

A Standards Alignment of
enVision Florida Mathematics
Grade 6 Advanced, ©2020



To
Florida M/J Grade 6 Mathematics Advanced
Course Code 1205020

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.6.EE.1.1	Write and evaluate numerical expressions involving whole-number exponents.	SE: 117–122, Lesson 3-1 131–136, Lesson 3-3 167–170, Topic 3 Review	TE: 117A–122B, Lesson 3-1 131A–136B, Lesson 3-3 167–170, Topic 3 Review
MAFS.6.EE.1.2	Write, read, and evaluate expressions in which letters stand for numbers.	SE: 139–144, Lesson 3-4 145–150, Lesson 3-5 167–170, Topic 3 Review 633–638, Lesson 11-1 639–644, Lesson 11-2 645–650, Lesson 11-3 651–654, Lesson 11-4 669–674, Lesson 11-6 675–680, Lesson 11-7 681–686, Lesson 11-8 687–688, Topic 11 Review	TE: 139A–144B, Lesson 3-4 145A–150B, Lesson 3-5 167–170, Topic 3 Review 633A–638B, Lesson 11-1 639A–644B, Lesson 11-2 645A–650B, Lesson 11-3 651A–654B, Lesson 11-4 669A–674B, Lesson 11-6 675A–680B, Lesson 11-7 681A–686B, Lesson 11-8 687A–688B, Topic 11 Review

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a.	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i>	SE: 167–170, Topic 3 Review 669–674, Lesson 11-6 675–680, Lesson 11-7 681–686, Lesson 11-8 687–688, Topic 11 Review	TE: 167–170, Topic 3 Review 669A–674B, Lesson 11-6 675A–680B, Lesson 11-7 681A–686B, Lesson 11-8 687A–688B, Topic 11 Review
b.	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i>	SE: 139–144, Lesson 3-4 167–170, Topic 3 Review	TE: 139A–144B, Lesson 3-4 167–170, Topic 3 Review
c.	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i>	SE: 145–150, Lesson 3-5 167–170, Topic 3 Review 633–638, Lesson 11-1 639–644, Lesson 11-2 645–650, Lesson 11-3 651–654, Lesson 11-4 669–674, Lesson 11-6 675–680, Lesson 11-7 681–686, Lesson 11-8 687–688, Topic 11 Review	TE: 145A–150B, Lesson 3-5 167–170, Topic 3 Review 633A–638B, Lesson 11-1 639A–644B, Lesson 11-2 645A–650B, Lesson 11-3 651A–654B, Lesson 11-4 669A–674B, Lesson 11-6 675A–680B, Lesson 11-7 681A–686B, Lesson 11-8 687A–688B, Topic 11 Review

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MAFS.6.EE.1.3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>	SE: 131–136, Lesson 3-3 155–160, Lesson 3-6 161–166, Lesson 3-7 167–170, Topic 3 Review	TE: 131A–136B, Lesson 3-3 155A–160B, Lesson 3-6 161A–166B, Lesson 3-7 167–170, Topic 3 Review
MAFS.6.EE.1.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>	SE: 155–160, Lesson 3-6 161–166, Lesson 3-7 167–170, Topic 3 Review 261–266, Lesson 5-2 323–324, Topic 5 Review	TE: 155A–160B, Lesson 3-6 161A–166B, Lesson 3-7 167–170, Topic 3 Review 261A–266B, Lesson 5-2 323–324, Topic 5 Review
MAFS.6.EE.2.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	SE: 255–260, Lesson 5-1 289–294, Lesson 5-6 295–300, Lesson 5-7 323–324, Topic 5 Review	TE: 255A–260B, Lesson 5-1 289A–294B, Lesson 5-6 295A–300B, Lesson 5-7 323–324, Topic 5 Review

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MAFS.6.EE.2.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	SE: 139–144, Lesson 3-4 145–150, Lesson 3-5 167–170, Topic 3 Review 267–272, Lesson 5-3 273–278, Lesson 5-4 279–286, Lesson 5-5 323–324, Topic 5 Review 669–674, Lesson 11-6 675–680, Lesson 11-7 681–686, Lesson 11-8 687–688, Topic 11 Review	TE: 139A–144B, Lesson 3-4 145A–150B, Lesson 3-5 167–170, Topic 3 Review 267A–272B, Lesson 5-3 273A–278B, Lesson 5-4 279A–286B, Lesson 5-5 323–324, Topic 5 Review 669A–674B, Lesson 11-6 675A–680B, Lesson 11-7 681A–686B, Lesson 11-8 687A–688B, Topic 11 Review
MAFS.6.EE.2.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all non-negative rational numbers.	SE: 261–266, Lesson 5-2 267–272, Lesson 5-3 273–278, Lesson 5-4 279–286, Lesson 5-5 323–324, Topic 5 Review	TE: 261A–266B, Lesson 5-2 267A–272B, Lesson 5-3 273A–278B, Lesson 5-4 279A–286B, Lesson 5-5 323–324, Topic 5 Review
MAFS.6.EE.2.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	SE: 289–294, Lesson 5-6 295–300, Lesson 5-7 323–324, Topic 5 Review	TE: 289A–294B, Lesson 5-6 295A–300B, Lesson 5-7 323–324, Topic 5 Review

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MAFS.6.EE.3.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>	SE: 305–310, Lesson 5-8 311–316, Lesson 5-9 317–322, Lesson 5-10 323–324, Topic 5 Review	TE: 305A–310B, Lesson 5-8 311A–316B, Lesson 5-9 317A–322B, Lesson 5-10 323–324, Topic 5 Review
MAFS.6.G.1.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	SE: 633–638, Lesson 11-1 639–644, Lesson 11-2 645–650, Lesson 11-3 651–656, Lesson 11-4 687–688, Topic 11 Review	TE: 633A–638B, Lesson 11-1 639A–644B, Lesson 11-2 645A–650B, Lesson 11-3 651A–656B, Lesson 11-4 687A–688B, Topic 11 Review

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MAFS.6.G.1.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	SE: 681–686, Lesson 11-8 687–688, Topic 11 Review	TE: 681A–686B, Lesson 11-8 687A–688B, Topic 11 Review
MAFS.6.G.1.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	SE: 101–106, Lesson 2-6 107–110, Topic 2 Review 651–656, Lesson 11-4 687–688, Topic 11 Review	TE: 101A–106B, Lesson 2-6 107–110, Topic 2 Review 651A–656B, Lesson 11-4 687A–688B, Topic 11 Review
MAFS.6.G.1.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	SE: 659–664, Lesson 11-5 669–674, Lesson 11-6 675–680, Lesson 11-7 687–688, Topic 11 Review	TE: 659A–664B, Lesson 11-5 669A–674B, Lesson 11-6 675A–680B, Lesson 11-7 687A–688B, Topic 11 Review

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MAFS.6.NS.1.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i>	SE: 31–36, Lesson 1-4 37–42, Lesson 1-5 43–48, Lesson 1-6 49–54, Lesson 1-7 55–58, Topic 1 Review 19–24, Lesson 1-3	TE: 31A–36B, Lesson 1-4 37A–42B, Lesson 1-5 43A–48B, Lesson 1-6 49A–54B, Lesson 1-7 55A–58B, Topic 1 Review 19A–24B, Lesson 1-3
MAFS.6.NS.2.2	Fluently divide multi-digit numbers using the standard algorithm.	SE: 13–18, Lesson 1-2 55–58, Topic 1 Review	TE: 13A–18B, Lesson 1-2 55A–58B, Topic 1 Review
MAFS.6.NS.2.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	SE: 7–12, Lesson 1-1 13–18, Lesson 1-2 55–58, Topic 1 Review	TE: 7A–12B, Lesson 1-1 13A–18B, Lesson 1-2 55A–58B, Topic 1 Review

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MAFS.6.NS.2.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	SE: 123–130, Lesson 3-2 167–170, Topic 3 Review	TE: 123A–130B, Lesson 3-2 167–170, Topic 3 Review
MAFS.6.NS.3.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	SE: 65–70, Lesson 2-1 107–110, Topic 2 Review	TE: 65A–70B, Lesson 2-1 107–110, Topic 2 Review
MAFS.6.NS.3.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	SE: 65–70, Lesson 2-1 71–76, Lesson 2-2 85–90, Lesson 2-4 107–110, Topic 2 Review 651–656, Lesson 11-4 687–688, Topic 11 Review	TE: 65A–70B, Lesson 2-1 71A–76B, Lesson 2-2 85A–90B, Lesson 2-4 107–110, Topic 2 Review 651A–656B, Lesson 11-4 687A–688B, Topic 11 Review

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a.	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	SE: 65–70, Lesson 2-1 107–110, Topic 2 Review	TE: 65A–70B, Lesson 2-1 107–110, Topic 2 Review
b.	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	SE: 85–90, Lesson 2-4 107–110, Topic 2 Review	TE: 85A–90B, Lesson 2-4 107–110, Topic 2 Review
c.	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	SE: 65–70, Lesson 2-1 71–76, Lesson 2-2 85–90, Lesson 2-4 107–110, Topic 2 Review 651–656, Lesson 11-4 687–688, Topic 11 Review	TE: 65A–70B, Lesson 2-1 71A–76B, Lesson 2-2 85A–90B, Lesson 2-4 107–110, Topic 2 Review 651A–656B, Lesson 11-4 687A–688B, Topic 11 Review

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MAFS.6.NS.3.7	Understand ordering and absolute value of rational numbers.	SE: 71–76, Lesson 2-2 77–82, Lesson 2-3 107–110, Topic 2 Review	TE: 71A–76B, Lesson 2-2 77A–82B, Lesson 2-3 107–110, Topic 2 Review
a.	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i>	SE: 71–76, Lesson 2-2 107–110, Topic 2 Review	TE: 71A–76B, Lesson 2-2 107–110, Topic 2 Review
b.	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i>	SE: 71–76, Lesson 2-2 107–110, Topic 2 Review	TE: 71A–76B, Lesson 2-2 107–110, Topic 2 Review
c.	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	SE: 77–82, Lesson 2-3 107–110, Topic 2 Review	TE: 77A–82B, Lesson 2-3 107–110, Topic 2 Review
d.	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>	SE: 77–82, Lesson 2-3 107–110, Topic 2 Review	TE: 77A–82B, Lesson 2-3 107–110, Topic 2 Review

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MAFS.6.NS.3.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	SE: 95–100, Lesson 2-5 101–106, Lesson 2-6 107–110, Topic 2 Review 651–656, Lesson 11-4 687–688, Topic 11 Review	TE: 95A–100B, Lesson 2-5 101A–106B, Lesson 2-6 107–110, Topic 2 Review 651A–656B, Lesson 11-4 687A–688B, Topic 11 Review
MAFS.6.RP.1.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>	SE: 335–340, Lesson 6-1 401–402, Topic 6 Review	TE: 335A–340B, Lesson 6-1 401–402, Topic 6 Review
MAFS.6.RP.1.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i>	SE: 361–366, Lesson 6-5 401–402, Topic 6 Review	TE: 361A–366B, Lesson 6-5 401–402, Topic 6 Review

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MAFS.6.RP.1.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	SE: 335–340, Lesson 6-1 341–346, Lesson 6-2 347–352, Lesson 6-3 353–358, Lesson 6-4 361–366, Lesson 6-5 367–372, Lesson 6-6 383–388, Lesson 6-8 389–394, Lesson 6-9 395–400, Lesson 6-10 401–402, Topic 6 Review 465–470, Lesson 8-1 471–476, Lesson 8-2 477–482, Lesson 8-3 485–490, Lesson 8-4 491–496, Lesson 8-5 497–502, Lesson 8-6	TE: 335A–340B, Lesson 6-1 341A–346B, Lesson 6-2 347A–352B, Lesson 6-3 353A–358B, Lesson 6-4 361A–366B, Lesson 6-5 367A–372B, Lesson 6-6 383A–388B, Lesson 6-8 389A–394B, Lesson 6-9 395A–400B, Lesson 6-10 401–402, Topic 6 Review 465A–470B, Lesson 8-1 471A–476B, Lesson 8-2 477A–482B, Lesson 8-3 485A–490B, Lesson 8-4 491A–496B, Lesson 8-5 497A–502B, Lesson 8-6
a.	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	SE: 335–340, Lesson 6-1 341–346, Lesson 6-2 347–352, Lesson 6-3 353–358, Lesson 6-4 361–366, Lesson 6-5 367–372, Lesson 6-6 401–402, Topic 6 Review	TE: 335A–340B, Lesson 6-1 341A–346B, Lesson 6-2 347A–352B, Lesson 6-3 353A–358B, Lesson 6-4 361A–366B, Lesson 6-5 367A–372B, Lesson 6-6 401–402, Topic 6 Review
b.	Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	SE: 361–366, Lesson 6-5 367–372, Lesson 6-6 373–378, Lesson 6-7 401–402, Topic 6 Review	TE: 361A–366B, Lesson 6-5 367A–372B, Lesson 6-6 373A–378B, Lesson 6-7 401–402, Topic 6 Review

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c.	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	SE: 465–470, Lesson 8-1 471–476, Lesson 8-2 477–482, Lesson 8-3 485–490, Lesson 8-4 491–496, Lesson 8-5 497–502, Lesson 8-6 507, Topic 8 Review	TE: 465A–470B, Lesson 8-1 471A–476B, Lesson 8-2 477A–482B, Lesson 8-3 485A–490B, Lesson 8-4 491A–496B, Lesson 8-5 497A–502B, Lesson 8-6 507, Topic 8 Review
d.	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	SE: 383–388, Lesson 6-8 389–394, Lesson 6-9 395–400, Lesson 6-10 401–402, Topic 6 Review	TE: 383A–388B, Lesson 6-8 389A–394B, Lesson 6-9 395A–400B, Lesson 6-10 401–402, Topic 6 Review
e.	Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.	SE: 341–346, Lesson 6-2 353–358, Lesson 6-4	TE: 341A–346B, Lesson 6-2 353A–358B, Lesson 6-4
MAFS.6.SP.1.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i>	SE: 699–704, Lesson 12-1 749, Topic 12 Review	TE: 699A–704B, Lesson 12-1 749, Topic 12 Review

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MAFS.6.SP.1.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	SE: 739–744, Lesson 12-7 749, Topic 12 Review	TE: 739–744, Lesson 12-7 749, Topic 12 Review
MAFS.6.SP.1.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	SE: 705–713, Lesson 12-2 749, Topic 12 Review	TE: 705A–713B, Lesson 12-2 749, Topic 12 Review
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	SE: 699–704, Lesson 12-1 705–712, Lesson 12-2 719–724, Lesson 12-4 727–732, Lesson 12-5 739–744, Lesson 12-7 749, Topic 12 Review	TE: 699A–704B, Lesson 12-1 705A–712B, Lesson 12-2 719A–724B, Lesson 12-4 727A–732B, Lesson 12-5 739A–744B, Lesson 12-7 749, Topic 12 Review
MAFS.6.SP.2.5	Summarize numerical data sets in relation to their context, such as by:	SE: 705–712, Lesson 12-2 719–724, Lesson 12-4 727–732, Lesson 12-5 733–738, Lesson 12-6 739–744, Lesson 12-7 749, Topic 12 Review	TE: 705A–712B, Lesson 12-2 719A–724B, Lesson 12-4 727A–732B, Lesson 12-5 733A–738B, Lesson 12-6 739A–744B, Lesson 12-7 749, Topic 12 Review
a.	Reporting the number of observations.	SE: 719–724, Lesson 12-4 749, Topic 12 Review	TE: 719A–724B, Lesson 12-4 749, Topic 12 Review

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b.	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	SE: 739–744, Lesson 12-7 749, Topic 12 Review	TE: 739A–744B, Lesson 12-7 749, Topic 12 Review
c.	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	SE: 705–712, Lesson 12-2 727–732, Lesson 12-5 733–738, Lesson 12-6 739–744, Lesson 12-7 749, Topic 12 Review	TE: 705A–712B, Lesson 12-2 727A–732B, Lesson 12-5 733A–738B, Lesson 12-6 739A–744B, Lesson 12-7 749, Topic 12 Review
d.	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	SE: 733–738, Lesson 12-6 749, Topic 12 Review	TE: 733A–738B, Lesson 12-6 749, Topic 12 Review
MAFS.7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	SE: 575–580, Lesson 10-2 581–586, Lesson 10-3 587–592, Lesson 10-4 593–598, Lesson 10-5 605–610, Lesson 10-6 611–616, Lesson 10-7 623, Topic 10 Review	TE: 575A–580B, Lesson 10-2 581A–586B, Lesson 10-3 587A–592B, Lesson 10-4 593A–598B, Lesson 10-5 605A–610B, Lesson 10-6 611A–616B, Lesson 10-7 623, Topic 10 Review

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MAFS.7.EE.1.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i>	SE: 587–592, Lesson 10-4 593–598, Lesson 10-5 605–610, Lesson 10-6 611–616, Lesson 10-7 617–622, Lesson 10-8 623, Topic 10 Review	TE: 587A–592B, Lesson 10-4 593A–598B, Lesson 10-5 605A–610B, Lesson 10-6 611A–616B, Lesson 10-7 617A–622B, Lesson 10-8 623, Topic 10 Review
MAFS.7.NS.1.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	SE: 177–182, Lesson 4-1 189–194, Lesson 4-3 195–200, Lesson 4-4 201–206, Lesson 4-5 243–244, Topic 4 Review	TE: 177A–182B, Lesson 4-1 189A–194B, Lesson 4-3 195A–200B, Lesson 4-4 201A–206B, Lesson 4-5 243–244, Topic 4 Review
a.	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	SE: 177–182, Lesson 4-1 243–244, Topic 4 Review	TE: 177A–182B, Lesson 4-1 243–244, Topic 4 Review
b.	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	SE: 189–194, Lesson 4-3 201–206, Lesson 4-5 243–244, Topic 4 Review	TE: 189A–194B, Lesson 4-3 201A–206B, Lesson 4-5 243–244, Topic 4 Review

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c.	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	SE: 195–200, Lesson 4-4 201–206, Lesson 4-5 243–244, Topic 4 Review	TE: 195A–200B, Lesson 4-4 201A–206B, Lesson 4-5 243–244, Topic 4 Review
d.	Apply properties of operations as strategies to add and subtract rational numbers.	SE: 189–194, Lesson 4-3 195–200, Lesson 4-4 201–206, Lesson 4-5 243–244, Topic 4 Review	TE: 189A–194B, Lesson 4-3 195A–200B, Lesson 4-4 201A–206B, Lesson 4-5 243–244, Topic 4 Review
MAFS.7.NS.1.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	SE: 183–188, Lesson 4-2 209–214, Lesson 4-6 215–220, Lesson 4-7 221–226, Lesson 4-8 227–232, Lesson 4-9 243–244, Topic 4 Review	TE: 183A–188B, Lesson 4-2 209A–214B, Lesson 4-6 215A–220B, Lesson 4-7 221A–226B, Lesson 4-8 227A–232B, Lesson 4-9 243–244, Topic 4 Review
a.	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	SE: 209–214, Lesson 4-6 215–220, Lesson 4-7 243–244, Topic 4 Review	TE: 209A–214B, Lesson 4-6 215A–220B, Lesson 4-7 243–244, Topic 4 Review

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b.	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	SE: 221–226, Lesson 4-8 227–232, Lesson 4-9 243–244, Topic 4 Review	TE: 221A–226B, Lesson 4-8 227A–232B, Lesson 4-9 243–244, Topic 4 Review
c.	Apply properties of operations as strategies to multiply and divide rational numbers.	SE: 209–214, Lesson 4-6 215–220, Lesson 4-7 221–226, Lesson 4-8 227–232, Lesson 4-9 243–244, Topic 4 Review	TE: 209A–214B, Lesson 4-6 215A–220B, Lesson 4-7 221A–226B, Lesson 4-8 227A–232B, Lesson 4-9 243–244, Topic 4 Review
d.	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	SE: 183–188, Lesson 4-2 243–244, Topic 4 Review	TE: 183A–188B, Lesson 4-2 243–244, Topic 4 Review
MAFS.7.NS.1.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	SE: 233–238, Lesson 4-10 243–244, Topic 4 Review	TE: 233A–238B, Lesson 4-10 243–244, Topic 4 Review
MAFS.7.RP.1.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $1/2$ mile in each $1/4$ hour, compute the unit rate as the complex fraction $1/2/1/4$ miles per hour, equivalently 2 miles per hour.</i>	SE: 413–418, Lesson 7-1 419–424, Lesson 7-2 455, Topic 7 Review	TE: 413A–418B, Lesson 7-1 419A–424B, Lesson 7-2 455, Topic 7 Review

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MAFS.7.RP.1.2	Recognize and represent proportional relationships between quantities.	SE: 425–430, Lesson 7-3 431–436, Lesson 7-4 443–448, Lesson 7-5 455, Topic 7 Review 517–522, Lesson 9-1 523–528, Lesson 9-2 529–534, Lesson 9-3 559, Topic 9 Review 471–476, Lesson 8-2 507, Topic 8 Review 639–644, Lesson 11-2 687–688, Topic 11 Review	TE: 425A–430B, Lesson 7-3 431A–436B, Lesson 7-4 443A–448B, Lesson 7-5 455, Topic 7 Review 517A–522B, Lesson 9-1 523A–528B, Lesson 9-2 529A–534B, Lesson 9-3 559, Topic 9 Review 471A–476B, Lesson 8-2 507, Topic 8 Review 639A–644B, Lesson 11-2 687A–688B, Topic 11 Review
a.	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	SE: 425–430, Lesson 7-3 443–448, Lesson 7-5 455, Topic 7 Review 517–522, Lesson 9-1 559, Topic 9 Review	TE: 425A–430B, Lesson 7-3 443A–448B, Lesson 7-5 455, Topic 7 Review 517A–522B, Lesson 9-1 559, Topic 9 Review
b.	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	SE: 431–436, Lesson 7-4 443–448, Lesson 7-5 455, Topic 7 Review 517–522, Lesson 9-1 559, Topic 9 Review	TE: 431A–436B, Lesson 7-4 443A–448B, Lesson 7-5 455, Topic 7 Review 517A–522B, Lesson 9-1 559, Topic 9 Review

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c.	Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i>	SE: 431–436, Lesson 7-4 455, Topic 7 Review 523–528, Lesson 9-2 529–534, Lesson 9-3 559, Topic 9 Review 471–476, Lesson 8-2 507, Topic 8 Review 639–644, Lesson 11-2 687–688, Topic 11 Review	TE: 431A–436B, Lesson 7-4 455, Topic 7 Review 523A–528B, Lesson 9-2 529A–534B, Lesson 9-3 559, Topic 9 Review 471A–476B, Lesson 8-2 507, Topic 8 Review 639A–644B, Lesson 11-2 687A–688B, Topic 11 Review
d.	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.	SE: 443–448, Lesson 7-5 455, Topic 7 Review	TE: 443A–448B, Lesson 7-5 455, Topic 7 Review
MAFS.7.RP.1.3	Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	SE: 537–542, Lesson 9-4 547–552, Lesson 9-5 553–558, Lesson 9-6 517–522, Lesson 9-1 523–528, Lesson 9-2 529–534, Lesson 9-3 559, Topic 9 Review 413–418, Lesson 7-1 419–424, Lesson 7-2 449–454, Lesson 7-6 455, Topic 7 Review	TE: 537A–542B, Lesson 9-4 547A–552B, Lesson 9-5 553A–558B, Lesson 9-6 517A–522B, Lesson 9-1 523A–528B, Lesson 9-2 529A–534B, Lesson 9-3 559, Topic 9 Review 413A–418B, Lesson 7-1 419A–424B, Lesson 7-2 449A–454B, Lesson 7-6 455, Topic 7 Review

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MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	<p><i>enVision® Florida Mathematics</i> provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com. Each lesson begins with Problem- Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>41</td> <td>41</td> </tr> <tr> <td>48</td> <td>48</td> </tr> <tr> <td>52</td> <td>52</td> </tr> <tr> <td>53</td> <td>53</td> </tr> <tr> <td>54</td> <td>54</td> </tr> <tr> <td>75</td> <td>75</td> </tr> <tr> <td>76</td> <td>76</td> </tr> <tr> <td>134</td> <td>134</td> </tr> <tr> <td>143</td> <td>143</td> </tr> <tr> <td>159</td> <td>159</td> </tr> <tr> <td>284</td> <td>284</td> </tr> <tr> <td>285</td> <td>285</td> </tr> <tr> <td>340</td> <td>340</td> </tr> <tr> <td>388</td> <td>388</td> </tr> </table>	SE:	TE:	36	36	41	41	48	48	52	52	53	53	54	54	75	75	76	76	134	134	143	143	159	159	284	284	285	285	340	340	388	388
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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	<p><i>enVision® Florida Mathematics</i> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>18</td> <td>18</td> </tr> <tr> <td>24</td> <td>24</td> </tr> <tr> <td>35</td> <td>35</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>41</td> <td>41</td> </tr> <tr> <td>42</td> <td>42</td> </tr> <tr> <td>69</td> <td>69</td> </tr> <tr> <td>74</td> <td>74</td> </tr> <tr> <td>102</td> <td>102</td> </tr> <tr> <td>105</td> <td>105</td> </tr> <tr> <td>127</td> <td>127</td> </tr> <tr> <td>148</td> <td>148</td> </tr> <tr> <td>166</td> <td>166</td> </tr> <tr> <td>260</td> <td>260</td> </tr> <tr> <td>266</td> <td>266</td> </tr> </table>	SE:	TE:	18	18	24	24	35	35	36	36	41	41	42	42	69	69	74	74	102	102	105	105	127	127	148	148	166	166	260	260	266	266
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MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense making is a focus on critical reasoning—argumentation and critique of arguments. In enVision® Florida Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own process and those of others.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>52</td> <td>52</td> </tr> <tr> <td>53</td> <td>53</td> </tr> <tr> <td>68</td> <td>68</td> </tr> <tr> <td>76</td> <td>76</td> </tr> <tr> <td>81</td> <td>81</td> </tr> <tr> <td>88</td> <td>88</td> </tr> <tr> <td>104</td> <td>104</td> </tr> <tr> <td>120</td> <td>120</td> </tr> <tr> <td>122</td> <td>122</td> </tr> <tr> <td>107</td> <td>107</td> </tr> <tr> <td>134</td> <td>134</td> </tr> <tr> <td>136</td> <td>136</td> </tr> <tr> <td>150</td> <td>150</td> </tr> <tr> <td>159</td> <td>159</td> </tr> <tr> <td>160</td> <td>160</td> </tr> </table>	SE:	TE:	52	52	53	53	68	68	76	76	81	81	88	88	104	104	120	120	122	122	107	107	134	134	136	136	150	150	159	159	160	160
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MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using <i>enVision® Florida Mathematics</i> explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning Bridge also often presents real-world situations, demonstrating how these problems can be modeled mathematically.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>42</td> <td>42</td> </tr> <tr> <td>129</td> <td>129</td> </tr> <tr> <td>136</td> <td>136</td> </tr> <tr> <td>143</td> <td>143</td> </tr> <tr> <td>149</td> <td>149</td> </tr> <tr> <td>150</td> <td>150</td> </tr> <tr> <td>158</td> <td>158</td> </tr> <tr> <td>265</td> <td>265</td> </tr> <tr> <td>271</td> <td>271</td> </tr> <tr> <td>273</td> <td>273</td> </tr> <tr> <td>274</td> <td>274</td> </tr> <tr> <td>293</td> <td>293</td> </tr> <tr> <td>300</td> <td>300</td> </tr> <tr> <td>322</td> <td>322</td> </tr> <tr> <td>356</td> <td>356</td> </tr> </table>	SE:	TE:	42	42	129	129	136	136	143	143	149	149	150	150	158	158	265	265	271	271	273	273	274	274	293	293	300	300	322	322	356	356
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MAFS.K12.MP.5.1	Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper, to digital tools, such as graphing calculators, Online Math Tools, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>100</td> <td>100</td> </tr> <tr> <td>105</td> <td>105</td> </tr> <tr> <td>106</td> <td>106</td> </tr> <tr> <td>299</td> <td>299</td> </tr> <tr> <td>300</td> <td>300</td> </tr> <tr> <td>320</td> <td>320</td> </tr> <tr> <td>321</td> <td>321</td> </tr> <tr> <td>346</td> <td>346</td> </tr> <tr> <td>356</td> <td>356</td> </tr> <tr> <td>357</td> <td>357</td> </tr> <tr> <td>358</td> <td>358</td> </tr> <tr> <td>494</td> <td>494</td> </tr> <tr> <td>648</td> <td>648</td> </tr> <tr> <td>664</td> <td>664</td> </tr> <tr> <td>678</td> <td>678</td> </tr> </table>	SE:	TE:	100	100	105	105	106	106	299	299	300	300	320	320	321	321	346	346	356	356	357	357	358	358	494	494	648	648	664	664	678	678
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MAFS.K12.MP.6.1	Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson and important concepts presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>23</td> <td>23</td> </tr> <tr> <td>35</td> <td>35</td> </tr> <tr> <td>41</td> <td>41</td> </tr> <tr> <td>47</td> <td>47</td> </tr> <tr> <td>48</td> <td>48</td> </tr> <tr> <td>54</td> <td>54</td> </tr> <tr> <td>105</td> <td>105</td> </tr> <tr> <td>135</td> <td>135</td> </tr> <tr> <td>272</td> <td>272</td> </tr> <tr> <td>285</td> <td>285</td> </tr> <tr> <td>364</td> <td>364</td> </tr> <tr> <td>365</td> <td>365</td> </tr> <tr> <td>366</td> <td>366</td> </tr> <tr> <td>371</td> <td>371</td> </tr> <tr> <td>377</td> <td>377</td> </tr> </table>	SE:	TE:	23	23	35	35	41	41	47	47	48	48	54	54	105	105	135	135	272	272	285	285	364	364	365	365	366	366	371	371	377	377
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MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. For example, as students mature in their mathematical thinking, they see structure when working with problems that can be represented with the Distributive Property. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>42</td> <td>42</td> </tr> <tr> <td>48</td> <td>48</td> </tr> <tr> <td>82</td> <td>82</td> </tr> <tr> <td>99</td> <td>99</td> </tr> <tr> <td>100</td> <td>100</td> </tr> <tr> <td>106</td> <td>106</td> </tr> <tr> <td>150</td> <td>150</td> </tr> <tr> <td>158</td> <td>158</td> </tr> <tr> <td>160</td> <td>160</td> </tr> <tr> <td>165</td> <td>165</td> </tr> <tr> <td>166</td> <td>166</td> </tr> <tr> <td>314</td> <td>314</td> </tr> <tr> <td>315</td> <td>315</td> </tr> <tr> <td>316</td> <td>316</td> </tr> <tr> <td>398</td> <td>398</td> </tr> </table>	SE:	TE:	42	42	48	48	82	82	99	99	100	100	106	106	150	150	158	158	160	160	165	165	166	166	314	314	315	315	316	316	398	398
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MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	<p>Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>17</td> <td>17</td> </tr> <tr> <td>48</td> <td>48</td> </tr> <tr> <td>121</td> <td>121</td> </tr> <tr> <td>122</td> <td>122</td> </tr> <tr> <td>128</td> <td>128</td> </tr> <tr> <td>160</td> <td>160</td> </tr> <tr> <td>338</td> <td>338</td> </tr> <tr> <td>339</td> <td>339</td> </tr> <tr> <td>344</td> <td>344</td> </tr> <tr> <td>345</td> <td>345</td> </tr> <tr> <td>350</td> <td>350</td> </tr> <tr> <td>351</td> <td>351</td> </tr> <tr> <td>352</td> <td>352</td> </tr> <tr> <td>378</td> <td>378</td> </tr> <tr> <td>664</td> <td>664</td> </tr> </table>	SE:	TE:	17	17	48	48	121	121	122	122	128	128	160	160	338	338	339	339	344	344	345	345	350	350	351	351	352	352	378	378	664	664
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LAFS.6.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>This standard is consistently addressed in Solve & Discuss It activities, small group discussions during Step 1 of each lesson, and discussion prompts and activities throughout the Teacher’s Edition.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>267</td> <td>267</td> </tr> <tr> <td>295</td> <td>295</td> </tr> <tr> <td>361</td> <td>361</td> </tr> <tr> <td>491</td> <td>491</td> </tr> <tr> <td>639</td> <td>639</td> </tr> <tr> <td>273</td> <td>273</td> </tr> <tr> <td>373</td> <td>373</td> </tr> <tr> <td>311</td> <td>311</td> </tr> <tr> <td>13</td> <td>13</td> </tr> <tr> <td>19</td> <td>19</td> </tr> <tr> <td>37</td> <td>37</td> </tr> <tr> <td>43</td> <td>43</td> </tr> <tr> <td>77</td> <td>77</td> </tr> <tr> <td>101</td> <td>101</td> </tr> <tr> <td>117</td> <td>117</td> </tr> </table>	SE:	TE:	267	267	295	295	361	361	491	491	639	639	273	273	373	373	311	311	13	13	19	19	37	37	43	43	77	77	101	101	117	117
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LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p>This standard is consistently addressed when students use charts and diagrams, solve word problems, and engage in the enVision STEM projects throughout the program.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>4</td> <td>4</td> </tr> <tr> <td>62</td> <td>62</td> </tr> <tr> <td>114</td> <td>114</td> </tr> <tr> <td>252</td> <td>252</td> </tr> <tr> <td>332</td> <td>332</td> </tr> <tr> <td>462</td> <td>462</td> </tr> <tr> <td>630</td> <td>630</td> </tr> <tr> <td>696</td> <td>696</td> </tr> <tr> <td>27</td> <td>27</td> </tr> <tr> <td>91</td> <td>91</td> </tr> <tr> <td>151</td> <td>151</td> </tr> <tr> <td>301</td> <td>301</td> </tr> <tr> <td>379</td> <td>379</td> </tr> <tr> <td>503</td> <td>503</td> </tr> <tr> <td>745</td> <td>745</td> </tr> </table>	SE:	TE:	4	4	62	62	114	114	252	252	332	332	462	462	630	630	696	696	27	27	91	91	151	151	301	301	379	379	503	503	745	745
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LAFS.6.SL.1.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>This standard is consistently addressed during the Solve & Discuss It and exercises labeled with Critique Reasoning or Error Analysis.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>153–155</td> <td>153–155</td> </tr> <tr> <td>159–160</td> <td>159–160</td> </tr> <tr> <td>65</td> <td>65</td> </tr> <tr> <td>286</td> <td>286</td> </tr> <tr> <td>40</td> <td>40</td> </tr> <tr> <td>308</td> <td>308</td> </tr> <tr> <td>370</td> <td>370</td> </tr> <tr> <td>134</td> <td>134</td> </tr> <tr> <td>344</td> <td>344</td> </tr> <tr> <td>716</td> <td>716</td> </tr> <tr> <td>395</td> <td>395</td> </tr> <tr> <td>737–738</td> <td>737–738</td> </tr> <tr> <td>727</td> <td>727</td> </tr> <tr> <td>387–388</td> <td>387–388</td> </tr> <tr> <td>710–711</td> <td>710–7112</td> </tr> </table>	SE:	TE:	153–155	153–155	159–160	159–160	65	65	286	286	40	40	308	308	370	370	134	134	344	344	716	716	395	395	737–738	737–738	727	727	387–388	387–388	710–711	710–7112
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LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>This standard is consistently addressed during the Solve & Discuss It and exercises labeled with Convince Me! or Construct Arguments.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>395</td> <td>395</td> </tr> <tr> <td>110</td> <td>110</td> </tr> <tr> <td>739</td> <td>739</td> </tr> <tr> <td>265-266</td> <td>265-266</td> </tr> <tr> <td>75-76</td> <td>75-76</td> </tr> <tr> <td>8</td> <td>8</td> </tr> <tr> <td>20</td> <td>20</td> </tr> <tr> <td>32</td> <td>32</td> </tr> <tr> <td>38</td> <td>38</td> </tr> <tr> <td>44</td> <td>44</td> </tr> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>66</td> <td>66</td> </tr> <tr> <td>72</td> <td>72</td> </tr> <tr> <td>86</td> <td>86</td> </tr> <tr> <td>96</td> <td>96</td> </tr> </table>	SE:	TE:	395	395	110	110	739	739	265-266	265-266	75-76	75-76	8	8	20	20	32	32	38	38	44	44	50	50	66	66	72	72	86	86	96	96
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LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	<p>This standard is consistently addressed in Examples with labeled Steps, exercises with scaffolded parts, and 3-Act Math lessons.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>661</td> <td>661</td> </tr> <tr> <td>45</td> <td>45</td> </tr> <tr> <td>653</td> <td>653</td> </tr> <tr> <td>132</td> <td>132</td> </tr> <tr> <td>14</td> <td>14</td> </tr> <tr> <td>52</td> <td>52</td> </tr> <tr> <td>682</td> <td>682</td> </tr> <tr> <td>318</td> <td>318</td> </tr> <tr> <td>692</td> <td>692</td> </tr> <tr> <td>58</td> <td>58</td> </tr> <tr> <td>39</td> <td>39</td> </tr> <tr> <td>296</td> <td>296</td> </tr> <tr> <td>319</td> <td>319</td> </tr> <tr> <td>677</td> <td>677</td> </tr> <tr> <td>147</td> <td>147</td> </tr> </table>	SE:	TE:	661	661	45	45	653	653	132	132	14	14	52	52	682	682	318	318	692	692	58	58	39	39	296	296	319	319	677	677	147	147
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LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	<p>This standard is consistently addressed with highlighted vocabulary terms within lessons, exercises labeled with Vocabulary, and the Reading and Vocabulary activities.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>66</td> <td>66</td> </tr> <tr> <td>86</td> <td>86</td> </tr> <tr> <td>132</td> <td>132</td> </tr> <tr> <td>140–141</td> <td>140–141</td> </tr> <tr> <td>256</td> <td>256</td> </tr> <tr> <td>290</td> <td>290</td> </tr> <tr> <td>306</td> <td>306</td> </tr> <tr> <td>336</td> <td>336</td> </tr> <tr> <td>342</td> <td>342</td> </tr> <tr> <td>369</td> <td>369</td> </tr> <tr> <td>384</td> <td>384</td> </tr> <tr> <td>466</td> <td>466</td> </tr> <tr> <td>660</td> <td>660</td> </tr> <tr> <td>700</td> <td>700</td> </tr> <tr> <td>714</td> <td>714</td> </tr> </table>	SE:	TE:	66	66	86	86	132	132	140–141	140–141	256	256	290	290	306	306	336	336	342	342	369	369	384	384	466	466	660	660	700	700	714	714
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)																																
LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p>This standard is consistently addressed in many of the Solve & Discuss It, Explore It, and Explain It activities. The first example of each lesson also supports students in expressing a problem visually.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">SE:</td> <td style="width: 50%; vertical-align: top;">TE:</td> </tr> <tr> <td>13</td> <td>13</td> </tr> <tr> <td>33-34</td> <td>33-34</td> </tr> <tr> <td>268</td> <td>268</td> </tr> <tr> <td>466</td> <td>466</td> </tr> <tr> <td>469</td> <td>469</td> </tr> <tr> <td>256</td> <td>256</td> </tr> <tr> <td>268</td> <td>268</td> </tr> <tr> <td>274-275</td> <td>274-275</td> </tr> <tr> <td>328</td> <td>328</td> </tr> <tr> <td>38</td> <td>38</td> </tr> <tr> <td>30</td> <td>30</td> </tr> <tr> <td>94</td> <td>94</td> </tr> <tr> <td>663</td> <td>663</td> </tr> <tr> <td>277</td> <td>277</td> </tr> <tr> <td>340</td> <td>340</td> </tr> </table>	SE:	TE:	13	13	33-34	33-34	268	268	466	466	469	469	256	256	268	268	274-275	274-275	328	328	38	38	30	30	94	94	663	663	277	277	340	340
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LAFS.68.WHST.1.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>This standard is consistently addressed during exercises labeled with Convince Me! or Construct Arguments, as well as exercises that explicitly instruct students to explain or justify.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>266</td> <td>266</td> </tr> <tr> <td>739</td> <td>739</td> </tr> <tr> <td>395</td> <td>395</td> </tr> <tr> <td>76</td> <td>76</td> </tr> <tr> <td>88</td> <td>88</td> </tr> <tr> <td>110</td> <td>110</td> </tr> <tr> <td>38</td> <td>38</td> </tr> <tr> <td>118</td> <td>118</td> </tr> <tr> <td>634</td> <td>634</td> </tr> <tr> <td>640</td> <td>640</td> </tr> <tr> <td>660</td> <td>660</td> </tr> <tr> <td>8</td> <td>8</td> </tr> <tr> <td>14</td> <td>14</td> </tr> <tr> <td>20</td> <td>20</td> </tr> <tr> <td>32</td> <td>32</td> </tr> </table>	SE:	TE:	266	266	739	739	395	395	76	76	88	88	110	110	38	38	118	118	634	634	640	640	660	660	8	8	14	14	20	20	32	32
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LAFS.68.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>This standard is consistently addressed during exercises labeled with Convince Me! or Construct Arguments, in exercises that explicitly instruct students to explain or justify, and in the 3-Act Math lessons.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>295</td> <td>295</td> </tr> <tr> <td>273</td> <td>273</td> </tr> <tr> <td>77</td> <td>77</td> </tr> <tr> <td>361</td> <td>361</td> </tr> <tr> <td>675</td> <td>675</td> </tr> <tr> <td>37</td> <td>37</td> </tr> <tr> <td>101</td> <td>101</td> </tr> <tr> <td>255</td> <td>255</td> </tr> <tr> <td>633</td> <td>633</td> </tr> <tr> <td>681</td> <td>681</td> </tr> <tr> <td>353</td> <td>353</td> </tr> <tr> <td>95</td> <td>95</td> </tr> <tr> <td>317</td> <td>317</td> </tr> <tr> <td>727</td> <td>727</td> </tr> <tr> <td>739</td> <td>739</td> </tr> </table>	SE:	TE:	295	295	273	273	77	77	361	361	675	675	37	37	101	101	255	255	633	633	681	681	353	353	95	95	317	317	727	727	739	739
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ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	<p>This standard is consistently addressed in Solve & Discuss It activities, Do You Understand? exercises, Convince Me! exercises, and the ELL activities provided with each lesson.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>639</td> <td>639</td> </tr> <tr> <td>373</td> <td>373</td> </tr> <tr> <td>161</td> <td>161</td> </tr> <tr> <td>367</td> <td>367</td> </tr> <tr> <td>311</td> <td>311</td> </tr> <tr> <td>43</td> <td>43</td> </tr> <tr> <td>117</td> <td>117</td> </tr> <tr> <td>383</td> <td>383</td> </tr> <tr> <td>651</td> <td>651</td> </tr> <tr> <td>347</td> <td>347</td> </tr> <tr> <td>85</td> <td>85</td> </tr> <tr> <td>261</td> <td>261</td> </tr> <tr> <td>705</td> <td>705</td> </tr> <tr> <td>713</td> <td>713</td> </tr> <tr> <td>662</td> <td>662</td> </tr> </table>	SE:	TE:	639	639	373	373	161	161	367	367	311	311	43	43	117	117	383	383	651	651	347	347	85	85	261	261	705	705	713	713	662	662
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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>This standard is consistently addressed in Solve & Discuss It activities, small group discussions during Step 1 of each lesson, and discussion prompts and activities throughout the Teacher’s Edition.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>267</td> <td>267</td> </tr> <tr> <td>19</td> <td>19</td> </tr> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>491</td> <td>491</td> </tr> <tr> <td>13</td> <td>13</td> </tr> <tr> <td>131</td> <td>131</td> </tr> <tr> <td>145</td> <td>145</td> </tr> <tr> <td>477</td> <td>477</td> </tr> <tr> <td>497</td> <td>497</td> </tr> <tr> <td>699</td> <td>699</td> </tr> <tr> <td>733</td> <td>733</td> </tr> <tr> <td>123</td> <td>123</td> </tr> <tr> <td>289</td> <td>289</td> </tr> <tr> <td>317</td> <td>317</td> </tr> <tr> <td>474</td> <td>474</td> </tr> </table>	SE:	TE:	267	267	19	19	7	7	491	491	13	13	131	131	145	145	477	477	497	497	699	699	733	733	123	123	289	289	317	317	474	474
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