enVision Mathematics
Common Core

Priority Instructional Content for Kindergarten

Produced by Student Achievement Partners, the *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, and recommendations for integrating previous-grade content within relevant grade-level work.

In the chart below, these instructional considerations are matched to **enVision Mathematics** topics. Specific recommendations as to how these considerations can be implemented are also provided.

Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Numbers 0 to 5	*K.CC.A Know number names and the count sequence. *K.CC.B Count to tell the number of objects.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 2 Compare Numbers 0 to 5	*K.CC.C Compare numbers.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 3 Numbers 6 to 10	*K.CC.A Know number names and the count sequence. *K.CC.B Count to tell the number of objects.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 4 Compare Numbers 0 to 10	*K.CC.C Compare numbers.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 5 Classify and Count Data	K.MD.B Classify objects and count the number of objects in each category.	Integrate classifying and counting objects (K.MD.B) with other counting and comparison work in the grade (K.CC.A, B, and C) in order to reduce the amount of time spent on this cluster.	Combine Lessons 5-1 and 5-2.
Topic 6 Understand Addition	*K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	

Topic 7 Understand Subtraction	*K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 8 More Addition and Subtraction	*K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 9 Count Numbers to 20	*K.CC.A Know number names and the count sequence. *K.CC.B Count to tell the number of objects.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 10 Compose and Decompose Numbers 11 to 19	K.NBT.A Work with numbers 11–19 to gain foundations for place value.	Combine lessons on numbers 11–19 to address key concepts in order to reduce the amount of time spent on this cluster. Limit the amount of required student practice.	Combine Lessons 10-1, 10-2, and 10-3. Combine Lessons 10-4, 10-5, and 10-6.
Topic 11 Count Numbers to 100	*K.CC.A Know number names and the count sequence.	No special considerations for curricula. Time spent on instruction and practice should NOT be reduced.	
Topic 12 Identify and Describe Shapes	K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Combine lessons on identifying, describing, analyzing, comparing, and composing shapes to address key concepts across the clusters in this domain in order to reduce the amount of time spent on this cluster.	Combine Lessons 12-2, 12-3, and 12-4.
Topic 13 Analyze, Compare, and Create Shapes	K.G.B Analyze, compare, create, and compose shapes.	Combine lessons on identifying, describing, analyzing, comparing, and composing shapes to address key concepts across the clusters in this domain in order to reduce the amount of time spent on this cluster.	Combine Lessons 13-3 and 13-4. Combine Lessons 13-6 and 13-7.

Topic 14 Describe and Compare Measurable Attributes	K.MD.A Describe and compare measurable attributes.	Combine lessons on describing and comparing measurable attributes to address key concepts across this cluster in order to reduce the amount of time spent on this cluster. Limit the amount of required student practice. (Note that standards in K.MD.A do not require use of measuring devices or measurement units.)	Combine Lessons 14-4 and 14-5.

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Priority Instructional Content for Grade 1

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In general, when the Instructional Considerations suggest additional practice or foundational work from the prior grade, the Recommendations for enVision Mathematics offer lessons from the **enVision Mathematics** *Math Diagnosis and Intervention System (MDIS).*

Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Understand Addition and Subtraction	1.OA.A Represent and solve problems involving addition and subtraction.	*1.OA.A.1 Emphasize problems that involve sums less than or equal to 10 and/or the related differences to keep the focus on making sense of different problem types; do not limit the range of addition and subtraction situations, but assign fewer problems with sums greater than 10 or related differences.	
Topic 2 Fluently Add and Subtract Within 10	1.OA.C Add and subtract within 20.	1.OA.C.5 Integrate counting into the work of the domain (OA), instead of separate lessons, in order to reduce the amount of time spent on this standard. *1.OA.C.6 No special considerations for curricula well aligned to adding and subtracting within 20, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	

Topic 3 Addition Facts to 20: Use Strategies	1.OA.C Add and subtract within 20.	1.OA.C.5 Integrate counting into the work of the domain (OA), instead of separate lessons, in order to reduce the amount of time spent on this standard. *1.OA.C.6 No special considerations for curricula well aligned to adding and subtracting within 20, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	
Topic 4 Subtraction Facts to 20: Use Strategies	*1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.	No special considerations for curricula well aligned to understanding and applying properties of operations to addition and subtraction, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 5 Work with Addition and Subtraction Equations	*1.OA.D Work with addition and subtraction equations.	No special considerations for curricula well aligned to work with addition and subtraction equations, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced. 1.OA.A.2 Reduce the amount of time spent on lessons and problems that call for addition of three whole numbers. Limit the amount of required student practice.	Reduce the amount of student practice for Lessons 5-4 and 5-5.
Topic 6 Represent and Interpret Data	1.MD.C Represent and interpret data.	Eliminate lessons devoted to representing and interpreting data. (Do not eliminate problems about using addition and subtraction to solve problems about the data.)	Eliminate Lessons 6-1 through 6-3.
Topic 7 Extend the Counting Sequence	1.NBT.A Extend the counting sequence.	Eliminate lessons that are solely about extending the count sequence in order to reduce the amount of time spent on this cluster. Incorporate extending the count sequence into other lessons in the grade.	Eliminate Lessons 7-1 through 7-3.

Topic 8 Understand Place Value	*1.NBT.B Understand place value.	Incorporate foundational work on understanding that numbers 11–19 are built from ten ones and some further ones (K.NBT.A) to support grade 1 understanding of place value.	As needed, incorporate: **MDIS Lessons** **A18, A88**
Topic 9 Compare Two-Digit Numbers	*1.NBT.B Understand place value.	Incorporate foundational work on understanding that numbers 11–19 are built from ten ones and some further ones (K.NBT.A) to support grade 1 understanding of place value.	As needed, incorporate: **MDIS Lessons** **A18, A88**
Topic 10 Use Models and Strategies to Add Tens and Ones	*1.NBT.C Use place value understanding and properties of operations to add and subtract.	Emphasize the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction.	Emphasize Lessons 10-5 through 10-7.
Topic 11 Use Models and Strategies to Subtract Tens	*1.NBT.C Use place value understanding and properties of operations to add and subtract.	Emphasize the understanding that in adding two two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten, in order to strengthen the progression toward fluency with multi-digit addition and subtraction.	
Topic 12 Measure Lengths	*1.MD.A Measure lengths indirectly and by iterating length units.	No special considerations for curricula well aligned to measuring lengths indirectly by iterating length units, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 13 Time and Money	1.MD.B Tell and write time.	Eliminate lessons devoted to telling and writing time to the hour and half-hour (1.MD.B.3).	Eliminate Lessons 13-3 through 13-6.

Topic 14 Reason with Shapes and Their Attributes	1.G.A Reason with shapes and their attributes.	Combine lessons to address key concepts of defining attributes of shapes and composing shapes in order to reduce the amount of time spent on this cluster.	Combine Lessons 14-1 and 14-2. Combine Lessons 14-4 and 14-5. Combine Lessons 14-6 and 14-7.
Topic 15 Equal Shares of Circles and Rectangles	1.G.A Reason with shapes and their attributes.	Combine lessons to address key concepts of defining attributes of shapes and composing shapes in order to reduce the amount of time spent on this cluster.	

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Priority Instructional Content for Grade 2

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In general, when the Instructional Considerations suggest additional practice or foundational work from the prior grade, the Recommendations for enVision Mathematics offer lessons from the **enVision Mathematics** *Math Diagnosis and Intervention System (MDIS).*

Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Fluently Add and Subtract Within 20	*2.OA.B Add and subtract within 20.	Incorporate additional practice on the grade 1 fluency of adding and subtracting within 10 (1.OA.C.6) early in the school year to support the addition and subtraction work of grade 2 (2.OA).	As needed, incorporate: **MDIS Lessons B9, B10, B11, B12, B13, B14, B16, B19, B20, B21, B22, B23, B24**
Topic 2 Work with Equal Groups	2.OA.C Work with equal groups of objects to gain foundations for multiplication.	Eliminate lessons on foundations for multiplication.	Eliminate Lessons 2-3 through 2-5.
Topic 3 Add Within 100 Using Strategies	*2.NBT.B Use place value understanding and properties of operations to add and subtract.	Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.	Prioritize Lessons 3-1 through 3-4. As needed, incorporate: **MDIS Lessons C1, C2, C3, C4, C43**

Topic 4 Fluently Add Within 100	*2.NBT.B Use place value understanding and properties of operations to add and subtract.	Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.	Prioritize Lessons 4-1 through 4-6. As needed, incorporate: **MDIS Lessons C1, C2, C3, C4, C43**
Topic 5 Subtract Within 100 Using Strategies	*2.NBT.B Use place value understanding and properties of operations to add and subtract.	Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.	Prioritize Lessons 5-1 through 5-5. As needed, incorporate: **MDIS Lessons C12, C14, C15, C16, C38**

Topic 6 Fluently Subtract Within 100	*2.NBT.B Use place value understanding and properties of operations to add and subtract.	Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.	Prioritize Lessons 6-1 through 6-4. As needed, incorporate: **MDIS Lessons C12, C14, C15, C16, C38**
Topic 7 More Solving Problems Involving Addition and Subtraction	*2.OA.A Represent and solve problems involving addition and subtraction.	Emphasize problems that involve sums less than or equal to 20 and/or the related differences to keep the focus on making sense of different problem types; assign fewer problems with sums greater than 20 or related differences.	Prioritize Lessons 7-1, 7-2, 7-4, 7-8. As needed, incorporate: **MDIS Lessons B4, B5, B7, B8, B32, B33**
Topic 8 Work with Time and Money	2.MD.C Work with time and money.	Combine lessons in order to reduce the amount of time spent on time and money. Emphasize denominations that support place value understanding such as penny-dime-dollar. Limit the amount of required student practice.	Combine Lessons 8-1 and 8-2. Combine Lessons 8-3 and 8-4. Combine Lessons 8-6 and 8-7.

Topic 9 Numbers to 1,000	2.NBT.A Understand place value.	Emphasize the conceptual understanding of three-digit numbers (as detailed in 2.NBT.A.1). Integrate lessons and practice on counting, reading/writing, and comparing numbers (2.NBT.A.2, 3, and 4) into the work of place value. Limit the amount of required student practice on counting by ones, reading/writing, and comparing numbers.	Emphasize Lessons 9-1 through 9-3. Combine Lessons 9-4 and 9-5 Combine Lessons 9-6 and 9-7. Combine Lessons 9-8 and 9-9.
Topic 10 Add Within 1,000 Using Models and Strategies	*2.NBT.B Use place value understanding and properties of operations to add and subtract.	Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.	Prioritize Lessons 10-1 through 10-5. As needed, incorporate: **MDIS Lessons C1, C2, C3, C4, C43**

Topic 11 Subtract Within 1,000 Using Models and Strategies	*2.NBT.B Use place value understanding and properties of operations to add and subtract.	Prioritize strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. (Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.) Incorporate foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2.	Prioritize Lessons 11-1 through 11-4. As needed, incorporate: **MDIS Lessons C12, C14, C15, C16, C38**
Topic 12 Measuring Length	2.MD.A Measure and estimate lengths in standard units.	Integrate lessons and practice on comparing and estimating lengths (2.MD.A.2, 3, and 4) into the work of measuring length with tools (2.MD.A.1) in order to reduce the amount of time spent on this cluster. Limit the amount of required student practice.	Integrate Lessons 12-1 and 12-2. Integrate Lessons 12-3 and 12-4. Integrate Lessons 12-5 and 12-6. Integrate Lessons 12-8 and 12-9.
Topic 13 Shapes and Their Attributes	2.G.A Reason with shapes and their attributes.	Combine lessons to address key concepts on reasoning with shapes and their attributes in order to reduce the amount of time spent on this cluster. Limit the amount of required student practice.	Combine Lessons 13-1 and 13-2. Combine Lessons 13-6 and 13-7. Eliminate Lesson 13-8.

Topic 14 More Addition, Subtraction, and Length	2.MD.B Relate addition and subtraction to length.	*2.MD.B.5 Ensure word problems represent all grade 2 problem types, and refer to guidance for 2.OA.A. *2.MD.B.6 No special considerations for curricula well aligned to representing lengths on number line diagrams, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	
Topic 15 Graphs and Data	2.MD.D Represent and interpret data.	Eliminate lessons on generating measurement data (2.MD.D.9) and creating picture/bar graphs (2.MD.D.10). Integrate data displays only as settings for addition/subtraction word problems (2.OA.A).	Eliminate Lessons 15-1 through 15-4.

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Priority Instructional Content for Grade 3

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Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Understand Multiplication and Division of Whole Numbers	*3.OA.A Represent and solve problems involving multiplication and division.	No special considerations for curricula well aligned to multiplication and division concepts and problem solving, as detailed in this cluster. Students may need extra support to see row and column structure in arrays of objects. Time spent on instruction and practice should NOT be reduced.	
Topic 2 Multiplication Facts: Use Patterns	*3.OA.A Represent and solve problems involving multiplication and division.	No special considerations for curricula well aligned to multiplication and division concepts and problem solving, as detailed in this cluster. Students may need extra support to see row and column structure in arrays of objects. Time spent on instruction and practice should NOT be reduced.	
Topic 3 Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8	*3.OA.B Understand properties of multiplication and the relationship between multiplication and division.	Incorporate additional practice with double-digit sums (2.NBT.B.5) to support the grade 3 multiplication work with the properties of operations, especially the distributive property.	As needed, incorporate: **MDIS Lessons C2, C3, C4, C5, C6, C7, C8, C9, C10, C43**

Topic 4 Use Multiplication to Divide: Division Facts	*3.OA.B Understand properties of multiplication and the relationship between multiplication and division.	Incorporate additional practice with double-digit sums (2.NBT.B.5) to support the grade 3 multiplication work with the properties of operations, especially the distributive property. 3.OA.D.9 Eliminate lessons or problems on arithmetic patterns.	As needed, incorporate: **MDIS Lessons C2, C3, C4, C5, C6, C7, C8, C9, C10, C43** Eliminate Lesson 4-5.
Topic 5 Fluently Multiply and Divide within 100	*3.OA.C Multiply and divide within 100.	Incorporate additional practice with double-digit sums (2.NBT.B.5) to support the grade 3 multiplication work with the properties of operations, especially the distributive property. 3.OA.D.9 Eliminate lessons or problems on arithmetic patterns.	As needed, incorporate: **MDIS Lessons C2, C3, C4, C5, C6, C7, C8, C9, C10, C43** Eliminate Lesson 5-1.
Topic 6 Connect Area to Multiplication and Addition	3.MD.C Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Emphasize enduring concepts of geometric measurement (iterating a unit with no gaps or overlaps) (3.MD.C.5) and students using area models to support their mathematical explanations involving the distributive property for products (3.MD.C.7c). Combine lessons in order to reduce the amount of time spent on measuring area and limit the amount of required student practice.	Emphasize Lessons 6-1 and 6-5. Combine Lessons 6-2 and 6-3.

Topic 7 Represent and Interpret Data	3.MD.B Represent and interpret data.	3.MD.B.3 Eliminate lessons on creating scaled graphs. Integrate a few problems with scaled graphs only as settings for multiplication word problems (3.OA.A.3) and two-step word problems (3.OA.8).	Eliminate Lessons 7-2 and 7-3.
Topic 8 Use Strategies and Properties to Add and Subtract	3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.A.1 Combine lessons on rounding in order to reduce the amount of time spent on rounding numbers. Limit the amount of required student practice. 3.NBT.A.2 No special considerations for curricula well aligned to addition and subtraction within 1000, as detailed in this standard. Time spent on instruction and practice should not exceed what would be spent in a typical year. *3.OA.D.8 No special considerations for curricula well aligned to two-step word problems using the four operations, as detailed in this standard. Time spent on instruction and practice should NOT be reduced. 3.OA.D.9 Eliminate lessons or problems on arithmetic patterns.	Combine Lessons 8-5, 8-6, and 8-7. Eliminate Lesson 8-2.

Topic 9 Fluently Add and Subtract within 1,000	3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.A.2 No special considerations for curricula well aligned to addition and subtraction within 1000, as detailed in this standard. Time spent on instruction and practice should not exceed what would be spent in a typical year. *3.OA.D.8 No special considerations for curricula well aligned to two-step word problems using the four operations, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	
Topic 10 Multiply by Multiples of 10	3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.A.3 Combine lessons in order to reduce time spent multiplying by multiples of 10. Emphasize the connection to single-digit products and tens units. 3.OA.D.9 Eliminate lessons or problems on arithmetic patterns.	Combine Lessons 10-1 and 10-2. Eliminate Lesson 10-4.
Topic 11 Use Operations with Whole Numbers to Solve Problems	3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.	*3.OA.D.8 No special considerations for curricula well aligned to two-step word problems using the four operations, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.	

Topic 12 Understand Fractions as Numbers	*3.NF.A Develop understanding of fractions as numbers.	Emphasize the concept of unit fraction as the basis for building fractions. Prioritize the number line as a representation to develop students' understanding of fractions as numbers by foregrounding the magnitude, location, and order of fractions among whole numbers (3.NF.A.2) 3.MD.B.4 Eliminate any lessons or problems that do not strongly reinforce the fraction work of this grade (3.NF.A). Incorporate foundational work measuring with rulers (2.MD.A) to support entry into generating fractional measurement data in grade 3.	Emphasize Lessons 12-2 and 12-3. Prioritize Lessons 12-4 and 12-5. As needed, incorporate: **MDIS Lessons D13, D14, D15, D16, D17**
Topic 13 Fraction Equivalence and Comparison	*3.NF.A Develop understanding of fractions as numbers.	Emphasize the concept of unit fraction as the basis for building fractions. Prioritize the number line as a representation to develop students' understanding of fractions as numbers by foregrounding the magnitude, location, and order of fractions among whole numbers (3.NF.A.2)	Emphasize Lesson 13-1. Prioritize Lessons 13-2 and 13-6.
Topic 14 Solve Time, Capacity, and Mass Problems	3.MD.A Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Combine lessons in order to reduce the amount of time spent on time, volume, and mass. Reduce the amount of required student practice.	Combine Lessons 14-1 and 14-2. Combine Lessons 14-4 and 14-5. Combine Lessons 14-6 and 14-7.

Topic 15 Attributes of Two-Dimensional Shapes	3.G.A Reason with shapes and their attributes.	3.G.A.1 Combine lessons on shapes and their attributes in order to reduce the amount of time spent on this standard. 3.G.A.2 Eliminate separate geometry lessons on partitioning shapes.	Combine Lessons 15-1 and 15-2.
Topic 16 Solve Perimeter Problems	3.MD.D Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Integrate a few problems on perimeter into work on area (3.MD.C).	

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Priority Instructional Content for Grade 4

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Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Generalize Place Value Understanding	*4.NBT.A Generalize place value understanding for multi-digit whole numbers.	No special considerations for curricula well aligned to generalizing place value understanding, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 2 Fluently Add and Subtract Multi-Digit Whole Numbers	4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.	In relation to fluency expectations for subtracting multi-digit numbers, emphasize problems with only one regrouping step (4.NBT.B.4), in order to reduce algorithmic complexity.	Emphasize problems in Practice and Problem Solving as described in the Instructional Considerations.
Topic 3 Use Strategies and Properties to Multiply by 1-Digit Numbers	4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.	Incorporate fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work on multi-digit multiplication and division (4.NBT.5 & 6). (Note that there are no fluency expectations for multi-digit multiplication or division in grade 4; repetitive fluency exercises are not required.)	As needed, incorporate: **MDIS Lessons B46, B47, B48, B50, B51, B52, B53**

Topic 4 Use Strategies and Properties to Multiply by 2-Digit Numbers	4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.	Incorporate fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work on multi-digit multiplication and division (4.NBT.5 & 6). (Note that there are no fluency expectations for multi-digit multiplication or division in grade 4; repetitive fluency exercises are not required.)	As needed, incorporate: **MDIS Lessons B46, B47, B48, B50, B51, B52, B53**
Topic 5 Use Strategies and Properties to Divide by 1-Digit Numbers	4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic.	Incorporate fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work on multi-digit multiplication and division (4.NBT.5 & 6). (Note that there are no fluency expectations for multi-digit multiplication or division in grade 4; repetitive fluency exercises are not required.)	As needed, incorporate: **MDIS Lessons B58, B59, B60, B61**
Topic 6 Use Operations with Whole Numbers to Solve Problems	*4.OA.A Use the four operations with whole numbers to solve problems.	No special considerations for curricula well aligned to analyzing and solving multi-step word problems with the four operations (4.OA.3), and extending multiplicative thinking beyond grade 3 to solve problems involving comparison and the idea of times-as-many/times-as-much (4.OA.2).	

Topic 7 Factors and Multiples	4.OA.B Gain familiarity with factors and multiples.	Incorporate opportunities to solidify the fluency expectations of 3.OA.C.7 by giving additional practice sets related to products of single-digit factors and related quotients (with unknowns in all positions) into the grade 4 work of gaining familiarity with factors and multiples.	As needed, incorporate: **MDIS Lessons** **B46, B47, B48, B50, B51, B52, B53, B58, B59, B60, B61**
Topic 8 Extend Understanding of Fraction Equivalence and Ordering	*4.NF.A Extend understanding of fraction equivalence and ordering.	No special considerations for curricula well aligned to fraction equivalence and ordering, as detailed in this cluster. Incorporate some foundational work on simple equivalent fractions (3.NF.A.3). Time spent on instruction and practice should NOT be reduced.	As needed, incorporate: **MDIS Lessons** **H9, H16, H83**
Topic 9 Understand Addition and Subtraction of Fractions	4.NF.B Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Emphasize reasoning with unit fractions to determine sums and products, not committing calculation rules to memory or engaging in repetitive fluency exercises. Incorporate some foundational work on the meaning of the unit fraction (3.NF.A.1 & 2), especially through partitioning the whole on a number line diagram.	Emphasize Lessons 9-1 and 9-2. As needed, incorporate: **MDIS Lessons** **H5, H6, H7**

Topic 10 Extend Multiplication Concepts to Fractions	4.NF.B Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Emphasize reasoning with unit fractions to determine sums and products, not committing calculation rules to memory or engaging in repetitive fluency exercises. Incorporate some foundational work on the meaning of the unit fraction (3.NF.A.1 & 2), especially through partitioning the whole on a number line diagram.	Emphasize Lessons 10-1 and 10-2. As needed, incorporate: **MDIS Lessons H5, H6, H7**
Topic 11 Represent and Interpret Data on Line Plots	4.MD.B Represent and interpret data.	Eliminate lessons and problems that do not strongly reinforce the fraction work of this grade (4.NF).	
Topic 12 Understand and Compare Decimals	*4.NF.C Understand decimal notation for fractions, and compare decimal fractions.	No special considerations for curricula well aligned to concepts of decimal fractions, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 13 Measurement: Find Equivalence in Units of Measure	4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.1 No special considerations for curricula well aligned to measurement conversion, as detailed in this standard. Time spent on instruction and practice should not exceed what would be spent in a typical year. 4.MD.A.2 & 4.MD.A.3 Combine lessons on problems involving measurement, except for those on measurement conversion (see 4.MD.A.1). Limit the amount of required student practice.	Combine Lessons 13-6 and 13-7.

Topic 14 Algebra: Generate and Analyze Patterns	4.OA.C Generate and analyze patterns.	Eliminate lessons on generating and analyzing patterns.	Eliminate Lessons 14-1 through 14-4.
Topic 15 Geometric Measurement: Understand Concepts of Angles and Angle Measurement	4.MD.C Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.5 & 4.MD.C.6 Emphasize the foundational understanding of a one-degree angle as a unit of measure (4.MD.C.5a) and use that as the basis for measuring and drawing angles with protractors (4.MD.C.6). 4.MD.C.7 Eliminate lessons on recognizing angle measure as additive.	Emphasize Lesson 15-2. Eliminate Lesson 15-5.
Topic 16 Lines, Angles, and Shapes	4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Combine lessons on drawing and identifying lines and angles and classifying shapes by properties. Limit the amount of required student practice.	Combine Lessons 16-2 and 16-3. Combine Lessons 16-4 and 16-5.

enVision Mathematics
Common Core

Priority Instructional Content for Grade 5

Produced by Student Achievement Partners, the *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

In the chart below, these instructional considerations are matched to **enVision Mathematics** topics. Specific recommendations as to how these considerations can be implemented are also provided.

In general, when the Instructional Considerations suggest additional practice or foundational work from the prior grade, the Recommendations for enVision Mathematics offer lessons from the **enVision Mathematics** *Math Diagnosis and Intervention System (MDIS).*

Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Understand Place Value	*5.NBT.A Understand the place value system.	Allow for time to develop students' understanding of the foundational work of decimal fractions (4.NF.C) to support entry into understanding the place value system with decimals (5.NBT.A.1, 3, and 4).	As needed, incorporate: **MDIS Lessons** **H12, H24, H25, H30, H32, H34**
Topic 2 Use Models and Strategies to Add and Subtract Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.	*5.NBT.B.7 Incorporate students' understanding of decimal fractions (4.NF.C) to support entry into the grade 5 work of operations with decimals.	As needed, incorporate: **MDIS Lessons** **H12, H25, H30, H32, H34, H36**
Topic 3 Fluently Multiply Multi-Digit Whole Numbers	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.	Incorporate foundational work on multiplying and dividing multi-digit whole numbers (4.NBT.B.5 & 6) to support students' work operating with multi-digit whole numbers and decimals (*5.NBT.B). In relation to fluency expectations for multiplying multi-digit numbers, eliminate problems in which either factor has more than three digits.	As needed, incorporate: **MDIS Lessons** **G40, G42, G45, G64, G65, G66**

Topic 4 Use Models and Strategies to Multiply Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.	Incorporate foundational work on multiplying and dividing multi-digit whole numbers (4.NBT.B.5 & 6) to support students' work operating with multi-digit whole numbers and decimals (*5.NBT.B). In relation to fluency expectations for multiplying multi-digit numbers, eliminate problems in which either factor has more than three digits. *5.NBT.B.7 Incorporate students' understanding of decimal fractions (4.NF.C) to support entry into the grade 5 work of operations with decimals.	As needed, incorporate: **MDIS Lessons** **G40, G42, G45, G64, G65, G66** As needed, incorporate: **MDIS Lessons** **H12, H25, H30, H32, H34, H36**
Topic 5 Use Models and Strategies to Divide Whole Numbers	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.	Incorporate foundational work on multiplying and dividing multi-digit whole numbers (4.NBT.B.5 & 6) to support students' work operating with multi-digit whole numbers and decimals (*5.NBT.B). In relation to fluency expectations for multiplying multi-digit numbers, eliminate problems in which either factor has more than three digits.	As needed, incorporate: **MDIS Lessons** **G41, G43, G50, G51, G52**

Topic 6 Use Models and Strategies to Divide Decimals	*5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths.	Incorporate foundational work on multiplying and dividing multi-digit whole numbers (4.NBT.B.5 & 6) to support students' work operating with multi-digit whole numbers and decimals (*5.NBT.B). In relation to fluency expectations for multiplying multi-digit numbers, eliminate problems in which either factor has more than three digits. *5.NBT.B.7 Incorporate students' understanding of decimal fractions (4.NF.C) to support entry into the grade 5 work of operations with decimals.	As needed, incorporate: **MDIS Lessons** **G41, G43, G50, G51, G52** As needed, incorporate: **MDIS Lessons** **H12, H25, H30, H32, H34, H36**
Topic 7 Use Equivalent Fractions to Add and Subtract Fractions	*5.NF.A Use equivalent fractions as a strategy to add and subtract fractions.	Incorporate foundational work on equivalent fractions (4.NF.A.1) and on the conceptual understanding underlying fraction addition (4.NF.B.3) to support students' work on adding and subtracting fractions with unlike denominators (*5.NF.A).	As needed, incorporate: **MDIS Lessons** **H9, H10, H11, H16, H38, H39, H40, H41**
Topic 8 Apply Understanding of Multiplication to Multiply Fractions	*5.NF.B Apply and extend previous understandings of multiplication and division.	Incorporate foundations for multiplying fractions by whole numbers (4.NF.B.4) to support students' work in multiplying fractions and whole numbers by fractions (5.NF.4).	As needed, incorporate: **MDIS Lesson** **H47**
Topic 9 Apply Understanding of Division to Divide Fractions	*5.NF.B Apply and extend previous understandings of multiplication and division.	Incorporate foundations for multiplying fractions by whole numbers (4.NF.B.4) to support students' work in multiplying fractions and whole numbers by fractions (5.NF.4).	

Topic 10 Represent and Interpret Data	5.MD.B Represent and interpret data.	Eliminate lessons and problems on representing and interpreting data using line plots that do not strongly reinforce the fraction work of this grade (5.NF).	Eliminate Lessons 10-1 and 10-2.
Topic 11 Understand Volume Concepts	*5.MD.C Geometric measurement: understand concepts of volume.	No special considerations for curricula well aligned to the work of volume in grade 5, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 12 Convert Measurements	5.MD.A Convert like measurement units within a given measurement system.	Combine lessons on converting measurement units in order to reduce the amount of time spent on this topic.	Combine Lessons 12-1 and 12-4. Combine Lessons 12-2 and 12-5. Combine Lessons 12-3 and 12-6.
Topic 13 Write and Interpret Numerical Expressions	5.OA.A Write and interpret numerical expressions.	Combine lessons on writing and interpreting numerical expressions in order to reduce the amount of time spent on this topic.	Combine Lessons 13-2 and 13-3.
Topic 14 Graph Points on the Coordinate Plane	*5.G.A Graph points on the coordinate plane to solve real-world and mathematical problems.	Incorporate foundational understandings of number lines (such as found in the work of 4.NF) into the work of extending number lines to the coordinate plane, as detailed in this cluster. Emphasize interpreting coordinate values of points in the context of a situation.	As needed, incorporate: **MDIS Lessons H10, H25**
Topic 15 Algebra: Analyze Patterns and Relationships	5.OA.B Analyze patterns and relationships.	Eliminate lessons and problems on analyzing relationships between numerical patterns.	Eliminate Lessons 15-1 and 15-2.

Topic 16 Geometric Measurement: Classify Two-Dimensional Figures	5.G.B Classify two-dimensional figures into categories based on their properties.	Combine lessons on classifying two-dimensional figures into categories based on properties in order to reduce the amount of time spent on this topic.	Combine Lessons 16-1, 16-2 and 16-3.

enVision Mathematics
Common Core

Priority Instructional Content for Grade 6

Produced by Student Achievement Partners, the *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

In the chart below, these instructional considerations are matched to **enVision Mathematics** topics. Specific recommendations as to how these considerations can be implemented are also provided.

In general, when the Instructional Considerations suggest additional practice or foundational work from the prior grade, the Recommendations for enVision Mathematics offer lessons from the **enVision Mathematics** *Math Diagnosis and Intervention System (MDIS).*

Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Use Positive Rational Numbers	*6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.	Incorporate foundational work on division with unit fractions and whole numbers (5.NF.B.7) in the early part of students' work on fraction division (*6.NS.A). Eliminate lessons on computing fluently (6.NS.B.2 and 3) by integrating these problems into spiraled practice throughout the year. To keep students on track to algebra and avoid inequitable remediation structures, time in grade 6 should not be spent remediating multi-digit calculation algorithms.	As needed, incorporate MDIS L48 and L49. Eliminate Lessons 1-1 and 1-2. Maintain the use of the Fluency Practice Activity at the end of each Topic to ensure fluency practice throughout the year.
Topic 2 Integers and Rational Numbers	*6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers.	Incorporate foundational work on the coordinate plane (5.G.A.1) to support students' entry into this cluster.	As students begin the Solve & Discuss It! in Lesson 2-4, review what they know about the coordinate plane and graphing points in the first quadrant.
Topic 3 Numeric and Algebraic Expressions	*6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions.	Emphasize equivalent expressions (6.EE.A.3 and 4), particularly the idea that applying properties of operations to an expression always results in an expression that is equivalent to the original one.	Emphasize Lessons 3-6 and 3-7.

Topic 4 Represent ad Solve Equations and Inequalities	*6.EE.B Reason about and solve one-variable equations and inequalities. *6.EE.C Represent and analyze quantitative relationships between dependent and independent variables.	No special considerations for curricula well aligned to reasoning about and solving one-variable equations and inequalities, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced. No special considerations for curricula well aligned to this representing and analyzing quantitative relationships between dependent and independent variables, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced	
Topic 5 Understand and Use Ratio and Rate	*6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.	No special considerations for curricula well aligned to understanding ratio concepts and using ratio reasoning to solve problems, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 6 Understand and Use Percent	*6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.	No special considerations for curricula well aligned to understanding ratio concepts and using ratio reasoning to solve problems, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 7 Solve Area, Surface Area, and Volume Problems	6.G.A Solve real-world and mathematical problems involving area, surface area, and volume.	Incorporate foundational work on volume (5.MD.C) while working on volumes of right rectangular prisms with fractional edge lengths (6.G.A.2). Emphasize contextual problems, as detailed in the second sentence of the standard; eliminate lessons focused on the first sentence of the standard (finding the volume of a rectangular prism with fractional edge lengths by packing it with unit cubes).	As needed, incorporate MDIS N51. Topic 7 Lesson 1 develops understanding and builds reasoning leading to the triangle area formula but can be completed in a single class day. Lesson 7-2 is critical and paced as needed. Lessons 7-3 and 7-4 provide opportunities for students to find areas in real-world problems by decomposing figures into triangles and rectangles, and each lesson can be

Topic 7 (continued)		Eliminate lessons and problems involving polygons on the coordinate plane. Eliminate lessons and problems on constructing three-dimensional figures from nets and determining if nets can be constructed into three-dimensional figures during the study of nets and surface area.	completed in a single class day. Lesson 7-8 Example 1 can be eliminated from in-class instruction, but we encourage teachers to assign this Example prior to the lesson instruction to connect to prior learning that extends to volumes using fractional edge lengths. Eliminate Lesson 7-4 Example 3 and consider limiting Practice & Problem Solving to contextual problems only (6.NS.C.8). Incorporate concepts from Lesson 7-5 into instruction as students find the surface areas of prisms and pyramids in Lesson 7-6 and Lesson 7-7.
Topic 8 Display, Describe, and Summarize Data	6.SP.A Develop understanding of statistical variability. 6.SP.B Summarize and describe distributions.	Combine lessons about introductory statistical concepts so as to proceed more quickly to applying and reinforcing these concepts in context. (Note that there are no procedural expectations in the cluster; no procedural practice is required to meet the expectations of the cluster.) Reduce the amount of required student practice in calculating measures of center and measures of variation by hand, to make room to emphasize the concept of a distribution and the usefulness of summary measures. Reduce the amount of time spent creating data displays by hand.	Integrate the expectations of 6.SP.B as targeted concepts and skills are developed throughout Topic 8. Lesson 8-1 Example 1 can be combined with the instruction of Lesson 8-2 to move more quickly to applying and reinforcing statistical concepts in context. Lessons 8-3 and 8-4 can be combined when software that generates the displays are used. Focus on the information the display provides and how the display demonstrates and illustrates the data provided. The concepts of Lesson 8-6 can be integrated into the instruction of Lesson 8-7.

enVision Mathematics
Common Core

Priority Instructional Content for Grade 7

Produced by Student Achievement Partners, the *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

In the chart below, these instructional considerations are matched to **enVision Mathematics** topics. Specific recommendations as to how these considerations can be implemented are also provided.

In general, when the Instructional Considerations suggest additional practice or foundational work from the prior grade, the Recommendations for enVision Mathematics offer lessons from the **enVision Mathematics** *Math Diagnosis and Intervention System (MDIS).*

Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Rational Number Operations	*7.NS.A Apply and extend previous understandings of operations with fractions.	Incorporate foundational work on understandings of rational numbers (6.NS.C.5, 6, and 7) to build towards operations with rational numbers (*7.NS.A), as detailed by the cluster.	As needed, incorporate MDIS L70, L71, L72, L73.
Topic 2 Analyze and Use Proportional Relationships	*7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.	No special considerations for curricula well aligned to analyzing proportional relationships, as detailed by the cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 3 Analyze and Solve Percent Problems	*7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.	No special considerations for curricula well aligned to analyzing proportional relationships, as detailed by the cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 4 Generate Equivalent Expressions	*7.EE.A Use properties of operations to generate equivalent expressions.	Incorporate foundational work on writing and transforming linear expressions from grade 6 (6.EE.A) into the work of using properties of operations to generate equivalent expressions, as detailed by the cluster (*7.EE.A).	As needed, incorporate MDIS K16, K17, K18, K19

Topic 5 Solve Problems Using Equations and Inequalities	7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	*7.EE.B.3 No special considerations for curricula well aligned to solving multi-step real-life and mathematical problems, as detailed by the standard. Time spent on instruction and practice should NOT be reduced. *7.EE.B.4 Emphasize equations relative to inequalities. Incorporate foundational work of reasoning about and solving one-variable equations (6.EE.B) to support students' work on constructing equations to solve problems, as detailed by the standard (*7.EE.B.4). Time spent on instruction and practice relating to equations should NOT be reduced.	Emphasize Lessons 5-1, 5-2, and 5-3. As needed, incorporate MDIS K23, K24, K25, K26, K29
Topic 6 Use Sampling to Draw Inferences About Populations	7.SP.A Use random sampling to draw inferences about a population. 7.SP.B Draw informal comparative inferences about two populations.	Combine lessons on using random sampling to draw inferences about a population and using measures of center and variability to draw comparative inferences about two populations in order to reduce the amount of time spent on this topic. Incorporate students' grade 6 understanding of statistical variability (6.SP.A). Limit the amount of required student practice. Eliminate lessons and problems on assessing the degree of overlap on data distributions, as detailed in the standard (7.SP.B.3).	As needed, incorporate MDIS N76, N77, N78, N79. Consider combining Lesson 6-1 and Lesson 6-2, assigning targeted Practice & Problem Solving. Eliminate Lesson 6-4.

Topic 7 Probability	7.SP.C Investigate chance processes and develop, use, and evaluate probability models.	Combine lessons on developing, using, and evaluating probability models in order to emphasize foundational concepts and reduce the amount of time spent on this topic (7.SP.C). Limit the amount of required student practice. Eliminate lessons and problems on finding probabilities of compound events, as detailed in the standard (7.SP.C.8).	Combine Lesson 7-2 and Lesson 7-3, assigning targeted Practice & Problem Solving. Eliminate Lessons 7-5, 7-6, and 7-7.
Topic 8 Solve Problems Involving Geometry	7.G.A Draw, construct, and describe geometrical figures and describe the relationships between them. 7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Reduce time spent creating scale drawings by hand. (7.G.A.1) Eliminate lessons on drawing and constructing triangles, as detailed in the standard (7.G.A.2). Eliminate lessons on analyzing figures that result from slicing three-dimensional figures, as detailed in the standard (7.G.A.3). Combine lessons on knowing and using the formulas for the area and circumference of a circle in order to reduce the amount of time spent on this topic. Limit the amount of required student practice.	Limit pacing of Lesson 8-1 to a single class session. Eliminate Lessons 8-2, 8-3, 8-7, 8-8, and 8-9. Combine Lesson 8-5 and Lesson 8-6, assigning targeted Practice & Problem Solving.

enVision Mathematics
Common Core

Priority Instructional Content for Accelerated Grade 7

Produced by Student Achievement Partners, the *2020–2021 Priority Instructional Content in ELA/Literacy and Mathematics* names the priorities in mathematics that should be the focus of instruction for educators in the coming academic year. Instructional considerations include priorities in each grade, opportunities for combining lessons, eliminating lessons, etc., and recommendations for integrating previous-grade content within relevant grade-level work.

In the chart below, these instructional considerations are matched to **enVision Mathematics** topics. Specific recommendations as to how these considerations can be implemented are also provided.

In general, when the Instructional Considerations suggest additional practice or foundational work from the prior grade, the Recommendations for enVision Mathematics offer lessons from the **enVision Mathematics** *Math Diagnosis and Intervention System (MDIS).*

Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Rational Number Operations	*7.NS.A Apply and extend previous understandings of operations with fractions.	Incorporate foundational work on understandings of rational numbers (6.NS.C.5, 6, and 7) to build towards operations with rational numbers (*7.NS.A), as detailed by the cluster.	As needed, incorporate MDIS L70, L71, L72, L73.
Topic 2 Real Numbers	8.NS.A Know that there are numbers that are not rational, and approximate them by rational numbers. 8.EE.A Work with radicals and integer exponents.	*Integrate* irrational numbers with students' work on square roots (*8.EE.A.2) and the Pythagorean Theorem (8.G.B.7). *8.EE.A.1 No special considerations for curricula well aligned to the work of integer exponents, as detailed by the standard. Time spent on instruction and practice should NOT be reduced. *8.EE.A.2 *Eliminate* lessons and problems about cube roots. *Eliminate* lessons and practice dedicated to calculating with scientific notation, but include examples of numbers expressed in scientific notation in lessons about integer exponents, as examples of how integer exponents are applicable outside of mathematics classes (*8.EE.A.1).	Integrate the concepts of Lessons 1-1, 1-2, and 1-3 as students evaluate square roots and solve equations using square roots in Lessons 1-4 and 1-5. Eliminate Examples and Practice & Problem Solving items about cube roots in Lessons 1-4 and 1-5. Eliminate Lesson 1-10.

Topic 3 Analyze and Use Proportional Relationships	*7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.	No special considerations for curricula well aligned to analyzing proportional relationships, as detailed by the cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 4 Analyze and Solve Percent Problems	*7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.	No special considerations for curricula well aligned to analyzing proportional relationships, as detailed by the cluster. Time spent on instruction and practice should NOT be reduced.	
Topic 5 Generate Equivalent Expressions	*7.EE.A Use properties of operations to generate equivalent expressions.	Incorporate foundational work on writing and transforming linear expressions from grade 6 (6.EE.A) into the work of using properties of operations to generate equivalent expressions, as detailed by the cluster (*7.EE.A).	As needed, incorporate MDIS K16, K17, K18, K19
Topic 6 Solve Problems Using Equations and Inequalities	7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	*7.EE.B.3 No special considerations for curricula well aligned to solving multi-step real-life and mathematical problems, as detailed by the standard. Time spent on instruction and practice should NOT be reduced. *7.EE.B.4 Emphasize equations relative to inequalities. Incorporate foundational work of reasoning about and solving one-variable equations (6.EE.B) to support students' work on constructing equations to solve problems, as detailed by the standard (*7.EE.B.4). Time spent on instruction and practice relating to equations should NOT be reduced.	Emphasize Lessons 5-1, 5-2, and 5-3. As needed, incorporate MDIS K23, K24, K25, K26, K29

Topic 7 Analyze and Solve Linear Equations	*8.EE.B Understand the connections between proportional relationships, lines, and linear equations. 8.EE.C Analyze and solve linear equations and pairs of simultaneous linear equations.	No special considerations for curricula well aligned to the work of understanding the connections between proportional relationships, lines, and linear equations, as detailed by the cluster. Time spent on instruction and practice should NOT be reduced. *8.EE.C.7 *Incorporate* students' work on rewriting expressions (7.EE.A) and solving algebraic equations (7.EE.B.4) to support students in analyzing and solving one-variable linear equations.	As needed, incorporate MDIS K17, K18, K19, K31, K32.
Topic 8 Use Sampling to Draw Inferences About Populations	7.SP.A Use random sampling to draw inferences about a population. 7.SP.B Draw informal comparative inferences about two populations.	Combine lessons on using random sampling to draw inferences about a population and using measures of center and variability to draw comparative inferences about two populations in order to reduce the amount of time spent on this topic. Incorporate students' grade 6 understanding of statistical variability (6.SP.A). Limit the amount of required student practice. Eliminate lessons and problems on assessing the degree of overlap on data distributions, as detailed in the standard (7.SP.B.3).	As needed, incorporate MDIS N76, N77, N78, N79. Consider combining Lesson 6-1 and Lesson 6-2, assigning targeted Practice & Problem Solving. Eliminate Lesson 6-4.
Topic 9 Probability	7.SP.C Investigate chance processes and develop, use, and evaluate probability models.	Combine lessons on developing, using, and evaluating probability models in order to emphasize foundational concepts and reduce the amount of time spent on this topic (7.SP.C). Limit the amount of required student practice. Eliminate lessons and problems on finding probabilities of compound events, as detailed in the standard (7.SP.C.8).	Combine Lesson 7-2 and Lesson 7-3, assigning targeted Practice & Problem Solving. Eliminate Lessons 7-5, 7-6, and 7-7.

Topic 10 Solve Problems Involving Geometry	7.G.A Draw, construct, and describe geometrical figures and describe the relationships between them. 7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Reduce time spent creating scale drawings by hand. (7.G.A.1) Eliminate lessons on drawing and constructing triangles, as detailed in the standard (7.G.A.2). Eliminate lessons on analyzing figures that result from slicing three-dimensional figures, as detailed in the standard (7.G.A.3). Combine lessons on knowing and using the formulas for the area and circumference of a circle in order to reduce the amount of time spent on this topic. Limit the amount of required student practice.	Limit pacing of Lesson 8-1 to a single class session. Eliminate Lessons 8-2, 8-3, 8-7, 8-8, and 8-9. Combine Lesson 8-5 and Lesson 8-6, assigning targeted Practice & Problem Solving.
Topic 11 Congruence and Similarity	8.G.A Understand congruence and similarity using physical models, transparencies, or geometry software.	*Combine* lessons to address key concepts in congruence and combine lessons to address key concepts in similarity of two-dimensional figures in order to reduce the amount of time on this topic.	All Topic 6 Lessons are critical to developing understanding of congruence and similarity. In order to reduce the amount of time on this topic, reduce the pacing to a single day per lesson.
Topic 12 Understand and Apply the Pythagorean Theorem	*8.G.B Understand and apply the Pythagorean Theorem.	No special considerations for curricula well aligned to applying the Pythagorean Theorem to solve real-world and mathematical problems (as detailed by standard 8.G.B.7). Time spent on instruction and practice should NOT be reduced. *Eliminate* lessons and problems dedicated to applying the Pythagorean Theorem to find the distance between two points in a coordinate system. *Eliminate* lessons and problems that require students to develop and/or explain a proof of the Pythagorean Theorem (8.G.B.6). Lessons should present a proof of the theorem to students. *Eliminate* lessons about the converse of the Pythagorean Theorem.	Eliminate Lessons 7-2 and 7-4.

Topic 13 Solve Problems Involving Surface Area and Volume	8.G.C Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	*Combine* lessons to address key concepts with volume, with an emphasis on cylinders, in order to reduce the amount of time on this topic.	Reduce the pacing of Lessons 8-3 and 8-4 to a single day each.

enVision Mathematics
Common Core

Priority Instructional Content for Grade 8

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Priority content is indicated with an asterisk (*).

Topic Titles	Common Core Clusters	Instructional Considerations	Recommendations for enVision Mathematics
Topic 1 Real Numbers	8.NS.A Know that there are numbers that are not rational, and approximate them by rational numbers. 8.EE.A Work with radicals and integer exponents.	*Integrate* irrational numbers with students' work on square roots (*8.EE.A.2) and the Pythagorean Theorem (8.G.B.7). *8.EE.A.1 No special considerations for curricula well aligned to the work of integer exponents, as detailed by the standard. Time spent on instruction and practice should NOT be reduced. *8.EE.A.2 *Eliminate* lessons and problems about cube roots. *Eliminate* lessons and practice dedicated to calculating with scientific notation, but include examples of numbers expressed in scientific notation in lessons about integer exponents, as examples of how integer exponents are applicable outside of mathematics classes (*8.EE.A.1).	Integrate the concepts of Lessons 1-1, 1-2, and 1-3 as students evaluate square roots and solve equations using square roots in Lessons 1-4 and 1-5. Eliminate Examples and Practice & Problem Solving items about cube roots in Lessons 1-4 and 1-5. Eliminate Lesson 1-10.

Topic 2 Analyze and Solve Linear Equations	*8.EE.B Understand the connections between proportional relationships, lines, and linear equations. 8.EE.C Analyze and solve linear equations and pairs of simultaneous linear equations.	No special considerations for curricula well aligned to the work of understanding the connections between proportional relationships, lines, and linear equations, as detailed by the cluster. Time spent on instruction and practice should NOT be reduced. *8.EE.C.7 *Incorporate* students' work on rewriting expressions (7.EE.A) and solving algebraic equations (7.EE.B.4) to support students in analyzing and solving one-variable linear equations.	As needed, incorporate MDIS K17, K18, K19, K31, K32.
Topic 3 Use Functions to Model Relationships	*8.F.A Define, evaluate, and compare functions. *8.F.B Use functions to model relationships between quantities.	No special considerations for curricula well aligned to the domain of Functions, as detailed in the clusters and standards within the domain. Time spent on instruction and practice should NOT be reduced.	
Topic 4 Investigate Bivariate Data	8.SP.A Investigate patterns of association in bivariate data.	*Emphasize* using linear functions to model association in bivariate measurement data that suggest a linear association, using the functions to answer questions about the data (8.SP.A.3). *Combine* lessons for 8.SP.A.1, 2, and 4 to address key statistical concepts in order to reduce the amount of time on this topic. Limit the amount of required student practice.	Emphasize Lesson 4-3. Combine Lessons 4-1 and 4-3, addressing key concepts in preparation for Lesson 4-3 content. Assign targeted Practice & Problem Solving. Combine Lessons 4-4 and 4-5 to address key concepts in each lesson, assigning targeted Practice & Problem Solving.

Topic 5 Analyze and Solve Systems of Linear Equations	8.EE.C Analyze and solve linear equations and pairs of simultaneous linear equations.	*8.EE.C.8 *Emphasize* the correspondences among: (1) a solution to a pair of simultaneous two-variable equations, (2) a point of intersection of the corresponding lines, and (3) the real-world context for which the equations were created. Limit the amount of required student practice in solving systems algebraically.	Emphasize Lessons 5-1 and 5-2. In Lessons 5-3 and 5-4, target conceptual Practice & Problem Solving items.
Topic 6 Congruence and Similarity	8.G.A Understand congruence and similarity using physical models, transparencies, or geometry software.	*Combine* lessons to address key concepts in congruence and combine lessons to address key concepts in similarity of two-dimensional figures in order to reduce the amount of time on this topic.	All Topic 6 Lessons are critical to developing understanding of congruence and similarity. In order to reduce the amount of time on this topic, reduce the pacing to a single day per lesson.
Topic 7 Understand and Apply the Pythagorean Theorem	*8.G.B Understand and apply the Pythagorean Theorem.	No special considerations for curricula well aligned to applying the Pythagorean Theorem to solve real-world and mathematical problems (as detailed by standard 8.G.B.7). Time spent on instruction and practice should NOT be reduced. *Eliminate* lessons and problems dedicated to applying the Pythagorean Theorem to find the distance between two points in a coordinate system. *Eliminate* lessons and problems that require students to develop and/or explain a proof of the Pythagorean Theorem (8.G.B.6). Lessons should present a proof of the theorem to students. *Eliminate* lessons about the converse of the Pythagorean Theorem.	Eliminate Lessons 7-2 and 7-4.
Topic 8 Solve Problems Involving Surface Area and Volume	8.G.C Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	*Combine* lessons to address key concepts with volume, with an emphasis on cylinders, in order to reduce the amount of time on this topic.	Reduce the pacing of Lessons 8-3 and 8-4 to a single day each.