A Standards Alignment of

enVision Florida Mathematics

Grade 6, ©2020

To

Florida M/J Grade 6 Mathematics

Course Code 1205010

SAVVAS

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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

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SUBMISSION TITLE:	**enVision Florida Mathematics, Grade 6**
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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 387–392, Lesson 7-1 393–398, Lesson 7-2 399–404, Lesson 7-3 405–410, Lesson 7-4 423–428, Lesson 7-6 429–434, Lesson 7-7 435–440, Lesson 7-8 441–446, Topic 7 Review	**TE:** 139A–144B, Lesson 3-4 145A–150B, Lesson 3-5 167–170, Topic 3 Review 387A–392B, Lesson 7-1 393A–398B, Lesson 7-2 399A–404B, Lesson 7-3 405A–410B, Lesson 7-4 423A–428B, Lesson 7-6 429A–434B, Lesson 7-7 435A–440B, Lesson 7-8 441–446, Topic 7 Review

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a.	Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*	**SE:** 139–144, Lesson 3-4 167–170, Topic 3 Review 423–428, Lesson 7-6 429–434, Lesson 7-7 435–440, Lesson 7-8 441–446, Topic 7 Review	**TE:** 139A–144B, Lesson 3-4 167–170, Topic 3 Review 423A–428B, Lesson 7-6 429A–434B, Lesson 7-7 435A–440B, Lesson 7-8 441–446, Topic 7 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. *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.*	**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). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.*	**SE:** 145–150, Lesson 3-5 167–170, Topic 3 Review 387–392, Lesson 7-1 393–398, Lesson 7-2 399–404, Lesson 7-3 405–410, Lesson 7-4 423–428, Lesson 7-6 429–434, Lesson 7-7 435–440, Lesson 7-8 441–446, Topic 7 Review	**TE:** 145A–150B, Lesson 3-5 167–170, Topic 3 Review 387A–392B, Lesson 7-1 393A–398B, Lesson 7-2 399A–404B, Lesson 7-3 405A–410B, Lesson 7-4 423A–428B, Lesson 7-6 429A–434B, Lesson 7-7 435A–440B, Lesson 7-8 441–446, Topic 7 Review

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MAFS.6.EE.1.3	Apply the properties of operations to generate equivalent expressions. *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.*	**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). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*	**SE:** 155–160, Lesson 3-6 161–166, Lesson 3-7 167–170, Topic 3 Review 183–188, Lesson 4-2 245–250, Topic 4 Review	**TE:** 155A–160B, Lesson 3-6 161A–166B, Lesson 3-7 167–170, Topic 3 Review 183A–188B, Lesson 4-2 245–250, Topic 4 Review

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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:** 177–182, Lesson 4-1 211–216, Lesson 4-6 217–222, Lesson 4-7 245–250, Topic 4 Review	**TE:** 177A–182B, Lesson 4-1 211A–216B, Lesson 4-6 217A–222B, Lesson 4-7 245–250, Topic 4 Review
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 189–194, Lesson 4-3 195–200, Lesson 4-4 201–208, Lesson 4-5 245–250, Topic 4 Review 423–428, Lesson 7-6 429–434, Lesson 7-7 435–440, Lesson 7-8 441–446, Topic 7 Review	**TE:** 139A–144B, Lesson 3-4 145A–150B, Lesson 3-5 167–170, Topic 3 Review 189A–194B, Lesson 4-3 195A–200B, Lesson 4-4 201A–208B, Lesson 4-5 245–250, Topic 4 Review 423A–428B, Lesson 7-6 429A–434B, Lesson 7-7 435A–440B, Lesson 7-8 441–446, Topic 7 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:** 183–188, Lesson 4-2 189–194, Lesson 4-3 195–200, Lesson 4-4 201–208, Lesson 4-5 245–250, Topic 4 Review	**TE:** 183A–188B, Lesson 4-2 189A–194B, Lesson 4-3 195A–200B, Lesson 4-4 201A–208B, Lesson 4-5 245–250, Topic 4 Review

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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:** 211–216, Lesson 4-6 217–222, Lesson 4-7 245–250, Topic 4 Review	**TE:** 211A–216B, Lesson 4-6 217A–222B, Lesson 4-7 245–250, Topic 4 Review
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. *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.*	**SE:** 227–232, Lesson 4-8 233–238, Lesson 4-9 239–244, Lesson 4-10 245–250, Topic 4 Review	**TE:** 227A–232B, Lesson 4-8 233A–238B, Lesson 4-9 239A–244B, Lesson 4-10 245–250, Topic 4 Review

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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:** 387–392, Lesson 7-1 393–398, Lesson 7-2 399–404, Lesson 7-3 405–410, Lesson 7-4 441–446, Topic 7 Review	**TE:** 387A–392B, Lesson 7-1 393A–398B, Lesson 7-2 399A–404B, Lesson 7-3 405A–410B, Lesson 7-4 441–446, Topic 7 Review
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 $V = l\ w\ h$ and $V = B\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**SE:** 435–440, Lesson 7-8 441–446, Topic 7 Review	**TE:** 435A–440B, Lesson 7-8 441–446, Topic 7 Review

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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 405–410, Lesson 7-4 441–446, Topic 7 Review	**TE:** 101A–106B, Lesson 2-6 107–110, Topic 2 Review 405A–410B, Lesson 7-4 441–446, Topic 7 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:** 413–418, Lesson 7-5 423–428, Lesson 7-6 429–434, Lesson 7-7 441–446, Topic 7 Review	**TE:** 413A–418B, Lesson 7-5 423A–428B, Lesson 7-6 429A–434B, Lesson 7-7 441–446, Topic 7 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. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?*.	**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 55–58, 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 55–58, 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. *For example, express 36 + 8 as 4 (9 + 2).*	**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

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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 85–90, Lesson 2-4 107–110, Topic 2 Review 405–410, Lesson 7-4 441-446, Topic 7 Review	**TE:** 65A–70B, Lesson 2-1 85A–90B, Lesson 2-4 107–110, Topic 2 Review 405A–410B, Lesson 7-4 441-446, Topic 7 Review
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

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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 405–410, Lesson 7-4 441-446, Topic 7 Review	**TE:** 65A–70B, Lesson 2-1 71A–76B, Lesson 2-2 85A–90B, Lesson 2-4 107–110, Topic 2 Review 405A–410B, Lesson 7-4 441-446, Topic 7 Review
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. *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.*	**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. *For example, write -3 ^{o}C > -7 ^{o}C to express the fact that -3 ^{o}C is warmer than -7 ^{o}C.*	**SE:** 71–76, Lesson 2-2 107–110, Topic 2 Review	**TE:** 71A–76B, Lesson 2-2 107–110, Topic 2 Review

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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. *For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars.*	**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. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*	**SE:** 77–82, Lesson 2-3 107–110, Topic 2 Review	**TE:** 77A–82B, Lesson 2-3 107–110, Topic 2 Review
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 405–410, Lesson 7-4 441-446, Topic 7 Review	**TE:** 95A–100B, Lesson 2-5 101A–106B, Lesson 2-6 107–110, Topic 2 Review 405A–410B, Lesson 7-4 441-446, Topic 7 Review

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MAFS.6.RP.1.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *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."*	**SE:** 257–262, Lesson 5-1 323–328, Topic 5 Review	**TE:** 257A–262B, Lesson 5-1 323–328, Topic 5 Review
MAFS.6.RP.1.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *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."*	**SE:** 283–288, Lesson 5-5 323–328, Topic 5 Review	**TE:** 283A–288B, Lesson 5-5 323–328, Topic 5 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:** 257–262, Lesson 5-1 263–268, Lesson 5-2 275–280, Lesson 5-4 295–300, Lesson 5-7 305–310, Lesson 5-8 311–316, Lesson 5-9 323–328, Topic 5 Review 347–352, Lesson 6-3 355–360, Lesson 6-4	**TE:** 257A–262B, Lesson 5-1 263A–268B, Lesson 5-2 275A–280B, Lesson 5-4 295A–300B, Lesson 5-7 305A–310B, Lesson 5-8 311A–316B, Lesson 5-9 323–328, Topic 5 Review 347A–352B, Lesson 6-3 355A–360B, Lesson 6-4
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:** 257–262, Lesson 5-1 263–268, Lesson 5-2 269–274, Lesson 5-3 275–280, Lesson 5-4 283–288, Lesson 5-5 289–294, Lesson 5-6 323–328, Topic 5 Review	**TE:** 257A–262B, Lesson 5-1 263A–268B, Lesson 5-2 269A–274B, Lesson 5-3 275A–280B, Lesson 5-4 283A–288B, Lesson 5-5 289A–294B, Lesson 5-6 323–328, Topic 5 Review
b.	Solve unit rate problems including those involving unit pricing and constant speed. *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?*	**SE:** 283–288, Lesson 5-5 289–294, Lesson 5-6 295–300, Lesson 5-7 323–328, Topic 5 Review	**TE:** 283A–288B, Lesson 5-5 289A–294B, Lesson 5-6 295A–300B, Lesson 5-7 323–328, Topic 5 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:** 335–340, Lesson 6-1 341–346, Lesson 6-2 347–352, Lesson 6-3 355–360, Lesson 6-4 361–366, Lesson 6-5 367–372, Lesson 6-6 377–380, Topic 6 Review	**TE:** 335A–340B, Lesson 6-1 341A–346B, Lesson 6-2 347A–352B, Lesson 6-3 355A–360B, Lesson 6-4 361A–366B, Lesson 6-5 367A–372B, Lesson 6-6 377–380, Topic 6 Review
d.	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	**SE:** 305–310, Lesson 5-8 311–316, Lesson 5-9 317–322, Lesson 5-10 323–328, Topic 5 Review	**TE:** 305A–310B, Lesson 5-8 311A–316B, Lesson 5-9 317A–322B, Lesson 5-10 323–328, Topic 5 Review
e.	Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.	**SE:** 263–268, Lesson 5-2 275–280, Lesson 5-4	**TE:** 263A–268B, Lesson 5-2 275A–280B, Lesson 5-4
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. *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.*	**SE:** 453–458, Lesson 8-1 503–506, Topic 8 Review	**TE:** 453A–458B, Lesson 8-1 503–506, Topic 8 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:** 493–498, Lesson 8-7 503–506, Topic 8 Review	**TE:** 493A–498B, Lesson 8-7 503–506, Topic 8 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:** 459–466, Lesson 8-2 503–506, Topic 8 Review	**TE:** 459A–466B, Lesson 8-2 503–506, Topic 8 Review
MAFS.6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**SE:** 453–458, Lesson 8-1 467–472, Lesson 8-3 473–478, Lesson 8-4 481–486, Lesson 8-5 493–498, Lesson 8-7 503–506, Topic 8 Review	**TE:** 453A–458B, Lesson 8-1 467A–472B, Lesson 8-3 473A–478B, Lesson 8-4 481A–486B, Lesson 8-5 493A–498B, Lesson 8-7 503–506, Topic 8 Review

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MAFS.6.SP.2.5	Summarize numerical data sets in relation to their context, such as by:		
a.	Reporting the number of observations.	**SE:** 473-478, Lesson 8-4 503-506, Topic 8 Review	**TE:** 473A–478B, Lesson 8-4 503–506, Topic 8 Review
b.	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	**SE:** 493-498, Lesson 8-7 503-506, Topic 8 Review	**TE:** 493A–498B, Lesson 8-7 503–506, Topic 8 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:** 459-466, Lesson 8-2 481-486, Lesson 8-5 487-492, Lesson 8-6 493-498, Lesson 8-7 503-506, Topic 8 Review	**TE:** 459A–466B, Lesson 8-2 481A–486B, Lesson 8-5 487A–492B, Lesson 8-6 493A–498B, Lesson 8-7 503–506, Topic 8 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:** 487-492, Lesson 8-6 503-506, Topic 8 Review	**TE:** 487A–492B, Lesson 8-6 503–506, Topic 8 Review

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MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	enVision® Florida Mathematics 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. **SE:** **TE:** 36 36 41 41 48 48 52 52 53 53 54 54 75 75 76 76 134 134 143 143 159 159 206 206 207 207 262 262 310 310

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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	enVision® Florida Mathematics 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. **SE:** 18, 24, 35, 36, 41, 42, 69, 74, 102, 105, 127, 148, 166, 182, 188 **TE:** 18, 24, 35, 36, 41, 42, 69, 74, 102, 105, 127, 148, 166, 182, 188

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MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	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. **SE:** 52, 53, 68, 76, 81, 88, 104, 120, 122, 107, 134, 136, 150, 159, 160 **TE:** 52, 53, 68, 76, 81, 88, 104, 120, 122, 107, 134, 136, 150, 159, 160

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MAFS.K12.MP.4.1	Model with mathematics.	Students using enVision® Florida Mathematics 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. **SE:** / **TE:** 42 / 42 129 / 129 136 / 136 143 / 143 149 / 149 150 / 150 158 / 158 187 / 187 193 / 193 195 / 195 196 / 196 215 / 215 222 / 222 244 / 244

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MAFS.K12.MP.5.1	Use appropriate tools strategically.	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. **SE:** 100, 105, 106, 221, 222, 242, 243, 268, 278, 279, 280, 364, 402 **TE:** 100, 105, 106, 221, 222, 242, 243, 268, 278, 279, 280, 364, 402

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MAFS.K12.MP.6.1	Attend to precision.	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. **SE:** 23, 35, 41, 47, 48, 54, 105, 135, 194, 205, 207, 286, 287, 288 **TE:** 23, 35, 41, 47, 48, 54, 105, 135, 194, 205, 207, 286, 287, 288

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MAFS.K12.MP.7.1	Look for and make use of structure.	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 **SE:** 42, 48, 82, 99, 100, 106, 150, 158, 160, 165, 166, 236, 237, 238, 320 **TE:** 42, 48, 82, 99, 100, 106, 150, 158, 160, 165, 166, 236, 237, 238, 320

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MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	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. **SE:** / **TE:** 17 / 17 48 / 48 121 / 121 122 / 122 128 / 128 160 / 160 260 / 260 261 / 261 266 / 266 267 / 267 272 / 272 273 / 273 274 / 274 300 / 300 418 / 418

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LAFS.6.SL.1.1	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	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. **SE:** 189, 217, 283, 361, 393, 195, 295, 233, 13, 19, 37, 43, 77, 101, 117, 161 **TE:** 189, 217, 283, 361, 393, 195, 295, 233, 13, 19, 37, 43, 77, 101, 117, 161

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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.	This standard is consistently addressed when students use charts and diagrams, solve word problems, and engage in the enVision STEM projects throughout the program. **SE:** / **TE:** 4 / 4 62 / 62 114 / 114 174 / 174 254 / 254 332 / 332 384 / 384 450 / 450 27 / 27 91 / 91 151 / 151 223 / 223 301 / 301 373 / 373 499 / 499

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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.	This standard is consistently addressed during the Solve & Discuss It and exercises labeled with Critique Reasoning or Error Analysis. **SE:** / **TE:** 153-155 / 153-155 159-160 / 159-160 65 / 65 208 / 208 40 / 40 230 / 230 292 / 292 134 / 134 266 / 266 470 / 470 317 / 317 491-492 / 491-492 481 / 481 309-310 / 309-310 464-465 / 464-465 315-316 / 315-316

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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.	This standard is consistently addressed during the Solve & Discuss It and exercises labeled with Convince Me! or Construct Arguments. **SE:** / **TE:** 317 / 317 110 / 110 493 / 493 187-188 / 187-188 75-76 / 75-76 8 / 8 20 / 20 32 / 32 38 / 38 44 / 44 50 / 50 66 / 66 72 / 72 86 / 86 96 / 96 102 / 102 118 / 118

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LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	This standard is consistently addressed in Examples with labeled Steps, exercises with scaffolded parts, and 3-Act Math lessons. **SE:** / **TE:** 415 / 415 45 / 45 407 / 407 132 / 132 14 / 14 52 / 52 436 / 436 240 / 240 446 / 446 58 / 58 39 / 39 218 / 218 241 / 241 431 / 431 147 / 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.	This standard is consistently addressed with highlighted vocabulary terms within lessons, exercises labeled with Vocabulary, and the Reading and Vocabulary activities. **SE:** / **TE:** 66 / 66 86 / 86 132 / 132 140-141 / 140-141 178 / 178 212 / 212 228 / 228 258 / 258 264 / 264 291 / 291 306 / 306 336 / 336 414 / 414 454 / 454 468 / 468

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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).	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. **SE:** / **TE:** 13 / 13 33-34 / 33-34 190 / 190 336 / 336 339 / 339 178 / 178 190 / 190 196-197 / 196-197 250 / 250 38 / 38 30 / 30 94 / 94 417 / 417 199 / 199 262 / 262

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LAFS.68.WHST.1.1	Write arguments focused on *discipline-specific content.* 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	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. **SE:** / **TE:** 188 / 188 493 / 493 317 / 317 76 / 76 88 / 88 110 / 110 38 / 38 118 / 118 388 / 388 394 / 394 414 / 414 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.	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. **SE:** / **TE:** 217 / 217 195 / 195 77 / 77 283 / 283 429 / 429 37 / 37 101 / 101 177 / 177 387 / 387 435 / 435 275 / 275 95 / 95 239 / 239 481 / 481 493 / 493

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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.	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. **SE:** / **TE:** 393 / 393 295 / 295 161 / 161 289 / 289 233 / 233 43 / 43 117 / 117 305 / 305 405 / 405 269 / 269 85 / 85 183 / 183 459 / 459 467 / 467 416 / 416

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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	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. **SE:** **TE:** 189 189 19 19 7 7 361 361 13 13 131 131 145 145 347 347 367 367 453 453 487 487 123 123 211 211 239 239 344 344

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