

A Standards Alignment of
enVision Florida Mathematics
Grade 7, ©2020



To
Florida M/J Grade 7 Mathematics
Course Code 1205040

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

BID ID: 3595
SUBMISSION TITLE: enVision Florida Mathematics, Grade 7
GRADE LEVEL: Grade 7
COURSE TITLE: M/J Grade 7 Mathematics
COURSE CODE: 1205040
ISBN: SE: 9780134944135 / TE: 9780134944463
PUBLISHER: Savvas Education, Inc.
PUBLISHER ID: 22-160368402

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.7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	SE: 195–200, Lesson 4-2 201–206, Lesson 4-3 207–212, Lesson 4-4 213–218, Lesson 4-5 225–230, Lesson 4-6 231–236, Lesson 4-7 243–246, Topic 4 Review	TE: 195A–200B, Lesson 4-2 201A–206B, Lesson 4-3 207A–212B, Lesson 4-4 213A–218B, Lesson 4-5 225A–230B, Lesson 4-6 231A–236B, Lesson 4-7 243–246, Topic 4 Review
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: 207–212, Lesson 4-4 213–218, Lesson 4-5 225–230, Lesson 4-6 231–236, Lesson 4-7 237–242, Lesson 4-8 243–246, Topic 4 Review	TE: 207A–212B, Lesson 4-4 213A–218B, Lesson 4-5 225A–230B, Lesson 4-6 231A–236B, Lesson 4-7 237A–242B, Lesson 4-8 243–246, Topic 4 Review

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

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

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.7.EE.2.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>	SE: 63–68, Lesson 1-10 73–78, Topic 1 Review 449–454, Lesson 8-6 465–470, Lesson 8-8 471–476, Lesson 8-9 477–482, Topic 8 Review 259–264, Lesson 5-2 265–270, Lesson 5-3 301–304, Topic 5 Review 189–194, Lesson 4-1 243–246, Topic 4 Review 319–326, Lesson 6-2 345–348, Topic 6 Review 355–360, Lesson 7-1 373–378, Lesson 7-4 403–408, Topic 7 Review	TE: 63A–68B, Lesson 1-10 73–78, Topic 1 Review 449A–454B, Lesson 8-6 465A–470B, Lesson 8-8 471A–476B, Lesson 8-9 477–482, Topic 8 Review 259A–264B, Lesson 5-2 265A–270B, Lesson 5-3 301–304, Topic 5 Review 189A–194B, Lesson 4-1 243–246, Topic 4 Review 319A–326B, Lesson 6-2 345–348, Topic 6 Review 355A–360B, Lesson 7-1 373A–378B, Lesson 7-4 403–408, Topic 7 Review

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

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.7.EE.2.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	SE: 253–258, Lesson 5-1 259–264, Lesson 5-2 265–270, Lesson 5-3 273–278, Lesson 5-4 279–284, Lesson 5-5 289–294, Lesson 5-6 295–300, Lesson 5-7 301–304, Topic 5 Review 441–446, Lesson 8-5 449–454, Lesson 8-6 465–470, Lesson 8-8 471–476, Lesson 8-9 477–482, Topic 8 Review	TE: 253A–258B, Lesson 5-1 259A–264B, Lesson 5-2 265A–270B, Lesson 5-3 273A–278B, Lesson 5-4 279A–284B, Lesson 5-5 289A–294B, Lesson 5-6 295A–300B, Lesson 5-7 301–304, Topic 5 Review 441A–446B, Lesson 8-5 449A–454B, Lesson 8-6 465A–470B, Lesson 8-8 471A–476B, Lesson 8-9 477–482, Topic 8 Review
a.	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	SE: 253–258, Lesson 5-1 259–264, Lesson 5-2 265–270, Lesson 5-3 301–304, Topic 5 Review 441–446, Lesson 8-5 449–454, Lesson 8-6 465–470, Lesson 8-8 471–476, Lesson 8-9 477–482, Topic 8 Review 189–194, Lesson 4-1 243–246, Topic 4 Review	TE: 253A–258B, Lesson 5-1 259A–264B, Lesson 5-2 265A–270B, Lesson 5-3 301–304, Topic 5 Review 441A–446B, Lesson 8-5 449A–454B, Lesson 8-6 465A–470B, Lesson 8-8 471A–476B, Lesson 8-9 477–482, Topic 8 Review 189A–194B, Lesson 4-1 243–246, Topic 4 Review

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

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.)	
b.	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>	SE: 273–278, Lesson 5-4 279–284, Lesson 5-5 289–294, Lesson 5-6 295–300, Lesson 5-7 301–304, Topic 5 Review	TE: 273A–278B, Lesson 5-4 279A–284B, Lesson 5-5 289A–294B, Lesson 5-6 295A–300B, Lesson 5-7 301–304, Topic 5 Review
MAFS.7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	SE: 415–420, Lesson 8-1 477–482, Topic 8 Review	TE: 415A–420B, Lesson 8-1 477–482, Topic 8 Review
MAFS.7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	SE: 421–426, Lesson 8-2 427–434, Lesson 8-3 477–482, Topic 8 Review	TE: 421A–426B, Lesson 8-2 427A–434B, Lesson 8-3 477–482, Topic 8 Review

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

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.7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	SE: 459–464, Lesson 8-7 477–482, Topic 8 Review	TE: 459A–464B, Lesson 8-7 477–482, Topic 8 Review
MAFS.7.G.2.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	SE: 441–446, Lesson 8-5 449–454, Lesson 8-6 477–482, Topic 8 Review	TE: 441A–446B, Lesson 8-5 449A–454B, Lesson 8-6 477–482, Topic 8 Review
MAFS.7.G.2.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	SE: 435–440, Lesson 8-4 477–482, Topic 8 Review	TE: 435A–440B, Lesson 8-4 477–482, Topic 8 Review
MAFS.7.G.2.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	SE: 465–470, Lesson 8-8 471–476, Lesson 8-9 477–482, Topic 8 Review	TE: 465A–470B, Lesson 8-8 471A–476B, Lesson 8-9 477–482, Topic 8 Review

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

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.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: 7-12, Lesson 1-1 19-24, Lesson 1-3 25-30, Lesson 1-4 31-36, Lesson 1-5 73-78, Topic 1 Review	TE: 7A-12B, Lesson 1-1 19A-24B, Lesson 1-3 25A-30B, Lesson 1-4 31A-36B, Lesson 1-5 73-78, Topic 1 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: 7-12, Lesson 1-1 73-78, Topic 1 Review	TE: 7A-12B, Lesson 1-1 73-78, Topic 1 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: 19-24, Lesson 1-3 31-36, Lesson 1-5 73-78, Topic 1 Review	TE: 19A-24B, Lesson 1-3 31A-36B, Lesson 1-5 73-78, Topic 1 Review

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

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.)	
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: 25–30, Lesson 1-4 31–36, Lesson 1-5 73–78, Topic 1 Review	TE: 25A–30B, Lesson 1-4 31A–36B, Lesson 1-5 73–78, Topic 1 Review
d.	Apply properties of operations as strategies to add and subtract rational numbers.	SE: 19–24, Lesson 1-3 25–30, Lesson 1-4 31–36, Lesson 1-5 73–78, Topic 1 Review	TE: 19A–24B, Lesson 1-3 25A–30B, Lesson 1-4 31A–36B, Lesson 1-5 73–78, Topic 1 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: 13–18, Lesson 1-2 39–44, Lesson 1-6 45–50, Lesson 1-7 51–56, Lesson 1-8 57–62, Lesson 1-9 73–78, Topic 1 Review	TE: 13A–18B, Lesson 1-2 39A–44B, Lesson 1-6 45A–50B, Lesson 1-7 51A–56B, Lesson 1-8 57A–62B, Lesson 1-9 73–78, Topic 1 Review

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

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.)	
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: 39–44, Lesson 1-6 45–50, Lesson 1-7 73–78, Topic 1 Review	TE: 39A–44B, Lesson 1-6 45A–50B, Lesson 1-7 73–78, Topic 1 Review
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: 51–56, Lesson 1-8 57–62, Lesson 1-9 73–78, Topic 1 Review	TE: 51A–56B, Lesson 1-8 57A–62B, Lesson 1-9 73–78, Topic 1 Review
c.	Apply properties of operations as strategies to multiply and divide rational numbers.	SE: 39–44, Lesson 1-6 45–50, Lesson 1-7 51–56, Lesson 1-8 57–62, Lesson 1-9 73–78, Topic 1 Review	TE: 39A–44B, Lesson 1-6 45A–50B, Lesson 1-7 51A–56B, Lesson 1-8 57A–62B, Lesson 1-9 73–78, Topic 1 Review

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

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.)	
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: 13–18, Lesson 1-2 73–78, Topic 1 Review	TE: 13A–18B, Lesson 1-2 73–78, Topic 1 Review
MAFS.7.NS.1.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	SE: 63–68, Lesson 1-10 73–78, Topic 1 Review 465–470, Lesson 8-8 471–476, Lesson 8-9 477–482, Topic 8 Review	TE: 63A–68B, Lesson 1-10 73–78, Topic 1 Review 465A–470B, Lesson 8-8 471A–476B, Lesson 8-9 477–482, Topic 8 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: 85–90, Lesson 2-1 91–96, Lesson 2-2 127–130, Topic 2 Review	TE: 85A–90B, Lesson 2-1 91A–96B, Lesson 2-2 127–130, Topic 2 Review

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

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.7.RP.1.2	Recognize and represent proportional relationships between quantities.	SE: 97–102, Lesson 2-3 103–108, Lesson 2-4 115–120, Lesson 2-5 127–130, Topic 2 Review 137–142, Lesson 3-1 143–148, Lesson 3-2 149–154, Lesson 3-3 179–182, Topic 3 Review 319–326, Lesson 6-2 345–348, Topic 6 Review 361–366, Lesson 7-2 403–408, Topic 7 Review	TE: 97A–102B, Lesson 2-3 103A–108B, Lesson 2-4 115A–120B, Lesson 2-5 127–130, Topic 2 Review 137A–142B, Lesson 3-1 143A–148B, Lesson 3-2 149A–154B, Lesson 3-3 179–182, Topic 3 Review 319A–326B, Lesson 6-2 345–348, Topic 6 Review 361A–366B, Lesson 7-2 403–408, Topic 7 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: 97–102, Lesson 2-3 115–120, Lesson 2-5 127–130, Topic 2 Review 137–142, Lesson 3-1 179–182, Topic 3 Review	TE: 97A–102B, Lesson 2-3 115A–120B, Lesson 2-5 127–130, Topic 2 Review 137A–142B, Lesson 3-1 179–182, Topic 3 Review
b.	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	SE: 103–108, Lesson 2-4 115–120, Lesson 2-5 127–130, Topic 2 Review 137–142, Lesson 3-1 179–182, Topic 3 Review	TE: 103A–108B, Lesson 2-4 115A–120B, Lesson 2-5 127–130, Topic 2 Review 137A–142B, Lesson 3-1 179–182, Topic 3 Review

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

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.)	
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: 103–108, Lesson 2-4 127–130, Topic 2 Review 143–148, Lesson 3-2 149–154, Lesson 3-3 179–182, Topic 3 Review 319–326, Lesson 6-2 345–348, Topic 6 Review 361–366, Lesson 7-2 403–408, Topic 7 Review	TE: 103A–108B, Lesson 2-4 127–130, Topic 2 Review 143A–148B, Lesson 3-2 149A–154B, Lesson 3-3 179–182, Topic 3 Review 319A–326B, Lesson 6-2 345–348, Topic 6 Review 361A–366B, Lesson 7-2 403–408, Topic 7 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: 115–120, Lesson 2-5 127–130, Topic 2 Review	TE: 115A–120B, Lesson 2-5 127–130, Topic 2 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: 157–162, Lesson 3-4 167–172, Lesson 3-5 173–178, Lesson 3-6 137–142, Lesson 3-1 143–148, Lesson 3-2 149–154, Lesson 3-3 179–182, Topic 3 Review 85–90, Lesson 2-1 91–96, Lesson 2-2 121–126, Lesson 2-6 127–130, Topic 2 Review	TE: 157A–162B, Lesson 3-4 167A–172B, Lesson 3-5 173A–178B, Lesson 3-6 137A–142B, Lesson 3-1 143A–148B, Lesson 3-2 149A–154B, Lesson 3-3 179–182, Topic 3 Review 85A–90B, Lesson 2-1 91A–96B, Lesson 2-2 121A–126B, Lesson 2-6 127–130, Topic 2 Review

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

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.7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	SE: 311–318, Lesson 6-1 319–326, Lesson 6-2 345–348, Topic 6 Review	TE: 311A–318B, Lesson 6-1 319A–326B, Lesson 6-2 345–348, Topic 6 Review
MAFS.7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	SE: 319–326, Lesson 6-2 345–348, Topic 6 Review	TE: 319A–326B, Lesson 6-2 345–348, Topic 6 Review

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

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.7.SP.2.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	SE: 329–334, Lesson 6-3 335–340, Lesson 6-4 345–348, Topic 6 Review	TE: 329A–334B, Lesson 6-3 335A–340B, Lesson 6-4 345–348, Topic 6 Review
MAFS.7.SP.2.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	SE: 329–334, Lesson 6-3 335–340, Lesson 6-4 345–348, Topic 6 Review	TE: 329A–334B, Lesson 6-3 335A–340B, Lesson 6-4 345–348, Topic 6 Review

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

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.7.SP.3.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	SE: 355–360, Lesson 7-1 403–408, Topic 7 Review	TE: 355A–360B, Lesson 7-1 403–408, Topic 7 Review
MAFS.7.SP.3.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	SE: 361–366, Lesson 7-2 367–372, Lesson 7-3 403–408, Topic 7 Review	TE: 361A–366B, Lesson 7-2 367A–372B, Lesson 7-3 403–408, Topic 7 Review
MAFS.7.SP.3.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	SE: 367–372, Lesson 7-3 373–378, Lesson 7-4 403–408, Topic 7 Review	TE: 367A–372B, Lesson 7-3 373A–378B, Lesson 7-4 403–408, Topic 7 Review

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

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.)	
a.	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	SE: 367–372, Lesson 7-3 373–378, Lesson 7-4 403–408, Topic 7 Review	TE: 367A–372B, Lesson 7-3 373A–378B, Lesson 7-4 403–408, Topic 7 Review
b.	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	SE: 373–378, Lesson 7-4 403–408, Topic 7 Review	TE: 373A–378B, Lesson 7-4 403–408, Topic 7 Review
MAFS.7.SP.3.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	SE: 385–390, Lesson 7-5 391–396, Lesson 7-6 397–402, Lesson 7-7 403–408, Topic 7 Review	TE: 385A–390B, Lesson 7-5 391A–396B, Lesson 7-6 397A–402B, Lesson 7-7 403–408, Topic 7 Review

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

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.)	
a.	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	SE: 391–396, Lesson 7-6 403–408, Topic 7 Review	TE: 391A–396B, Lesson 7-6 403–408, Topic 7 Review
b.	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.	SE: 385–390, Lesson 7-5 403–408, Topic 7 Review	TE: 385A–390B, Lesson 7-5 403–408, Topic 7 Review
c.	Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	SE: 397–402, Lesson 7-7 403–408, Topic 7 Review	TE: 397A–402B, Lesson 7-7 403–408, Topic 7 Review

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

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.K12.MP.1.1	Make sense of problems and persevere in solving them.	<p>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.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>12</td> <td>12</td> </tr> <tr> <td>30</td> <td>30</td> </tr> <tr> <td>44</td> <td>44</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>89</td> <td>89</td> </tr> <tr> <td>126</td> <td>126</td> </tr> <tr> <td>142</td> <td>142</td> </tr> <tr> <td>147</td> <td>147</td> </tr> <tr> <td>153</td> <td>153</td> </tr> <tr> <td>154</td> <td>154</td> </tr> <tr> <td>162</td> <td>162</td> </tr> <tr> <td>172</td> <td>172</td> </tr> <tr> <td>204</td> <td>204</td> </tr> <tr> <td>210</td> <td>210</td> </tr> <tr> <td>212</td> <td>212</td> </tr> </table>	SE:	TE:	12	12	30	30	44	44	67	67	89	89	126	126	142	142	147	147	153	153	154	154	162	162	172	172	204	204	210	210	212	212
SE:	TE:																																	
12	12																																	
30	30																																	
44	44																																	
67	67																																	
89	89																																	
126	126																																	
142	142																																	
147	147																																	
153	153																																	
154	154																																	
162	162																																	
172	172																																	
204	204																																	
210	210																																	
212	212																																	

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

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.K12.MP.2.1	Reason abstractly and quantitatively.	<p>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.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>11</td> <td>11</td> </tr> <tr> <td>28</td> <td>28</td> </tr> <tr> <td>29</td> <td>29</td> </tr> <tr> <td>35</td> <td>35</td> </tr> <tr> <td>54</td> <td>54</td> </tr> <tr> <td>66</td> <td>66</td> </tr> <tr> <td>101</td> <td>101</td> </tr> <tr> <td>102</td> <td>102</td> </tr> <tr> <td>124</td> <td>124</td> </tr> <tr> <td>125</td> <td>125</td> </tr> <tr> <td>146</td> <td>146</td> </tr> <tr> <td>160</td> <td>160</td> </tr> <tr> <td>178</td> <td>178</td> </tr> <tr> <td>204</td> <td>204</td> </tr> </table>	SE:	TE:	10	10	11	11	28	28	29	29	35	35	54	54	66	66	101	101	102	102	124	124	125	125	146	146	160	160	178	178	204	204
SE:	TE:																																	
10	10																																	
11	11																																	
28	28																																	
29	29																																	
35	35																																	
54	54																																	
66	66																																	
101	101																																	
102	102																																	
124	124																																	
125	125																																	
146	146																																	
160	160																																	
178	178																																	
204	204																																	

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

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.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>24</td> <td>24</td> </tr> <tr> <td>29</td> <td>29</td> </tr> <tr> <td>34</td> <td>34</td> </tr> <tr> <td>43</td> <td>43</td> </tr> <tr> <td>62</td> <td>62</td> </tr> <tr> <td>66</td> <td>66</td> </tr> <tr> <td>94</td> <td>94</td> </tr> <tr> <td>101</td> <td>101</td> </tr> <tr> <td>108</td> <td>108</td> </tr> <tr> <td>118</td> <td>118</td> </tr> <tr> <td>140</td> <td>140</td> </tr> <tr> <td>142</td> <td>142</td> </tr> <tr> <td>146</td> <td>146</td> </tr> <tr> <td>148</td> <td>148</td> </tr> <tr> <td>152</td> <td>152</td> </tr> </table>	SE:	TE:	24	24	29	29	34	34	43	43	62	62	66	66	94	94	101	101	108	108	118	118	140	140	142	142	146	146	148	148	152	152
SE:	TE:																																	
24	24																																	
29	29																																	
34	34																																	
43	43																																	
62	62																																	
66	66																																	
94	94																																	
101	101																																	
108	108																																	
118	118																																	
140	140																																	
142	142																																	
146	146																																	
148	148																																	
152	152																																	

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

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.K12.MP.4.1	Model with mathematics.	<p>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.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>23</td> <td>23</td> </tr> <tr> <td>24</td> <td>24</td> </tr> <tr> <td>28</td> <td>28</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>48</td> <td>48</td> </tr> <tr> <td>61</td> <td>61</td> </tr> <tr> <td>68</td> <td>68</td> </tr> <tr> <td>89</td> <td>89</td> </tr> <tr> <td>107</td> <td>107</td> </tr> <tr> <td>118</td> <td>118</td> </tr> <tr> <td>154</td> <td>154</td> </tr> <tr> <td>193</td> <td>193</td> </tr> <tr> <td>217</td> <td>217</td> </tr> <tr> <td>262</td> <td>262</td> </tr> </table>	SE:	TE:	10	10	23	23	24	24	28	28	36	36	48	48	61	61	68	68	89	89	107	107	118	118	154	154	193	193	217	217	262	262
SE:	TE:																																	
10	10																																	
23	23																																	
24	24																																	
28	28																																	
36	36																																	
48	48																																	
61	61																																	
68	68																																	
89	89																																	
107	107																																	
118	118																																	
154	154																																	
193	193																																	
217	217																																	
262	262																																	

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

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.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 style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>11</td> <td>11</td> </tr> <tr> <td>23</td> <td>23</td> </tr> <tr> <td>118</td> <td>118</td> </tr> <tr> <td>124</td> <td>124</td> </tr> <tr> <td>276</td> <td>276</td> </tr> <tr> <td>277</td> <td>277</td> </tr> <tr> <td>278</td> <td>278</td> </tr> <tr> <td>282</td> <td>282</td> </tr> <tr> <td>283</td> <td>283</td> </tr> <tr> <td>284</td> <td>284</td> </tr> <tr> <td>298</td> <td>298</td> </tr> <tr> <td>388</td> <td>388</td> </tr> <tr> <td>396</td> <td>396</td> </tr> <tr> <td>424</td> <td>424</td> </tr> </table>	SE:	TE:	10	10	11	11	23	23	118	118	124	124	276	276	277	277	278	278	282	282	283	283	284	284	298	298	388	388	396	396	424	424
SE:	TE:																																	
10	10																																	
11	11																																	
23	23																																	
118	118																																	
124	124																																	
276	276																																	
277	277																																	
278	278																																	
282	282																																	
283	283																																	
284	284																																	
298	298																																	
388	388																																	
396	396																																	
424	424																																	

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

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.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 style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>16</td> <td>16</td> </tr> <tr> <td>18</td> <td>18</td> </tr> <tr> <td>43</td> <td>43</td> </tr> <tr> <td>49</td> <td>49</td> </tr> <tr> <td>102</td> <td>102</td> </tr> <tr> <td>140</td> <td>140</td> </tr> <tr> <td>141</td> <td>141</td> </tr> <tr> <td>162</td> <td>162</td> </tr> <tr> <td>176</td> <td>176</td> </tr> <tr> <td>193</td> <td>193</td> </tr> <tr> <td>228</td> <td>228</td> </tr> <tr> <td>298</td> <td>298</td> </tr> <tr> <td>315</td> <td>315</td> </tr> <tr> <td>377</td> <td>377</td> </tr> <tr> <td>378</td> <td>378</td> </tr> </table>	SE:	TE:	16	16	18	18	43	43	49	49	102	102	140	140	141	141	162	162	176	176	193	193	228	228	298	298	315	315	377	377	378	378
SE:	TE:																																	
16	16																																	
18	18																																	
43	43																																	
49	49																																	
102	102																																	
140	140																																	
141	141																																	
162	162																																	
176	176																																	
193	193																																	
228	228																																	
298	298																																	
315	315																																	
377	377																																	
378	378																																	

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

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.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 style="width: 100%; border: none;"> <tr> <td style="width: 50%;">SE:</td> <td style="width: 50%;">TE:</td> </tr> <tr> <td>17</td> <td>17</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>42</td> <td>42</td> </tr> <tr> <td>55</td> <td>55</td> </tr> <tr> <td>56</td> <td>56</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>88</td> <td>88</td> </tr> <tr> <td>119</td> <td>119</td> </tr> <tr> <td>171</td> <td>171</td> </tr> <tr> <td>192</td> <td>192</td> </tr> <tr> <td>210</td> <td>210</td> </tr> <tr> <td>234</td> <td>234</td> </tr> <tr> <td>240</td> <td>240</td> </tr> <tr> <td>242</td> <td>242</td> </tr> <tr> <td>256</td> <td>256</td> </tr> <tr> <td>262</td> <td>262</td> </tr> <tr> <td>264</td> <td>264</td> </tr> <tr> <td>438</td> <td>438</td> </tr> </table>	SE:	TE:	17	17	36	36	42	42	55	55	56	56	60	60	88	88	119	119	171	171	192	192	210	210	234	234	240	240	242	242	256	256	262	262	264	264	438	438
SE:	TE:																																							
17	17																																							
36	36																																							
42	42																																							
55	55																																							
56	56																																							
60	60																																							
88	88																																							
119	119																																							
171	171																																							
192	192																																							
210	210																																							
234	234																																							
240	240																																							
242	242																																							
256	256																																							
262	262																																							
264	264																																							
438	438																																							

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

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.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>95</td> <td>95</td> </tr> <tr> <td>176</td> <td>176</td> </tr> <tr> <td>192</td> <td>192</td> </tr> <tr> <td>198</td> <td>198</td> </tr> <tr> <td>199</td> <td>199</td> </tr> <tr> <td>210</td> <td>210</td> </tr> <tr> <td>211</td> <td>211</td> </tr> <tr> <td>212</td> <td>212</td> </tr> <tr> <td>217</td> <td>217</td> </tr> <tr> <td>389</td> <td>389</td> </tr> <tr> <td>390</td> <td>390</td> </tr> <tr> <td>454</td> <td>454</td> </tr> <tr> <td>469</td> <td>469</td> </tr> </table>	SE:	TE:	95	95	176	176	192	192	198	198	199	199	210	210	211	211	212	212	217	217	389	389	390	390	454	454	469	469
SE:	TE:																													
95	95																													
176	176																													
192	192																													
198	198																													
199	199																													
210	210																													
211	211																													
212	212																													
217	217																													
389	389																													
390	390																													
454	454																													
469	469																													

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

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.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 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>265-270</td> <td>265-270</td> </tr> <tr> <td>295-300</td> <td>295-300</td> </tr> <tr> <td>313</td> <td>313</td> </tr> <tr> <td>417</td> <td>417</td> </tr> <tr> <td>99</td> <td>99</td> </tr> <tr> <td>105</td> <td>105</td> </tr> <tr> <td>169</td> <td>169</td> </tr> <tr> <td>473</td> <td>473</td> </tr> <tr> <td>64-65</td> <td>64-65</td> </tr> <tr> <td>443</td> <td>443</td> </tr> <tr> <td>472</td> <td>472</td> </tr> <tr> <td>362</td> <td>362</td> </tr> <tr> <td>392</td> <td>392</td> </tr> <tr> <td>398-399</td> <td>398-399</td> </tr> <tr> <td>116</td> <td>116</td> </tr> </table>	SE:	TE:	265-270	265-270	295-300	295-300	313	313	417	417	99	99	105	105	169	169	473	473	64-65	64-65	443	443	472	472	362	362	392	392	398-399	398-399	116	116
SE:	TE:																																	
265-270	265-270																																	
295-300	295-300																																	
313	313																																	
417	417																																	
99	99																																	
105	105																																	
169	169																																	
473	473																																	
64-65	64-65																																	
443	443																																	
472	472																																	
362	362																																	
392	392																																	
398-399	398-399																																	
116	116																																	

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

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.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>188</td> <td>188</td> </tr> <tr> <td>327</td> <td>327</td> </tr> <tr> <td>384</td> <td>384</td> </tr> <tr> <td>37</td> <td>37</td> </tr> <tr> <td>109</td> <td>109</td> </tr> <tr> <td>155</td> <td>155</td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>14-15</td> <td>14-15</td> </tr> <tr> <td>98</td> <td>98</td> </tr> <tr> <td>158</td> <td>158</td> </tr> <tr> <td>168</td> <td>168</td> </tr> <tr> <td>174</td> <td>174</td> </tr> <tr> <td>260</td> <td>260</td> </tr> <tr> <td>312-313</td> <td>312-313</td> </tr> <tr> <td>356</td> <td>356</td> </tr> </table>	SE:	TE:	188	188	327	327	384	384	37	37	109	109	155	155	10	10	14-15	14-15	98	98	158	158	168	168	174	174	260	260	312-313	312-313	356	356
SE:	TE:																																	
188	188																																	
327	327																																	
384	384																																	
37	37																																	
109	109																																	
155	155																																	
10	10																																	
14-15	14-15																																	
98	98																																	
158	158																																	
168	168																																	
174	174																																	
260	260																																	
312-313	312-313																																	
356	356																																	

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

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 border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>388</td> <td>388</td> </tr> <tr> <td>394</td> <td>394</td> </tr> <tr> <td>263</td> <td>263</td> </tr> <tr> <td>190</td> <td>190</td> </tr> <tr> <td>195</td> <td>195</td> </tr> <tr> <td>122</td> <td>122</td> </tr> <tr> <td>138-139</td> <td>138-139</td> </tr> <tr> <td>254</td> <td>254</td> </tr> <tr> <td>92</td> <td>92</td> </tr> <tr> <td>144-145</td> <td>144-145</td> </tr> <tr> <td>158</td> <td>158</td> </tr> <tr> <td>168-169</td> <td>168-169</td> </tr> <tr> <td>265</td> <td>265</td> </tr> <tr> <td>258</td> <td>258</td> </tr> <tr> <td>294</td> <td>294</td> </tr> </table>	SE:	TE:	388	388	394	394	263	263	190	190	195	195	122	122	138-139	138-139	254	254	92	92	144-145	144-145	158	158	168-169	168-169	265	265	258	258	294	294
SE:	TE:																																	
388	388																																	
394	394																																	
263	263																																	
190	190																																	
195	195																																	
122	122																																	
138-139	138-139																																	
254	254																																	
92	92																																	
144-145	144-145																																	
158	158																																	
168-169	168-169																																	
265	265																																	
258	258																																	
294	294																																	

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

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.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>335</td> <td>335</td> </tr> <tr> <td>373</td> <td>373</td> </tr> <tr> <td>355</td> <td>355</td> </tr> <tr> <td>265</td> <td>265</td> </tr> <tr> <td>282</td> <td>282</td> </tr> <tr> <td>177</td> <td>177</td> </tr> <tr> <td>157</td> <td>157</td> </tr> <tr> <td>320</td> <td>320</td> </tr> <tr> <td>8</td> <td>8</td> </tr> <tr> <td>32</td> <td>32</td> </tr> <tr> <td>92</td> <td>92</td> </tr> <tr> <td>104</td> <td>104</td> </tr> <tr> <td>168</td> <td>168</td> </tr> <tr> <td>202</td> <td>202</td> </tr> <tr> <td>232</td> <td>232</td> </tr> </table>	SE:	TE:	335	335	373	373	355	355	265	265	282	282	177	177	157	157	320	320	8	8	32	32	92	92	104	104	168	168	202	202	232	232
SE:	TE:																																	
335	335																																	
373	373																																	
355	355																																	
265	265																																	
282	282																																	
177	177																																	
157	157																																	
320	320																																	
8	8																																	
32	32																																	
92	92																																	
104	104																																	
168	168																																	
202	202																																	
232	232																																	

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

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.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 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>69-72</td> <td>69-72</td> </tr> <tr> <td>163-166</td> <td>163-166</td> </tr> <tr> <td>285-288</td> <td>285-288</td> </tr> <tr> <td>341-344</td> <td>341-344</td> </tr> <tr> <td>381-384</td> <td>381-384</td> </tr> <tr> <td>157</td> <td>157</td> </tr> <tr> <td>335</td> <td>335</td> </tr> <tr> <td>373</td> <td>373</td> </tr> <tr> <td>355</td> <td>355</td> </tr> <tr> <td>177</td> <td>177</td> </tr> <tr> <td>320</td> <td>320</td> </tr> <tr> <td>14</td> <td>14</td> </tr> <tr> <td>26</td> <td>26</td> </tr> <tr> <td>40</td> <td>40</td> </tr> <tr> <td>64</td> <td>64</td> </tr> </table>	SE:	TE:	69-72	69-72	163-166	163-166	285-288	285-288	341-344	341-344	381-384	381-384	157	157	335	335	373	373	355	355	177	177	320	320	14	14	26	26	40	40	64	64
SE:	TE:																																	
69-72	69-72																																	
163-166	163-166																																	
285-288	285-288																																	
341-344	341-344																																	
381-384	381-384																																	
157	157																																	
335	335																																	
373	373																																	
355	355																																	
177	177																																	
320	320																																	
14	14																																	
26	26																																	
40	40																																	
64	64																																	

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

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.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	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: 279 63 259 289 121 167 45 189 201 361 143 149 385 465 471 TE: 279 63 259 289 121 167 45 189 201 361 143 149 385 465 471

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

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.)																																
Continued	d. Acknowledge new information expressed by others and, when warranted, modify their own views.	See above citations.																																
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify 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 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>4</td> <td>4</td> </tr> <tr> <td>82</td> <td>82</td> </tr> <tr> <td>134</td> <td>134</td> </tr> <tr> <td>186</td> <td>186</td> </tr> <tr> <td>250</td> <td>250</td> </tr> <tr> <td>308</td> <td>308</td> </tr> <tr> <td>352</td> <td>352</td> </tr> <tr> <td>412</td> <td>412</td> </tr> <tr> <td>69</td> <td>69</td> </tr> <tr> <td>111</td> <td>111</td> </tr> <tr> <td>163</td> <td>163</td> </tr> <tr> <td>221</td> <td>221</td> </tr> <tr> <td>285</td> <td>285</td> </tr> <tr> <td>341</td> <td>341</td> </tr> <tr> <td>455</td> <td>455</td> </tr> </table>	SE:	TE:	4	4	82	82	134	134	186	186	250	250	308	308	352	352	412	412	69	69	111	111	163	163	221	221	285	285	341	341	455	455
SE:	TE:																																	
4	4																																	
82	82																																	
134	134																																	
186	186																																	
250	250																																	
308	308																																	
352	352																																	
412	412																																	
69	69																																	
111	111																																	
163	163																																	
221	221																																	
285	285																																	
341	341																																	
455	455																																	

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

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.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<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>85</td> <td>85</td> </tr> <tr> <td>114</td> <td>114</td> </tr> <tr> <td>344</td> <td>344</td> </tr> <tr> <td>157</td> <td>157</td> </tr> <tr> <td>213</td> <td>213</td> </tr> <tr> <td>236</td> <td>236</td> </tr> <tr> <td>323</td> <td>323</td> </tr> <tr> <td>62</td> <td>62</td> </tr> <tr> <td>34</td> <td>34</td> </tr> <tr> <td>318</td> <td>318</td> </tr> <tr> <td>96</td> <td>96</td> </tr> <tr> <td>148</td> <td>148</td> </tr> <tr> <td>298-299</td> <td>298-299</td> </tr> <tr> <td>24</td> <td>24</td> </tr> <tr> <td>90</td> <td>90</td> </tr> </table>	SE:	TE:	85	85	114	114	344	344	157	157	213	213	236	236	323	323	62	62	34	34	318	318	96	96	148	148	298-299	298-299	24	24	90	90
SE:	TE:																																	
85	85																																	
114	114																																	
344	344																																	
157	157																																	
213	213																																	
236	236																																	
323	323																																	
62	62																																	
34	34																																	
318	318																																	
96	96																																	
148	148																																	
298-299	298-299																																	
24	24																																	
90	90																																	

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

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.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; 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>279</td> <td>279</td> </tr> <tr> <td>63</td> <td>63</td> </tr> <tr> <td>410</td> <td>410</td> </tr> <tr> <td>121</td> <td>121</td> </tr> <tr> <td>167</td> <td>167</td> </tr> <tr> <td>320</td> <td>320</td> </tr> <tr> <td>8</td> <td>8</td> </tr> <tr> <td>98</td> <td>98</td> </tr> <tr> <td>190</td> <td>190</td> </tr> <tr> <td>296</td> <td>296</td> </tr> <tr> <td>335</td> <td>335</td> </tr> <tr> <td>373</td> <td>373</td> </tr> <tr> <td>355</td> <td>355</td> </tr> <tr> <td>282</td> <td>282</td> </tr> <tr> <td>177</td> <td>177</td> </tr> </table>	SE:	TE:	279	279	63	63	410	410	121	121	167	167	320	320	8	8	98	98	190	190	296	296	335	335	373	373	355	355	282	282	177	177
SE:	TE:																																	
279	279																																	
63	63																																	
410	410																																	
121	121																																	
167	167																																	
320	320																																	
8	8																																	
98	98																																	
190	190																																	
296	296																																	
335	335																																	
373	373																																	
355	355																																	
282	282																																	
177	177																																	

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

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.)																																
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 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>16</td> <td>16</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>124</td> <td>124</td> </tr> <tr> <td>204</td> <td>204</td> </tr> <tr> <td>227</td> <td>227</td> </tr> <tr> <td>35-36</td> <td>35-36</td> </tr> <tr> <td>326</td> <td>326</td> </tr> <tr> <td>436</td> <td>436</td> </tr> <tr> <td>159</td> <td>159</td> </tr> <tr> <td>145</td> <td>145</td> </tr> <tr> <td>202</td> <td>202</td> </tr> <tr> <td>260</td> <td>260</td> </tr> <tr> <td>229-230</td> <td>229-230</td> </tr> <tr> <td>86</td> <td>86</td> </tr> <tr> <td>138</td> <td>138</td> </tr> </table>	SE:	TE:	16	16	60	60	124	124	204	204	227	227	35-36	35-36	326	326	436	436	159	159	145	145	202	202	260	260	229-230	229-230	86	86	138	138
SE:	TE:																																	
16	16																																	
60	60																																	
124	124																																	
204	204																																	
227	227																																	
35-36	35-36																																	
326	326																																	
436	436																																	
159	159																																	
145	145																																	
202	202																																	
260	260																																	
229-230	229-230																																	
86	86																																	
138	138																																	

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

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.)																																
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>167</td> <td>167</td> </tr> <tr> <td>45</td> <td>45</td> </tr> <tr> <td>385</td> <td>385</td> </tr> <tr> <td>259</td> <td>259</td> </tr> <tr> <td>55-56</td> <td>55-56</td> </tr> <tr> <td>43-44</td> <td>43-44</td> </tr> <tr> <td>95-96</td> <td>95-96</td> </tr> <tr> <td>442</td> <td>442</td> </tr> <tr> <td>14</td> <td>14</td> </tr> <tr> <td>32</td> <td>32</td> </tr> <tr> <td>168</td> <td>168</td> </tr> <tr> <td>61-62</td> <td>61-62</td> </tr> <tr> <td>393</td> <td>393</td> </tr> <tr> <td>11-12</td> <td>11-12</td> </tr> <tr> <td>141-142</td> <td>141-142</td> </tr> </table>	SE:	TE:	167	167	45	45	385	385	259	259	55-56	55-56	43-44	43-44	95-96	95-96	442	442	14	14	32	32	168	168	61-62	61-62	393	393	11-12	11-12	141-142	141-142
SE:	TE:																																	
167	167																																	
45	45																																	
385	385																																	
259	259																																	
55-56	55-56																																	
43-44	43-44																																	
95-96	95-96																																	
442	442																																	
14	14																																	
32	32																																	
168	168																																	
61-62	61-62																																	
393	393																																	
11-12	11-12																																	
141-142	141-142																																	