248, 249-250, 251-252, 253-254, 255, 259-261 TE: Topic 13: 243B, 243E-243H, 243-246, 246A-246B, 247A, 247-248, 248A-248C, 249-250, 250A-250C, 251-252, 252B-252C, 253A, 253-254, 254A-254C, 255, 259-261
2 Compare category counts using appropriate language.	SE: Topic 13: 255-256, 257-258 TE: Topic 13: 255-256, 256A-256C, 257-258, 258A-258C

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To the Missouri Learning Standards Grade Level Expectations**

Missouri Learning Standards: Grade-Level Expectations Grade 1	enVisionMATH 2012 Common Core Grade 1
Number Sense	
A Understand and use numbers up to 120.	
1 Count to 120, starting at any number less than 120.	SE: Topic 7: 247-250, 251-254, 255-258, 259-262, 263-266 TE: Topic 7: 247A-250B, 251A-254B, 255A-258B, 259A-262B, 263-265A, 266
2 Read and write numerals and represent a number of objects with a written numeral.	SE: Topic 7: 247-250, 251-254, 255-258, 259-262, 263-266; Topic 8: 278; Step Up to Grade 2: 545 TE: Readiness: R2; Topic 7: 247A-250B, 251A-254B, 255A-258B, 259A-262B, 263-265A, 266; Topic 8: 278; Step Up to Grade 2: 545
3 Count backward from a given number between 20 and 1.	SE: Topic 7: 266; Topic 8: 295 TE: Readiness: R1; Topic 4: 147B; Topic 7: 266; Topic 8: 295
4 Count by 5s to 100 starting at any multiple of five.	SE: Topic 7: 237, 255-256, 257-258, 260, 265-266; Topic 14: 449-450, 451-452 TE: Topic 7: 237, 237B-237C, 255A, 255-256, 257-258B, 260, 262A, 265A, 266, 269A; Topic 8: 285A; Topic 14: 449A, 449-450, 451-452
Number Sense and Operations in Base Ten	
A Understand place value of two-digit numbers.	
1 Understand that 10 can be thought of as a bundle of 10 ones – called a “ten”.	SE: Topic 8: 267, 269-272, 274-276, 277-280, 281-284, 285-288, 289-292, 293-295, 296 TE: Topic 8: 267A-267F, 267, 269A-272B, 273A, 274-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B, 293-296

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Missouri Learning Standards: Grade-Level Expectations Grade 1	enVisionMATH 2012 Common Core Grade 1
3 Compare two two-digit numbers using the symbols $>$, $=$ or $<$.	SE: Topic 9: 307-310, 311, 320-321 TE: Topic 9: 307-310B, 311, 315A, 320-321
4 Count by 10s to 120 starting at any number.	SE: Topic 7: 261-262, 265; Topic 8: 295; Topic 9: 321; Topic 11: 363, 369-370 TE: Topic 7: 261-262, 265; Topic 8: 276B, 295; Topic 9: 276C, 321; Topic 11: 363, 369-370B
B Use place value understanding to add and subtract.	
1 Add within 100.	SE: Topic 10: 323, 325-328, 329-332, 333-336, 337-340, 341-344, 345-348, 349-351, 352 TE: Topic 10: 323A-323F, 323, 325-328B, 329-332B, 333A-336B, 337A-340B, 341A-344B, 345A-348B, 349-352
2 Calculate 10 more or 10 less than a given number mentally without having to count.	SE: Topic 10: 329-330, 337, 345-346; Topic 11: 355-356, 358, 359-362, 363, 369, 379, 380 TE: Topic 10: 329-330, 337, 345-346; Topic 11: 353E-353F, 355A, 355-356, 358, 358B, 359A-362, 362B, 363, 369, 371A, 379, 380
3 Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	SE: Topic 10: 329-330, 331-332, 337-340, 345-347, 349, 351; Topic 11: 355-356, 357-358, 359-362, 363-366, 367-370, 379, 381-382 TE: Topic 10: 329-330, 331-332, 337-340A, 345-347, 348B, 349, 351; Topic 11: 353E-353F, 355A, 355-356, 357-358A-358B, 359A-362A, 362B, 363A-366B, 367A-370A, 370B, 379, 381-382

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Missouri Learning Standards: Grade-Level Expectations Grade 1	enVisionMATH 2012 Common Core Grade 1
Relationships and Algebraic Thinking	
A Represent and solve problems involving addition and subtraction.	
1 Use addition and subtraction within 20 to solve problems.	This standard is addressed throughout enVisionMATH Common Core Grade 1, for example, please see: SE: Topic 1: 6, 8-10, 14; Topic 2: 44, 48, 52, 56; Topic 4: 120, 124, 128; Topic 5: 175-180; Topic 6: 229-232, 235, 236; Topic 10: 328, 332,336; Topic 11: 358, 362, 364, 370 TE: Topic 1: 1E-1F, 6-6A, 8-10, 14; Topic 2: 39E-39F, 44, 48, 52, 56; Topic 4: 120, 124, 128; Topic 5: 175-180B; Topic 6: 229-232, 235, 236; Topic 10: 328, 332,336; Topic 11: 358, 362, 364, 370
2 Solve problems that call for addition of three whole numbers whose sum is within 20.	SE: Topic 5: 191-194, 195-198, 200-201 TE: Topic 5: 191-194B, 195-198B, 200-201
3 Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	SE: Topic 2: 77-78, 79-80, 86-87 TE: Topic 2: 77-78, 79-80B, 86-87
4 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	SE: Topic 2: 43-44, 45-48, 49-52, 65-67, 69-72, 85, 87; Topic 3: 103-104, 105-106, 107, 112; Topic 6: 213-214, 217, 221, 226; Topic 10: 345 TE: Topic 2: 43-44, 45-48B, 49-52B, 65-67, 68A-68B, 69-72B, 85, 87; Topic 3: 89B, 103-104, 105-106B, 107, 112; Topic 6: 213-214, 217, 221, 226; Topic 10: 345
B Understand and apply properties of operations and the relationship between addition and subtraction.	
1 Use properties as strategies to add and subtract.	SE: Topic 1: 27-30; Topic 4: 117; Topic 5: 191-194 TE: Topic 1: 1B, 27A-30B; Topic 2: 45A, 49A; Topic 4: 115B, 117; Topic 5: 161B, 191-194B, 195A

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Missouri Learning Standards: Grade-Level Expectations Grade 1	enVisionMATH 2012 Common Core Grade 1
2 Demonstrate that subtraction can be solved as an unknown-addend problem.	SE: Topic 2: 41-44, 45-48, 49-52; Topic 3: 103-106; Topic 4: 141-144, 145-148, 149-152; Topic 6: 213-216, 217-220, 221-224 TE: Topic 2: 41-44B, 45-48B, 49-52B; Topic 3: 103-106B; Topic 4: 141-144B, 145A-148B, 149-152B; Topic 6: 213-216B, 217-220B, 221A-224B
C Add and subtract within 20.	
1 Add and subtract within 20.	SE: Topic 5: 161-162, 163-166, 167-170, 171-174, 175-178, 179-182, 183-186, 187-190, 199-201, 202; Topic 6: 203, 204, 205-208, 209-212, 213-216, 217-220, 221-224, 229-232, 233-236 TE: Topic 5: 161A-161F, 161-162, 163A-166B, 167A-170B, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B, 199-201, 202; Topic 6: 203A-203F, 203, 204, 205A-208B, 209A-212B, 213A-216B, 217A-220B, 221A-224B, 229A-232B, 233-236
2 Demonstrate fluency with addition and subtraction within 10.	SE: Topic 4: 115-116, 117-120, 121-124, 125-128, 129-132, 137, 141-144, 145-148, 149-152, 157-159 TE: Topic 4: 115A-116, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A, 137A, 141-144, 144B, 145A-148B, 149A-152B, 157-159
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.	SE: Topic 15: 469-470, 471-474, 479-482, 491-494, 495-498, 499-502, 511-513, 514 TE: 469A-469F, 469-470, 471A-474B, 479-482B, 491-494B, 495A-498B, 499-502B, 503A, 511-514
2 Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	SE: Topic 15: 475-478, 483-486, 487-490, 503-506, 511-513 TE: Topic 15: 475-478B, 483-486B, 487-490B, 503-506B, 507A, 511-513

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Missouri Learning Standards: Grade-Level Expectations Grade 1	enVisionMATH 2012 Common Core Grade 1
3 Recognize two- and three-dimensional shapes from different perspectives and orientations.	SE: Topic 15: 507-510 TE: Topic 15: 507-510B
4 Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	SE: Topic 16: 515-516, 517-520, 521-524, 525-528, 529-532, 533-535, 536 TE: Topic 16: 515A-515F, 515-516, 517A-520B, 521-524B, 525A-528B, 529A-532B, 533-536
B Measure lengths in non-standard units.	
1 Order three or more objects by length.	SE: Topic 12: 385-388, 391-392, 397-400, TE: Topic 12: 385A-388B, 391-392, 393A, 396B, 397-400B, 401A, 405A
2 Compare the lengths of two objects indirectly by using a third object.	SE: Topic 12: 389-392 TE: 3 Topic 12: 89A-392B
3 Demonstrate the ability to measure length or distance using objects.	SE: Topic 12: 393-396, 397-400, 401-404, 405-408, 409-411, 412 TE: Topic 12: 393A-396B, 397-400B, 401-404B, 405A-408B, 409-412
C Work with time and money.	
1 Tell and write time in hours and half-hours using analog and digital clocks.	SE: Topic 13: 413-414, 415-418, 419-422, 423-426, 431-433, 434 TE: Topic 13: 413A-413F, 413-414, 415A-418B, 419A-422B, 423A-426B, 427A, 431-434
2 Know the value of a penny, nickel, dime and quarter.	This standard is addressed in enVisionMATH Common Core Grade 2, please see: SE: Topic 13: 417-418, 419-422, 423-426, 427-430, 431-434, 439-441, 442 TE: Topic 13: 417A-417F, 417-418, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 439-442

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Missouri Learning Standards: Grade-Level Expectations Grade 1	enVisionMATH 2012 Common Core Grade 1
Data and Statistics	
A Represent and interpret data.	
1 Collect, organize and represent data with up to three categories.	SE: Topic 14: 453-456, 457-460, 461-464, 465-467, 468 TE: Topic 14: 453A-456B, 457A-460B, 461A-464B, 465-468
2 Draw conclusions from object graphs, picture graphs, T-charts and tallies.	SE: Topic 14: 453-456, 457-460, 461-464, 465-467, 468 TE: Topic 14: 453A-456B, 457A-460B, 461A-464B, 465-468

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Missouri Learning Standards: Grade-Level Expectations Grade 2	enVisionMATH 2012 Common Core Grade 2
Number Sense and Operations in Base Ten	
A Understand place value of three digit numbers.	
1 Understand three-digit numbers are composed of hundreds, tens and ones.	SE: Topic 10: 295, 299, 301-304, 305, 309, 333, 335-336 TE: Topic 10: 295, 299, 300A, 301-304B, 305A, 309A, 321A, 333, 335-336
2 Understand that 100 can be thought of as 10 tens – called a “hundred”.	SE: Topic 10: 298, 300-300 TE: Topic 10: 298, 300A-300B
3 Count within 1000 by 1s, 10s and 100s starting with any number.	SE: Topic 10: 298, 299-300, 313, 317-320, 331-332, 335 TE: 10: 295E-295F, 298, 299-300B, 313, 317-320B, 325A, 331-332, 335
4 Read and write numbers to 1000 using number names, base-ten numerals and expanded form.	SE: Topic 10: 295, 297, 305-308, 313-316 TE: Topic 10: 295, 297, 300A-300B, 301A, 305A-308B, 313A-316B, 329A, 332A
5 Compare two three-digit numbers using the symbols $>$, $=$ or $<$.	SE: Topic 10: 321-324, 334, 336 TE: Topic 10: 321-324B, 325A, 334, 336
B Use place value understanding and properties of operations to add and subtract.	
1 Demonstrate fluency with addition and subtraction within 100.	This standard is addressed throughout enVisionMATH Common Core Grade 2, for example, please see: SE: Topic 2: 41-44, 45-48, 49-52, 53-56, 65-67; Topic 3: 69-70, 71-74, 79-82, 83-86, 87-90, 95-97; Topic 6: 157-160, 161A-164; Topic 7: 186, 187-190; Topic 8: 217-220, 221-224; Topic 9: 259-262, 263-266 TE: Topic 1: 34B-34C; Topic 2: 35A-35F, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 65-67; Topic 3: 69-70, 71A-74B, 79A-82B, 83A-86B, 87A-90B, 95-97; Topic 6: 157-160B, 161A-164B; Topic 7: 186, 187-190B; Topic 8: 217-220B, 221-224B; Topic 9: 259-262B, 263A-266B

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Missouri Learning Standards: Grade-Level Expectations Grade 2	enVisionMATH 2012 Common Core Grade 2
2 Add up to four two-digit numbers.	SE: Topic 8: 225-228, 229-232, 237-240, 241-244, 250-251, 252 TE: Topic 8: 225-228B, 229-232B, 237B-240, 241A-244B, 250-252
3 Add or subtract within 1000, and justify the solution.	SE: Topic 1: 27-30 Topic 2: 61-64; Topic 6: 177-180, 184; Topic 7: 203-206; Topic 8: 245-248; Topic 9: 287-290 TE: Topic 1: 27-30B; Topic 2: 61-64B; Topic 6: 177-180B, 184; Topic 7: 203-206B; Topic 8: 245-248B; Topic 9: 287-290B; Topic 11: 374A
4 Use the relationship between addition and subtraction to solve problems.	SE: Topic 1: 23-26; Topic 3: 75-78, 79-82, 83-86; Topic 9: 279-282 TE: Topic 1: 1A-1B, 15A, 23-26B; Topic 3: 69A-69B, 69E-69F, 75A-78B, 79A-82B, 83A-86B; Topic 9: 279-282B
5 Add or subtract mentally 10 or 100 to or from a given number within 1000.	SE: Topic 6: 157, 169-170, 173-176, 181-183 TE: Topic 6: 157, 169-170, 173-176B, 181-183
C Represent and solve problems involving addition and subtraction.	
1 Write and solve problems involving addition and subtraction within 100.	SE: Topic 1: 26, 31; Topic 2: 68; Topic 3: 91, 98; Topic 4: 113; Topic 6: 184; Topic 7: 203; Topic 8: 248-248; Topic 9: 290-290, 294 TE: Topic 1: 26, 30A, 31; Topic 2: 64A, 68; Topic 3: 91, 98; Topic 4: 113, 116A; Topic 6: 180A, 184; Topic 7: 203; Topic 8: 248A-248B; Topic 9: 290-290B, 294; Topic 11: 274A
Relationships and Algebraic Thinking	
A Add and subtract within 20.	
1 Demonstrate fluency with addition and subtraction within 20.	This standard is addressed throughout enVisionMATH Common Core Grade 2, for example, please see: SE: Topic 1: 2, 31, 33; Topic 2: 36, 38-39, 42-43, 44, 46-47, 50-51, 52, 54-55, 57, 59; Topic 3: 71-73, 75-77, 79-81, 83-85, 89, 95-97

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Missouri Learning Standards: Grade-Level Expectations Grade 2	enVisionMATH 2012 Common Core Grade 2
(Continued) 1 Demonstrate fluency with addition and subtraction within 20.	TE: Topic 1: 2, 30B, 31, 33; Topic 2: 34B-34C, 36, 38-39, 40B, 42-43, 44, 46-47, 48A-48B, 50-51, 52A, 52, 54-55, 56A-56B, 57, 59, 60A-60B; Topic 3: 71-73, 74A-74B, 75-77, 78B, 79-81, 82A-82B
B Develop foundations for multiplication and division.	
1 Determine if a set of objects has an odd or even number of members.	SE: Topic 5: 143-146, 152; Topic 11: 372, 378 TE: Topic 5: 121B, 143-146B, 150B, 152; Topic 6: 155A; Topic 8: 225A; Topic 9: 259A; Topic 11: 372, 374A-374B, 378; Topic 14: 449A
a. Count by 2s to 100 starting with any even number.	SE: Topic 4: 99-100, 101-103, 105 TE: Topic 1: 34A; Topic 4: 99-100, 101A, 112B; Topic 10: 320B
b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.	SE: Topic 4: 101-103, 105; Topic 5: 143 TE: Topic 4: 101-103, 104A-104B, 105; Topic 5: 143
c. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	SE: Topic 5: 144-146, 152 TE: Topic 4: 99E; Topic 5: 144-146, 146A-146B, 152
2 Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.	SE: Topic 4: 99, 106-107, 110, 112, 116, 117-119, 120 TE: Topic 4: 99, 106-107, 108A-108B, 110, 112, 112A-112B, 116, 116A-116B, 117-119, 120
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides.	SE: Topic 12: 379-380, 381-384, 385-386, 388-389, 390-392, 413, 415, 416 TE: Topic 12: 379-380, 381-384, 384A-384B, 385-386, 388-389, 390-392, 392A-392B, 397A, 413, 415-416

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Missouri Learning Standards: Grade-Level Expectations Grade 2	enVisionMATH 2012 Common Core Grade 2
a. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes.	SE: Topic 12: 379-380, 389, 390-392, 413, 415 TE: Topic 12: 379A-379F, 379-380, 384A, 389A-389, 390-392, 392A-392B, 413, 415
b. Identify the faces of three-dimensional objects.	SE: Topic 12: 381-384, 385-386, 388-389, 413, 415, 416 TE: Topic 12: 381-384, 384B, 385-386, 388-388B, 389A-389, 397A, 413, 415-416
2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	SE: Topic 12: 401-404, 406-407, 414-416 TE: Topic 12: 401-404B, 406-407, 408A-408B, 414-416
3 Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole.	SE: Topic 12: 401-404, 405-406, 407, 414-416 TE: Topic 12: 401-404B, 405-406, 407, 408A-408B, 414-416
a. Demonstrate that equal shares of identical wholes need not have the same shape.	SE: Topic 12: 398-399, 405, 407-408 TE: Topic 12: 398-399, 405, 407-408
B Measure and estimate lengths in standard units.	
1 Measure the length of an object by selecting and using appropriate tools.	SE: Topic 15: 465, 471-474, 474, 475-478, 479 TE: Topic 15: 465, 471-474, 474A-474B, 475-478B, 479
2 Analyze the results of measuring the same object with different units.	SE: Topic 15: 487-490, 499-502, 503, 505-506 TE: Topic 15: 487-490B, 499-502B, 503, 505-506

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Missouri Learning Standards: Grade-Level Expectations Grade 2	enVisionMATH 2012 Common Core Grade 2
3 Estimate lengths using units of inches, feet, yards, centimeters and meters.	SE: Topic 15: 471-474, 479-482, 483-485, 504, 506 TE: Topic 15: 471-474B, 479-482B, 483-485, 486A-486B, 504, 506
4 Measure to determine how much longer one object is than another.	SE: Topic 15: 491-494, 495-498, 504 TE: Topic 15: 491-494B, 495-498B, 504
C Relate addition and subtraction to length.	
1 Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.	SE: Topic 15: 491-494, 495-498, 504 TE: Topic 15: 491-494B, 495-498B, 504
2 Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.	SE: Topic 8: 233-234; Topic 9: 277-278 TE: Topic 8: 233A-234, 236A-236B; Topic 9: 275A, 277-278A
D Work with time and money.	
1 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	SE: Topic 16: 507, 509-512, 513-516, 533 TE: Topic 16: 507, 509-512B, 513A-516, 533
2 Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.	SE: Topic 16: 510-511, 513-515, 533 TE: Topic 16: 510-511, 512B, 513A, 513-515, 516B, 533
3 Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.	SE: Topic 13: 418-422, 423-426, 431-434, 439, 536A TE: Topic 13: 417A-417F, 418-422B, 423A-426B, 427A, 431A-434B, 439, 536A

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Missouri Learning Standards: Grade-Level Expectations Grade 2	enVisionMATH 2012 Common Core Grade 2
4 Find combinations of coins that equal a given amount.	SE: Topic 13: 427-430B, 440, 536A TE: Topic 13: 427-430, 440, 536A
Data and Statistics	
A Represent and interpret data.	
1 Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.	SE: Topic 16: 521-524, 534 TE: Topic 16: 521-524B
2 Generate measurement data to the nearest whole unit, and display the data in a line plot.	SE: Topic 16: 521-524 TE: Topic 16: 521-524B
3 Draw a picture graph or a bar graph to represent a data set with up to four categories.	SE: Topic 16: 525-528, 534-536 TE: Topic 16: 525A-528B, 534-536A
4 Solve problems using information presented in line plots, picture graphs and bar graphs.	SE: Topic 16: 529-532, 535-536 TE: Topic 16: 529A-532B, 535-536
5 Draw conclusions from line plots, picture graphs and bar graphs.	SE: Topic 16: 535-536A TE: Topic 16: 535-536

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVisionMATH 2012 Common Core Grade 3
Number Sense and Operations in Base Ten	
A Use place value understanding and properties of operations to perform multi-digit arithmetic.	
1 Round whole numbers to the nearest 10 or 100.	SE: Topic 2: 42-44, 46-48, 50-52, 58-59; Topic 3: 63; Topic 14: 357 TE: Topic 2: 29B-29C, 42A-44, 45A-45B, 46-48, 49B, 50A-52, 53A-53B, 58-59; Topic 3: 63; Topic 14: 357
2 Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	SE: Topic 1: 7, 9-11, 16-17, 21, 24, 26, 28; Topic 2: 39; Topic 3: 63 TE: Topic 1: 6B-7, 7A-7B, 8A-8B, 9-9B, 10A-11B, 16B-17, 19B, 20B, 21-21B, 24, 26, 28; Topic 2: 32A, 34A, 36A, 39, 40A, 42A Topic 3: 66A-66, 67B, 78A, 80A, 86A
3 Demonstrate fluency with addition and subtraction within 1000.	SE: Topic 2: 34, 38, 40, 58; Topic 3: 66-67, 68-71, 72-73, 74-75, 78, 81, 82-84, 86-89, 91, 92 TE: Topic 1: 28B; Topic 2: 34, 38, 39B, 40, 41B, 58; Topic 3: 66B, 66-67B, 68B-71B, 72B-72, 73A-73, 74A-74B, 75A-75B, 76B, 78B-78, 79A-79B, 80B, 81-81B, 82B-84, 85B, 86B-87, 87A-87B, 91
4 Multiply whole numbers by multiples of 10 in the range 10-90.	SE: Topic 5: 130-131 TE: Topic 5: 130B, 130-131, 131A-131B
Number Sense and Operations in Fractions	
A Develop understanding of fractions as numbers.	
1 Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.	SE: Topic 9: 224, 226, 228, 234, 242; Topic 14: 360 TE: Topic 9: 224B, 226, 228A-228B, 228, 234, 242; Topic 10: 247A; Topic 14: 361A, 360B-360

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVisionMATH 2012 Common Core Grade 3
2 Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.	SE: Topic 9: 222-223, 224-225, 226-227 TE: Topic 9: 222B, 222-223, 223A-223B, 224B, 224-225B, 226B, 227A
a. Describe the numerator as representing the number of pieces being considered.	SE: Topic 9: 224-225, 227 TE: Topic 9: 224B-225B, 226B, 227A
b. Describe the denominator as the number of pieces that make the whole.	SE: Topic 9: 224, 226-227 TE: Topic 9: 224B-225B, 226B, 227A
3 Represent fractions on a number line.	SE: Topic 9: 230-231 TE: Topic 9: 230B-231, 231A-231B
a. Understand the whole is the interval from 0 to 1.	SE: Topic 9: 230-231 TE: Topic 9: 230B-231, 231A-231B
b. Understand the whole is partitioned into equal parts.	SE: Topic 9: 230-231 TE: Topic 9: 230B-231, 231A-231B
c. Understand a fraction represents the endpoint of the length a given number of partitions from 0.	SE: Topic 9: 230-231 TE: Topic 9: 230B-231, 231A-231B
4 Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.	SE: Topic 10: 252-253, 254-256, 268 TE: Topic 10: 252B, 252-253, 253A-253B, 254B-256, 257B, 268

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVisionMATH 2012 Common Core Grade 3
5 Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.	SE: Topic 10: 258-259, 268 TE: Topic 10: 258B-259, 259A-259B, 268
6 Compare two fractions with the same numerator or denominator using the symbols $>$, $=$ or $<$, and justify the solution.	SE: Topic 10: 246-247, 248-249, 250, 252-253, 258-259, 266, 268, 270 TE: Topic 10: 246B-247, 247A-247B, 248B-249, 249A-249B, 251A-251B, 252A, 252, 253A-253B, 258-259, 266, 268, 270
7 Explain why fraction comparisons are only valid when the two fractions refer to the same whole.	SE: Topic 10: 262-263 TE: Topic 10: 262B, 262-263, 263B
Relationships and Algebraic Thinking	
A Represent and solve problems involving multiplication and division.	
1 Interpret products of whole numbers.	SE: Topic 4: 100, 102-103 TE: Topic 4: 100B-100, 101B, 102B-103B, 104A
2 Interpret quotients of whole numbers.	SE: Topic 7: 172-173, 174-175 TE: Topic 7: 172B-173B, 174B-175B
3 Describe in words or drawings a problem that illustrates a multiplication or division situation.	SE: Topic 4: 106-107; Topic 7: 180-181, 182-183, 188; Topic 8: 210-211, 218 TE: Topic 4: 106B-107B; Topic 7: 180B-181B, 182B-183, 188; Topic 8: 210-211, 213A-213B, 218
4 Use multiplication and division within 100 to solve problems.	SE: Topic 4: 119-120, 122-123, 124-125, 126-127, 128-129, 130-131, 134, 136, 138; Topic 7: 172-173, 174-175, 181, 183-184, 186; Topic 8: 212, 214, 216 TE: Topic 4: 118B, 119-120, 121B, 122B-123, 123B, 124B-124, 125A-125B, 126, 127B, 128B-129B, 130B, 130-131B, 134, 136, 138; Topic 7: 172-173B, 174-175, 175B, 181-181B, 183-184, 186; Topic 8: 212, 214, 216

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVisionMATH 2012 Common Core Grade 3
5 Determine the unknown number in a multiplication or division equation relating three whole numbers.	SE: Topic 7: 176, 178-179; Topic 8: 204-205; Topic 14: 356 TE: Topic 7: 176, 178B-179B; Topic 8: 204, 205A-205; Topic 14: 356
B Understand properties of multiplication and the relationship between multiplication and division.	
1 Apply properties of operations as strategies to multiply and divide.	SE: Topic 4: 104-105, 105A-105B; Topic 5: 124-125; Topic 6: 142B, 142-143, 143A-143B; Topic 14: 350-351 TE: Topic 4: 104B, 104-105, 105A-105B; Topic 5: 124B, 124-125; Topic 6: 142B, 142-143B; Topic 14: 350B-351B
C Multiply and divide within 100.	
1 Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	SE: Topic 4: 100-101, 102-103, 104-105, 110, 112, 114; Topic 5: 118-121, 122-123, 124-125, 127, 128-129, 130-131, 134, 136, 138; Topic 6: 142-143, 144-145, 146-147, 148-150, 152-153, 156-157, 164, 166, 168; Topic 7: 172-173, 174, 184, 186, 188; Topic 8: 192-193, 194-197, 198-199, 200-201, 206-207, 208-209, 214, 216, 218 TE: Topic 4: 100B, 100-101B, 102B-103B, 104B-105B, 110, 112, 114-114A; Topic 5: 118B-121B, 122B-123B, 124B-125B, 126B-127B, 128B-129B, 130B-131B, 134, 136, 138; Topic 6: 142B-143B, 144B-145B, 146B-147B, 148B-150B, 152B-153B, 156B-157B, 164, 166, 168; Topic 7: 172B-173B, 174-175B, 184, 186, 188; Topic 8: 192B-193, 194B-197B, 198B-199B, 200B-201B, 206B-207B, 208B-209B, 214, 216, 218
2 Demonstrate fluency with products within 100.	SE: Topic 5: 118-119, 122, 124, 128-129; Topic 6: 146-147, 149, 156 TE: Topic 5: 118B-119, 121B, 122B-122, 123B, 124B-124, 125B, 127B, 128B-129, 129B; Topic 6: 146-147, 147B, 149, 151B, 152, 153B, 156, 157B

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVisionMATH 2012 Common Core Grade 3
D Use the four operations to solve word problems.	
1 Write and solve two-step problems involving variables using any of the four operations.	SE: Topic 5: 132-133; Topic 6: 160-162, 164, 166; Topic 8: 202-203 TE: Topic 5: 132B-133B; Topic 6: 160B-162, 163A-164, 166; Topic 8: 202B-20B
2 Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.	SE: Topic 2: 56-57, 58, 60, 62; Step Up to Grade 4: 418-419 TE: Topic 2: 56B-57B, 58, 60, 62; Step Up to Grade 4: 418-419
E Identify and explain arithmetic patterns.	
1 Identify arithmetic patterns and explain the patterns using properties of operations.	SE: Topic 5: 118, 122-123, 126-127 TE: Topic 5: 118B-118, 122-123, 126B-127B, 130B
Geometry and Measurement	
A Reason with shapes and their attributes.	
1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	SE: Topic 11: 280-282, 286-287 TE: Topic 11: 280B-282, 283B, 286B-287B
2 Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.	SE: Topic 11: 286, 298 TE: Topic 11: 286, 298
3 Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.	SE: Topic 10: 246-247, 248-249, 254-257, 261, 262-263, 266 268, 270 TE: Topic 10: 246-247, 247B, 248-249B, 250B; 254B-257B, 260B-261B, 262-263B, 266 268, 270
B Solve problems involving the measurement of time, liquid volumes and weights of objects.	
1 Tell and write time to the nearest minute.	SE: Topic 12: 308-309, 316, 318 TE: Topic 12: 308B-309B, 316, 318

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVisionMATH 2012 Common Core Grade 3
2 Estimate time intervals in minutes.	SE: Topic 12: 312-313, 316, 318 TE: Topic 12: 312B-313B, 316, 318; Topic 14: 348A
3 Solve problems involving addition and subtraction of minutes.	SE: Topic 11: 314-315, 316, 318, 320 TE: Topic 12: 314B-315B, 316, 318, 320
4 Measure or estimate length, liquid volume and weight of objects.	SE: Topic 15: 374-375, 376-377, 378-379, 380-381, 384, 386, 388 TE: Topic 15: 374B-375B, 376B-377B, 378B-379B, 380B-381B, 384, 386, 388
5 Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.	SE: Topic 15: 382-383, 386, 388 TE: Topic 15: 382B-383B, 386, 388
C Understand concepts of area.	
1 Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.	SE: Topic 14: 342-343, 345, 346-347, 348, 354, 364, 366 TE: Topic 14: 342B-343B, 344B, 345A-345B, 346B, 347A-347B, 348B, 353B, 354, 357B, 364, 366
2 Label area measurements with squared units.	SE: Topic 14: 342-343, 344-345, 346-347, 348, 359, 364, 366 TE: Topic 14: 342-343B, 344B, 345A-345B, 346B, 347A-347B, 348B, 349A-349B, 353B, 354B, 358A, 359, 362B, 366
3 Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.	SE: Topic 14: 348-349 TE: Topic 14: 348B-349, 353B
4 Multiply whole-number side lengths to solve problems involving the area of rectangles.	SE: Topic 14: 348-349, 364, 370 TE: Topic 14: 348B-349, , 353B, 354B, 358A, 364, 370

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Missouri Learning Standards: Grade-Level Expectations Grade 3	enVisionMATH 2012 Common Core Grade 3
5 Find rectangular arrangements that can be formed for a given area.	SE: Topic 14: 358-359, 366, 368 TE: Topic 14: 358B-359B, 366, 368
6 Decompose a rectangle into smaller rectangles to find the area of the original rectangle.	SE: Topic 14: 353-356, 368, 370 TE: Topic 14: 352B-353A, 353B, 354B-356, 357A-357B, 368, 370
D Understand concepts of perimeter.	
1 Solve problems involving perimeters of polygons.	SE: Topic 13: 324-325, 328-329, 330 TE: Topic 13: 324B-325B, 326A, 328A-329B, 330A-331
2 Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.	SE: Topic 14: 358-359, 366, 368 TE: Topic 14: 358B-359B, 366, 368
Data and Statistics	
A Represent and analyze data.	
1 Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.	SE: Topic 16: 398, 400-401, 402-403, 405-406, 410 TE: Topic 16: 398, 401A-401B, 402B-402, 403A-403B, 404B, 405-405B, 410
2 Solve one- and two-step problems using information presented in bar and/or picture graphs.	SE: Topic 16: 396-398, 401, 404-406, 408, 410 TE: Topic 16: 396A-397, 399B, 400A-400B, 401A, 402A-402B, 403A, 404A-404, 405A-405B, 410-410A
3 Create a line plot to represent data.	SE: Topic 16: 392-393, 394-395, 406, 410 TE: Topic 16: 392B, 393B, 394B-395B, 406, 410
4 Use data shown in a line plot to answer questions.	SE: Topic 16: 392-393, 394-395, 406, 410 TE: Topic 16: 392B, 393A-393B, 394B-395B, 406, 410-410A

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Missouri Learning Standards: Grade-Level Expectations Grade 4	enVisionMATH 2012 Common Core Grade 4
Number Sense and Operations in Base Ten	
A Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.	
1 Round multi-digit whole numbers to any place.	SE: Topic 3: 78-79; Topic 4: 94-95; Topic 5: 113, 124-125; Topic 6: 135; Topic 7: 172-173, 174-175 TE: Topic 3: 78A-79B; Topic 4: 94A-95B; Topic 5: 113, 124A-125B; Topic 6: 135; Topic 7: 172A-173B, 174A-175B
2 Read, write and identify multi-digit whole numbers up to one million using number names, base ten numerals and expanded form.	SE: Topic 3: 66-67, 68-69, 70-71, 74-77, 82, 84, 86 TE: Topic 3: 66-67B, 68A-69B, 70A-72, 73B, 74B-77B, 82, 84, 86; Topic 13: 346A
3 Compare two multi-digit numbers using the symbols $>$, $=$ or $<$, and justify the solution.	SE: Topic 1: 23; Topic 3: 63, 70-73, 75-76, 78; Topic 4: 107; Topic 14: 387 TE: Topic 1: 23; Topic 3: 63, 70A-73B, 75-76, 77A-77B, 78A-78; Topic 4: 107; Topic 10: 225E; Topic 14: 387, 396
4 Understand that in a multi-digit whole number, a digit represents 10 times what it would represent in the place to its right.	SE: Topic 3: 63, 66-67, 68-69; Step Up to Grade 5: 458-459 TE: Topic 3: 63A-63B, 66A-67B, 68A-69B; Step Up to Grade 5: 458-459
5 Demonstrate fluency with addition and subtraction of whole numbers.	SE: Topic 4: 87, 90-93, 96-99, 100-101, 102-103, 104-107, 108, 110, 112; Topic 13: 341 TE: Topic 4: 87, 90B-93B, 96B-99B, 100A-101B, 102B-103B, 104B-107B, 108, 110, 112-112A; Topic 13: 341

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Missouri Learning Standards: Grade-Level Expectations Grade 4	enVisionMATH 2012 Common Core Grade 4
6 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, and justify the solution.	This standard is addressed throughout enVisionMATH Common Core Grade 4, for example, please see: SE: Topic 5: 113, 116-117, 118-119, 120-121, 130, 132, 134; Topic 6: 144-146, 148-151, 152-153, 158, 160, 162; Topic 7: 166-168; Topic 8: 186-188, 190-191, 192-193, 194-195, 198, 200 TE: Topic 5: 113E, 113, 116B-117B, 118A-119B, 120A-121B, 130, 132, 134; Topic 6: 144A-146, 147A-147B, 148B-151B, 152A-153B, 154A, 158, 160, 162; Topic 7: 166A-168, 169A-169B, 170A; Topic 8: 186B-188, 189B, 190B-191B, 192A-193B, 194A-195B
7 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution.	SE: Topic 9: 212-213, 220, 222, 224; Topic 10: 225, 228, 230, 232-235, 236-238, 240-241, 242-243, 244-245, 248, 250, 252, 254; Topic 13: 341 TE: Topic 9: 212A-213B, 220, 222, 224; Topic 10: 225E-225, 228-229B, 230, 231A-231B, 232B-235B, 236A-238, 239A-239B, 240A-241B, 242A-243B, 244-245B, 246A, 248, 250, 252, 254; Topic 13: 341
Number Sense and Operations in Fractions	
A Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)	
1 Explain and/or illustrate why two fractions are equivalent.	SE: Topic 11: 264-267, 268-269, 280, 284 TE: Topic 11: 264B-267B, 268A-269B, 280, 284
2 Recognize and generate equivalent fractions.	SE: Topic 11: 264-267, 268-269, 280, 284 TE: Topic 11: 264B-267B, 268A-269B, 280, 284; Topic 12: 312A
3 Compare two fractions using the symbols $>$, $=$ or $<$, and justify the solution.	SE: Topic 11: 270-372, 275, 282, 284 TE: Topic 11: 270B-272, 273A-273B, 274A-274B, 275-275B, 276A, 282, 284; Topic 12: 302A-302B

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Missouri Learning Standards: Grade-Level Expectations Grade 4	enVisionMATH 2012 Common Core Grade 4
B Extend understanding of operations on whole numbers to fraction operations.	
1 Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.	SE: Topic 12: 290-291, 292-293, 294-295, 296-297, 320 TE: Topic 12: 290B-291B, 292A-293B, 294A, 294B-295B, 296A-297B, 298A, 320
2 Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.	SE: Topic 12: 314-315 TE: Topic 12: 314B-315B
3 Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.	SE: Topic 12: 298-300, 302, 304-305, 306-309, 310-311, 312-313, 316-318, 320, 322, 324, 326 TE: Topic 12: 298B-300, 301A-301B, 302A-302, 304-305A, 306B-309B, 310A-311B, 312B-313B, 316B-318, 319A-319B, 320, 322, 324, 326
4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	SE: Topic 13: 332-333, 334-335, 356, 360, 362 TE: Topic 13: 332B-333B, 334B-335B, 356, 360, 362
5 Solve problems involving multiplication of a fraction by a whole number.	SE: Topic 13: 332-333, 334-335, 356, 360, 362 TE: Topic 13: 332B-333B, 334B-335B, 356, 360, 362
C Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100)	
1 Use decimal notation for fractions with denominators of 10 or 100.	SE: Topic 13: 336-337, 343-344, 356, 362 TE: Topic 13: 336B-337B, 341A-341B, 342B, 343-344, 345B, 356, 362
2 Understand that fractions and decimals are equivalent representations of the same quantity.	SE: Topic 13: 336-337, 344, 356, 358, 360, 362 TE: Topic 13: 336B-337B, 342B, 344, 345A-345B, 356, 358, 360, 362

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Missouri Learning Standards: Grade-Level Expectations Grade 4	enVisionMATH 2012 Common Core Grade 4
3 Read, write and identify decimals to the hundredths place using number names, base ten numerals and expanded form.	SE: Topic 13: 339, 342-343, 346-347, 358 TE: Topic 13: 338B, 339, 342-344, 346A-347B, 348B, 352B, 353B, 358
4 Compare two decimals to the hundredths place using the symbols $>$, $=$ or $<$, and justify the solution.	SE: Topic 13: 348-349, 352-353, 358, 360 TE: Topic 13: 348-349, 351A-353, 354A, 358, 360
Relationships and Algebraic Thinking	
A Use the four operations with whole numbers to solve problems.	
1 Multiply or divide to solve problems involving a multiplicative comparison.	SE: Topic 1: 30-31, 32, 34 TE: Topic 1: 30B-31B, 32, 34
2 Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.	SE: Topic 5: 126-128, 130, 132; Topic 6: 144-145; Topic 8: 194-195; Topic 12: 312; Topic 14: 379, 389 TE: Topic 5: 126B-128, 129A-129B, 130, 132; Topic 6: 144B-144, 145; Topic 12: 312; Topic 8: 194-195; Topic 14: 379, 389
3 Solve whole number division problems involving variables in which remainders need to be interpreted, and justify the solution.	SE: Topic 9: 214-215, 217, 222, 224 TE: Topic 9: 214B-216, 217A-217, 222, 224
B Work with factors and multiples.	
1 Recognize that a whole number is a multiple of each of its factors and find the multiples for a given whole number.	SE: Topic 11: 262-263 TE: Topic 11: 262B-263B
2 Determine if a whole number within 100 is composite or prime, and find all factor pairs for whole numbers within 100.	SE: Topic 11: 258-259, 260-261 TE: Topic 11: 258B-259B, 260B-261B

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Missouri Learning Standards: Grade-Level Expectations Grade 4	enVisionMATH 2012 Common Core Grade 4
C Generate and analyze patterns.	
1 Generate a number pattern that follows a given rule.	SE: Topic 2: 40, 42-43, 44-45, 46-47, 50-53, 58, 60, 62 TE: Topic 2: 37E, 40, 41A-41B, 42A-42B, 43A-43B, 44A-45B, 46A, 47-48, 49A-49B, 50A-53B, 58, 60, 62; Topic 11: 262A
2 Use words or mathematical symbols to express a rule for a given pattern.	SE: Topic 2: 42-43, 44-45, 46-48, 50-53, 60, 62 TE: Topic 2: 37E, 41B, 42B-43, 43-44, 45-45B, 46B-47, 48, 49A-49B, 50B-53A, 54B, 60, 62
Geometry and Measurement	
A Classify 2-dimensional shapes by properties of their lines and angles.	
1 Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines.	SE: Topic 16: 422-423, 424-425, 444, 448 TE: Topic 16: 422B-423B, 424A-425B, 426A-426B, 444, 448
2 Classify two-dimensional shapes by their sides and/or angles.	SE: Topic 16: 434-435, 436-437, 438-439, 446, 448, 450 TE: Topic 16: 434B-435B, 436B-437B, 438B-439B, 446, 448, 450
3 Construct lines of symmetry for a two-dimensional figure.	SE: Topic 16: 440-441, 446, 448 TE: Topic 16: 440B-441B, 446, 448
B Understand the concepts of angle and measure angles.	
1 Identify and estimate angles and their measure.	SE: Topic 16: 426-427, 428-429, 444, 448 TE: Topic 16: 426B-427B, 428B-429B, 444, 448
2 Draw and measure angles in whole-number degrees using a protractor.	SE: Topic 16: 430-431, 432-433, 444, 448 TE: Topic 16: 429B-431B, 432A-433B, 444, 448

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Missouri Learning Standards: Grade-Level Expectations Grade 4	enVisionMATH 2012 Common Core Grade 4
C Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
1 Know relative sizes of measurement units within one system of units.	SE: Topic 14: 366-367, 368-369, 370-371, 379, 380-381, 383, 392, 394, 396, 398 TE: Topic 14: 366B-367B, 368A-369B, 370B-371B, 378B, 379A-379B, 380B-381B, 382B-383B, 392, 394, 396, 398
a. Convert measurements in a larger unit in terms of a smaller unit.	SE: Topic 14: 372-374, 384-386, 388-389, 392, 394, 396, 398 TE: Topic 14: 372B-374, 375A-375B, 384B-386, 387A-387B, 388-389B, 392, 394, 396, 398, 404B
2 Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.	SE: Topic 14: 376-377, 390-391, 392, 394, 396, 398, 404-405, 406-407, 414 416 TE: Topic 14: 376B-377B, 388B, 390B-391B, 392, 394, 396, 398, 404-405B, 406B-407B, 414 416
3 Apply the area and perimeter formulas for rectangles to solve problems.	SE: Topic 6: 155; Topic 15: 402-403, 410-411, 413, 414, 416, 418 TE: Topic 6: 155; Topic 15: 402B-403B, 410B-411, 413, 414, 416, 418
Data and Statistics	
A Represent and analyze data.	
1 Create a frequency table and/or line plot to display measurement data.	SE: Topic 15: 408-409, 410-412, 414, 416, 418 TE: Topic 15: 408B-409, 409B, 410B, 412, 413A-413, 414, 416, 418
2 Solve problems involving addition and subtraction by using information presented in a data display.	SE: Topic 15: 408-409, 410-412, 414, 416, 418 TE: Topic 15: 408B-409B, 410B, 412, 413A-413B, 414, 416, 418
3 Analyze the data in a frequency table, line plot, bar graph or picture graph.	SE: Topic 15: 408-409, 410-412, 414, 416 TE: Topic 15: 408B-409B, 410B, 412, 413A-413B, 414, 416

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Missouri Learning Standards: Grade-Level Expectations Grade 5	enVisionMATH 2012 Common Core Grade 5
Number Sense and Operations in Base Ten	
A Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths.	
1 Read, write and identify numbers from billions to thousandths using number names, base ten numerals and expanded form.	SE: Topic 1: 6-7 TE: Topic 1: 6B-7B
2 Compare two numbers from billions to thousandths using the symbols $>$, $=$ or $<$, and justify the solution.	SE: Topic 1: 16-17 TE: Topic 1: 16B-17, 17B; Topic 7: 180A
3 Understand that in a multi-digit number, a digit represents $\frac{1}{10}$ times what it would represent in the place to its left.	SE: Topic 1: 6, 8-9 TE: Topic 1: 6, 7A, 8B-9
4 Evaluate the value of powers of 10 and understand the relationship to the place value system.	SE: Topic 1: 6-7, 8-9; Topic 7: 171 TE: Topic 1: 6B-7B, 8B-9B; Topic 7: 171
5 Round numbers from billions to thousandths place.	SE: Topic 2: 34-35, 36-39 TE: Topic 2: 34B-35B, 36B-39B
6 Add and subtract multi-digit whole numbers and decimals to the thousandths place, and justify the solution.	SE: Topic 2: 40-43 TE: Topic 2: 40B-43B
7 Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution.	SE: Topic 3: 74-76, 78-79, 80-81; Topic 4: 105; Topic 6: 156-157, 158-159 TE: Topic 3: 74B-76, 77A-77B, 78B-79B, 80B-81B; Topic 4: 105; Topic 6: 156B-157B, 158B-159B

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Missouri Learning Standards: Grade-Level Expectations Grade 5	enVisionMATH 2012 Common Core Grade 5
8 Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.	SE: Topic 4: 92-93, 102-104, 106-109, 112, 114, 116; Topic 5: 120-121, 126-127, 128-129, 132-133; Topic 7: 170-171, 176-177, 178-179, 180-181, 185, 186, 188, 190 TE: Topic 4: 92B-93B, 102B-104, 105A-105B, 106B-109B, 112, 114, 116; Topic 5: 120-121B, 126B-127B, 128B-129, 131A-132B, 133-133B; Topic 7: 170B-171B, 176B-177B, 178B-179B, 180B-181B, 185, 186, 188, 190
Number Sense and Operations in Fractions	
A Understand the relationship between fractions and decimals (denominators that are factors of 100).	
1 Understand that parts of a whole can be expressed as fractions and/or decimals.	SE: Topic 9: 229; Topic 10: 257; Topic 11: 283, 296; TE: Topic 1: 12A-12B; Topic 9: 222B, 226B, 229; Topic 10: 257; Topic 11: 277A, 278B, 283, 296;
2 Convert decimals to fractions and fractions to decimals.	SE: Topic 1: 8-11, 12-13 TE: Topic 1: 8B-11B, 12A-13B; Topic 13: 340A; Topic 14: 354A
3 Compare and order fractions and/or decimals to the thousandths place using the symbols $>$, $=$ or $<$, and justify the solution.	SE: Topic 10: 249; Topic 11: 279, 281 TE: Topic 9: 240A; Topic 10: 249; Topic 11: 279, 281, 291A; Topic 14: 358A, 360A
B Perform operations and solve problems with fractions and decimals.	
1 Estimate results of sums, differences and products with fractions and decimals to the thousandths.	SE: Topic 2: 36-38, 43, 54, 56, 58, 60; Topic 3: 69-69, 84, 86 TE: Topic 2: 36B-38B, 39A-39B, 43, 54, 56, 58, 60; Topic 3: 68B-69B, 84, 86
2 Justify the reasonableness of a product when multiplying with fractions.	SE: Topic 11: 278-279, 282-283, 290-291 TE: Topic 11: 278B-279, 282-283, 285A-285B, 290B-291B

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Missouri Learning Standards: Grade-Level Expectations Grade 5	enVisionMATH 2012 Common Core Grade 5
a. Estimate the size of the product based on the size of the two factors.	SE: Topic 11: 280-281, 304 TE: Topic 11: 279B, 280B-281B, 285B, 304
b. Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.	SE: Topic 11: 288-289, 290-291 TE: Topic 11: 288B-289B, 290B-291B
c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	SE: Topic 11: 278-279, 282-283, 290-291 TE: Topic 11: 278B-279, 282-283, 285A-285B, 290B-291B
d. Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.	SE: Topic 9: 222-223, Topic 11: 283 TE: Topic 9: 222B-223B, 224B Topic 11: 283
3 Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.	SE: Topic 9: 234-235, 236-237, 238-239, 244, 246, 248 TE: Topic 9: 234B-235B, 236A-237B, 238B-239B, 244, 246, 248
4 Extend the concept of multiplication to multiply a fraction or whole number by a fraction.	SE: Topic 11: 278-279, 300, 304 TE: Topic 11: 278B-279B, 282A, 300, 304
a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.	SE: Topic 11: 286-287, 302 TE: Topic 11: 286B-287B, 302
b. Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.	SE: Topic 11: 285, 300, 302, 304 TE: Topic 11: 285, 300, 302, 304
c. Calculate and interpret the product of two fractions less than one.	SE: Topic 11: 282-284, 300, 302, 304 TE: Topic 11: 282B-284B, 285A-285B, 300, 302, 304

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Missouri Learning Standards: Grade-Level Expectations Grade 5	enVisionMATH 2012 Common Core Grade 5
5 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.	SE: Topic 11: 298-299, 300, 302 TE: Topic 11: 298B-299B, 300, 302
a. Calculate and interpret the quotient of a unit fraction by a non-zero whole number.	SE: Topic 11: 296-297, 302 TE: Topic 11: 296B-297B, 302
b. Calculate and interpret the quotient of a whole number by a unit fraction.	SE: Topic 11: 294-295, 302 TE: Topic 11: 294B—295B, 302
Relationships and Algebraic Thinking	
A Represent and analyze patterns and relationships.	
1 Investigate the relationship between two numeric patterns.	SE: Topic 8: 204-205, 206-207, 208-209; Topic 16: 400-401, 403, 406, 408, 410 TE: Topic 8: 204B-205B, 206B-207B, 208B-209B; Topic 16: 400B-401B, 402B, 403-403A, 406, 408, 410
a. Generate two numeric patterns given two rules.	SE: Topic 8: 204-205, 206-207, 208-209; Topic 16: 400-401, 403, 406, 408, 410 TE: Topic 8: 206B-207B, 208B-209B; Topic 16: 400B-401B, 403-403A, 406, 408, 410
b. Translate two numeric patterns into two sets of ordered pairs.	SE: Topic 16: 400-401, 403, 406, 408, 410 TE: Topic 16: 400B-401B, 403-403A, 406, 408, 410
c. Graph numeric patterns on the Cartesian coordinate plane.	SE: Topic 16: 400-401, 403, 406, 408, 410 TE: Topic 16: 400B-401B, 403-403A, 406, 408, 410

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d. Identify the relationship between two numeric patterns.	SE: Topic 8: 204-205, 206-207, 208-209; Topic 16: 400-401, 403, 406, 410 TE: Topic 8: 204B-205B, 206B-207B, 208B-209B; Topic 16: 400B-401B, 403-403A, 406, 410
2 Write a rule to describe or explain a given numeric pattern.	SE: Topic 8: 204-205; Topic 16: 400-401, 403 TE: Topic 8: 204B-205B; Topic 16: 400B-401B, 403-403A
B Write and interpret numerical expressions.	
1 Write, evaluate and interpret numeric expressions using the order of operations.	SE: Topic 8: 196-198, 200-201, 202-203 TE: Topic 8: 196B-198, 199A-199B, 200B-201B, 202B-203B
2 Translate written expressions into algebraic expressions.	SE: Topic 8: 210-211 TE: Topic 8: 210B-211B
C Use the four operations to represent and solve problems.	
1 Solve and justify multi-step problems involving variables, whole numbers, fractions and decimals.	SE: Topic 2: 50-52, 56, 60; Topic 6: 160-161; Topic 7: 182-184, 186; Topic 11: 292-293; Topic 13: 344-345, 350 TE: Topic 2: 50B-52, 53A-53B, 56, 60; Topic 6: 146A, 160-161B; Topic 7: 182B-184, 185A-185B, 186; Topic 8: 185A, 194A; Topic 11: 292B-293B; Topic 13: 344B-345B, 350; Topic 16: 204A
Geometry and Measurement	
A Classify two- and three-dimensional geometric shapes.	
1 Understand that attributes belonging to a category of figures also belong to all subcategories.	SE/TE: Topic 15: 372-373, 374-375, 376-377, 378-379, 382-383 TE: Topic 15: 372A-B, 373A-373B, 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 382A-382B, 383A-383B

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2 Classify figures in a hierarchy based on properties.	SE/TE: Topic 15: 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 381A-381B, 382A-382B, 383A-383B
3 Analyze and describe the properties of prisms and pyramids.	SE: Topic 12: 308-309, 324, 326 TE: Topic 12: 308B-309B, 324, 326
B Understand and compute volume.	
1 Understand the concept of volume and recognize that volume is measured in cubic units.	SE: Topic 12: 314-315, 322-323, 324, 326, 328 TE: Topic 12: 314B-315B, 322B-323B, 324, 326, 328
a. Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume.	SE: Topic 12: 314-315, 322-323, 326, 328 TE: Topic 12: 314B-315B, 322B-323B, 326, 328
b. Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.	SE: Topic 12: 314-315, 322-323, 324, 326, 328 TE: Topic 12: 314B-315B, 322B-323B, 324, 326, 328
2 Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths.	SE: Topic 12: 316-318, 320-321, 324, 326, 328 TE: Topic 12: 316B-318, 319A-319B, 320B-321B, 324, 326, 328
C Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.	
1 Define a first quadrant Cartesian coordinate system.	SE: Topic 16: 392-394 TE: Topic 16: 392B-393

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a. Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin.	SE: Topic 16: 392-395 TE: Topic 16: 392B-395B
b. Identify any point on the Cartesian coordinate plane by its ordered pair coordinates.	SE: Topic 16: 392-395 TE: Topic 16: 392B-395B
c. Define the first number in an ordered pair as the horizontal distance from the origin.	SE: Topic 16: 392-395 TE: Topic 16: 392B-395B
d. Define the second number in an ordered pair as the vertical distance from the origin.	SE: Topic 16: 392-395 TE: Topic 16: 392B-395B
2 Plot and interpret points in the first quadrant of the Cartesian coordinate plane.	SE: Topic 16: 392-395, 396-397, 398-399 TE: Topic 16: 392-395B, 396B-397B, 398B-399B
D Solve problems involving measurement and conversions within a measurement system.	
1 Convert measurements of capacity, length and weight within a given measurement system.	SE: Topic 13: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 346, 348, 350 TE: Topic 13: 332B-333B, 334B-335B, 336B-337B, 338B-339B, 340B-341B, 342B-343B, 346, 348, 350
2 Solve multi-step problems that require measurement conversions.	SE: Topic 13: 344-345, 346, 348, 350 TE: Topic 13: 344B-345B, 346, 348, 350
Data and Statistics	
A Represent and analyze data.	
1 Create a line graph to represent a data set, and analyze the data to answer questions and solve problems.	SE: Topic 14: 362-363, 364, 366 TE: Topic 14: 362B-363B, 364, 366

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<p style="text-align: center;">Missouri Learning Standards: Grade-Level Expectations Grade 5</p>	<p style="text-align: center;">enVisionMATH 2012 Common Core Grade 5</p>
<p>2 Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.</p>	<p>SE: Topic 14: 354-355, 356-357, 358-359, 360-361, 364, 366, 368</p> <p>TE: Topic 14: 354B-355B, 356B-357B, 358B-359B, 360B-361B, 364, 366, 368</p>