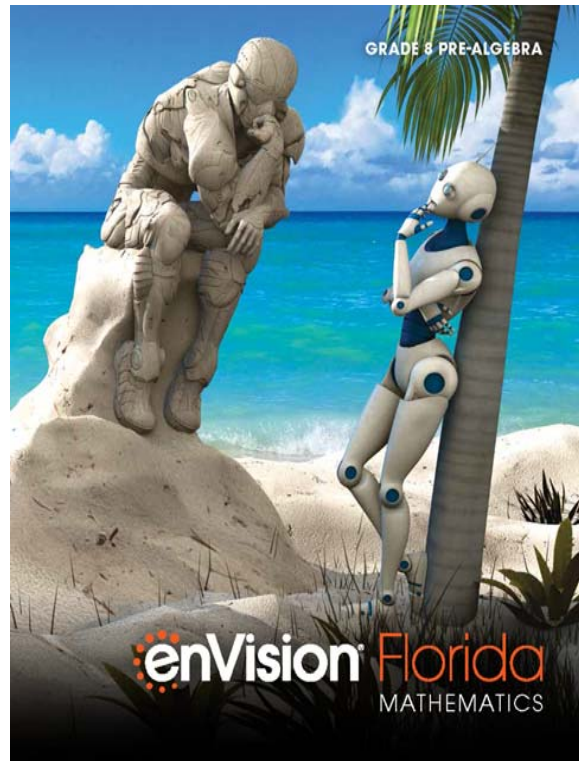


A Standards Alignment of
enVision Florida Mathematics
Grade 8 Pre-Algebra, ©2020



To
Florida M/J Grade 8 Pre-Algebra Mathematics
Course Code 1205070

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

BID ID: 3597
SUBMISSION TITLE: enVision Florida Mathematics, Grade 8 Pre-Algebra
GRADE LEVEL: Grade 8
COURSE TITLE: M/J Grade 8 Pre-Algebra
COURSE CODE: 1205070
ISBN: SE: 9780134944159 /TE: 9780134944487
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.8.EE.1.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i>	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
MAFS.8.EE.1.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	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

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.8.EE.1.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>	SE: 51–56, Lesson 1-8 73–78, Topic 1 Review	TE: 51A–56B, Lesson 1-8 73–78, Topic 1 Review
MAFS.8.EE.1.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	SE: 57–62, Lesson 1-9 67–72, Lesson 1-10 73–78, Topic 1 Review	TE: 57A–62B, Lesson 1-9 67A–72B, Lesson 1-10 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.)	
MAFS.8.EE.2.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	SE: 117–122, Lesson 2-5 147–152, Topic 2 Review	TE: 117A–122B, Lesson 2-5 147–152, Topic 2 Review
MAFS.8.EE.2.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	SE: 123–128, Lesson 2-6 129–134, Lesson 2-7 135–140, Lesson 2-8 141–146, Lesson 2-9 147–152, Topic 2 Review	TE: 123A–128B, Lesson 2-6 129A–134B, Lesson 2-7 135A–140B, Lesson 2-8 141A–146B, Lesson 2-9 147–152, Topic 2 Review
MAFS.8.EE.3.7	Solve linear equations in one variable.	SE: 85–90, Lesson 2-1 91–96, Lesson 2-2 97–102, Lesson 2-3 103–110, Lesson 2-4 147–152, Topic 2 Review	TE: 85A–90B, Lesson 2-1 91A–96B, Lesson 2-2 97A–102B, Lesson 2-3 103A–110B, Lesson 2-4 147–152, 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.)	
a.	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	SE: 103–110, Lesson 2-4 147–152, Topic 2 Review	TE: 103A–110B, Lesson 2-4 147–152, Topic 2 Review
b.	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	SE: 85–90, Lesson 2-1 91–96, Lesson 2-2 97–102, Lesson 2-3 147–152, Topic 2 Review	TE: 85A–90B, Lesson 2-1 91A–96B, Lesson 2-2 97A–102B, Lesson 2-3 147–152, 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.8.EE.3.8	Analyze and solve pairs of simultaneous linear equations.	SE: 257–262, Lesson 5-1 263–268, Lesson 5-2 271–276, Lesson 5-3 277–282, Lesson 5-4 287–290, Topic 5 Review	TE: 257A–262B, Lesson 5-1 263A–268B, Lesson 5-2 271A–276B, Lesson 5-3 277A–282B, Lesson 5-4 287–290, Topic 5 Review
a.	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	SE: 263–268, Lesson 5-2 287–290, Topic 5 Review	TE: 263A–268B, Lesson 5-2 287–290, Topic 5 Review
b.	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i>	SE: 257–262, Lesson 5-1 271–276, Lesson 5-3 277–282, Lesson 5-4 287–290, Topic 5 Review	TE: 257A–262B, Lesson 5-1 271A–276B, Lesson 5-3 277A–282B, Lesson 5-4 287–290, Topic 5 Review
c.	Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>	SE: 257–262, Lesson 5-1 263–268, Lesson 5-2 271–276, Lesson 5-3 277–282, Lesson 5-4 287–290, Topic 5 Review	TE: 257A–262B, Lesson 5-1 263A–268B, Lesson 5-2 271A–276B, Lesson 5-3 277A–282B, Lesson 5-4 287–290, Topic 5 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.8.F.1.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	SE: 159–164, Lesson 3-1 165–170, Lesson 3-2 201–204, Topic 3 Review	TE: 159A–164B, Lesson 3-1 165A–170B, Lesson 3-2 201–204, Topic 3 Review
MAFS.8.F.1.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	SE: 171–176, Lesson 3-3 183–188, Lesson 3-4 201–204, Topic 3 Review	TE: 171A–176B, Lesson 3-3 183A–188B, Lesson 3-4 201–204, Topic 3 Review
MAFS.8.F.1.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>	SE: 171–176, Lesson 3-3 217–222, Lesson 4-2 223–228, Lesson 4-3 201–204, Topic 3 Review 247–250, Topic 4 Review	TE: 171A–176B, Lesson 3-3 217A–222B, Lesson 4-2 223A–228B, Lesson 4-3 201–204, Topic 3 Review 247–250, 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.)	
MAFS.8.F.2.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	SE: 183–188, Lesson 3-4 217–222, Lesson 4-2 223–228, Lesson 4-3 201–204, Topic 3 Review 247–250, Topic 4 Review	TE: 183A–188B, Lesson 3-4 217A–222B, Lesson 4-2 223A–228B, Lesson 4-3 201–204, Topic 3 Review 247–250, Topic 4 Review
MAFS.8.F.2.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	SE: 189–194, Lesson 3-5 195–200, Lesson 3-6 201–204, Topic 3 Review	TE: 189A–194B, Lesson 3-5 195A–200B, Lesson 3-6 201–204, 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.)	
MAFS.8.G.1.1	Verify experimentally the properties of rotations, reflections, and translations:	SE: 297–302, Lesson 6-1 303–308, Lesson 6-2 309–314, Lesson 6-3 315–320, Lesson 6-4 365–370, Topic 6 Review	TE: 297A–302B, Lesson 6-1 303A–308B, Lesson 6-2 309A–314B, Lesson 6-3 315A–320B, Lesson 6-4 365–370, Topic 6 Review
a.	Lines are taken to lines, and line segments to line segments of the same length.	SE: 297–302, Lesson 6-1 303–308, Lesson 6-2 309–314, Lesson 6-3 315–320, Lesson 6-4 365–370, Topic 6 Review	TE: 297A–302B, Lesson 6-1 303A–308B, Lesson 6-2 309A–314B, Lesson 6-3 315A–320B, Lesson 6-4 365–370, Topic 6 Review
b.	Angles are taken to angles of the same measure.	SE: 297–302, Lesson 6-1 303–308, Lesson 6-2 309–314, Lesson 6-3 315–320, Lesson 6-4 365–370, Topic 6 Review	TE: 297A–302B, Lesson 6-1 303A–308B, Lesson 6-2 309A–314B, Lesson 6-3 315A–320B, Lesson 6-4 365–370, Topic 6 Review
c.	Parallel lines are taken to parallel lines.	SE: 297–302, Lesson 6-1 303–308, Lesson 6-2 309–314, Lesson 6-3 315–320, Lesson 6-4 365–370, Topic 6 Review	TE: 297A–302B, Lesson 6-1 303A–308B, Lesson 6-2 309A–314B, Lesson 6-3 315A–320B, Lesson 6-4 365–370, 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.8.G.1.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	SE: 325–330, Lesson 6-5 365–370, Topic 6 Review	TE: 325A–330B, Lesson 6-5 365–370, Topic 6 Review
MAFS.8.G.1.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	SE: 297–302, Lesson 6-1 303–308, Lesson 6-2 309–314, Lesson 6-3 315–320, Lesson 6-4 325–330, Lesson 6-5 333–338, Lesson 6-6 339–344, Lesson 6-7 365–370, Topic 6 Review	TE: 297A–302B, Lesson 6-1 303A–308B, Lesson 6-2 309A–314B, Lesson 6-3 315A–320B, Lesson 6-4 325A–330B, Lesson 6-5 333A–338B, Lesson 6-6 339A–344B, Lesson 6-7 365–370, Topic 6 Review
MAFS.8.G.1.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	SE: 333–338, Lesson 6-6 339–344, Lesson 6-7 365–370, Topic 6 Review	TE: 333A–338B, Lesson 6-6 339A–344B, Lesson 6-7 365–370, 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.8.G.1.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	SE: 345–352, Lesson 6-8 353–358, Lesson 6-9 359–364, Lesson 6-10 365–370, Topic 6 Review	TE: 345A–352B, Lesson 6-8 353A–358B, Lesson 6-9 359A–364B, Lesson 6-10 365–370, Topic 6 Review
MAFS.8.G.2.6	Explain a proof of the Pythagorean Theorem and its converse.	SE: 381–386, Lesson 7-1 387–392, Lesson 7-2 407–410, Topic 7 Review	TE: 381A–386B, Lesson 7-1 387A–392B, Lesson 7-2 407–410, Topic 7 Review
MAFS.8.G.2.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	SE: 381–386, Lesson 7-1 387–392, Lesson 7-2 395–400, Lesson 7-3 407–410, Topic 7 Review	TE: 381A–386B, Lesson 7-1 387A–392B, Lesson 7-2 395A–400B, Lesson 7-3 407–410, Topic 7 Review
MAFS.8.G.2.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	SE: 401–406, Lesson 7-4 407–410, Topic 7 Review	TE: 401A–406B, Lesson 7-4 407–410, 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.8.G.3.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	SE: 417–422, Lesson 8-1 423–428, Lesson 8-2 431–436, Lesson 8-3 437–442, Lesson 8-4 447–450, Topic 8 Review	TE: 417A–422B, Lesson 8-1 423A–428B, Lesson 8-2 431A–436B, Lesson 8-3 437A–442B, Lesson 8-4 447–450, Topic 8 Review
MAFS.8.NS.1.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	SE: 7–12, Lesson 1-1 13–18, Lesson 1-2 73–78, Topic 1 Review	TE: 7A–12B, Lesson 1-1 13A–18B, Lesson 1-2 73A–78B, Topic 1 Review
MAFS.8.NS.1.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	SE: 19–24, Lesson 1-3 73–78, Topic 1 Review	TE: 19A–24B, Lesson 1-3 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.)	
MAFS.8.SP.1.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	SE: 211–216, Lesson 4-1 247–250, Topic 4 Review	TE: 211A–216B, Lesson 4-1 247–250, Topic 4 Review
MAFS.8.SP.1.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	SE: 217–222, Lesson 4-2 247–250, Topic 4 Review	TE: 217A–222B, Lesson 4-2 247–250, Topic 4 Review
MAFS.8.SP.1.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>	SE: 223–228, Lesson 4-3 247–250, Topic 4 Review	TE: 223A–228B, Lesson 4-3 247–250, 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.)	
MAFS.8.SP.1.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>	SE: 231–236, Lesson 4-4 237–242, Lesson 4-5 247–250, Topic 4 Review	TE: 231A–236B, Lesson 4-4 237A–242B, Lesson 4-5 247–250, 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.)																																
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>88</td> <td>88</td> </tr> <tr> <td>89</td> <td>89</td> </tr> <tr> <td>122</td> <td>122</td> </tr> <tr> <td>146</td> <td>146</td> </tr> <tr> <td>186</td> <td>186</td> </tr> <tr> <td>198</td> <td>198</td> </tr> <tr> <td>227</td> <td>227</td> </tr> <tr> <td>235</td> <td>235</td> </tr> <tr> <td>308</td> <td>308</td> </tr> <tr> <td>318</td> <td>318</td> </tr> <tr> <td>399</td> <td>399</td> </tr> <tr> <td>422</td> <td>422</td> </tr> <tr> <td>427</td> <td>427</td> </tr> <tr> <td>428</td> <td>428</td> </tr> <tr> <td>441</td> <td>441</td> </tr> </table>	SE:	TE:	88	88	89	89	122	122	146	146	186	186	198	198	227	227	235	235	308	308	318	318	399	399	422	422	427	427	428	428	441	441
SE:	TE:																																	
88	88																																	
89	89																																	
122	122																																	
146	146																																	
186	186																																	
198	198																																	
227	227																																	
235	235																																	
308	308																																	
318	318																																	
399	399																																	
422	422																																	
427	427																																	
428	428																																	
441	441																																	

**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 border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>12</td> <td>12</td> </tr> <tr> <td>16</td> <td>16</td> </tr> <tr> <td>18</td> <td>18</td> </tr> <tr> <td>22</td> <td>22</td> </tr> <tr> <td>48</td> <td>48</td> </tr> <tr> <td>72</td> <td>72</td> </tr> <tr> <td>94</td> <td>94</td> </tr> <tr> <td>100</td> <td>100</td> </tr> <tr> <td>108</td> <td>108</td> </tr> <tr> <td>109</td> <td>109</td> </tr> <tr> <td>126</td> <td>126</td> </tr> <tr> <td>133</td> <td>133</td> </tr> <tr> <td>174</td> <td>174</td> </tr> <tr> <td>188</td> <td>188</td> </tr> <tr> <td>216</td> <td>216</td> </tr> </table>	SE:	TE:	12	12	16	16	18	18	22	22	48	48	72	72	94	94	100	100	108	108	109	109	126	126	133	133	174	174	188	188	216	216
SE:	TE:																																	
12	12																																	
16	16																																	
18	18																																	
22	22																																	
48	48																																	
72	72																																	
94	94																																	
100	100																																	
108	108																																	
109	109																																	
126	126																																	
133	133																																	
174	174																																	
188	188																																	
216	216																																	

**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 border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>16</td> <td>16</td> </tr> <tr> <td>17</td> <td>17</td> </tr> <tr> <td>22</td> <td>22</td> </tr> <tr> <td>28</td> <td>28</td> </tr> <tr> <td>30</td> <td>30</td> </tr> <tr> <td>34</td> <td>34</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>44</td> <td>44</td> </tr> <tr> <td>49</td> <td>49</td> </tr> <tr> <td>54</td> <td>54</td> </tr> <tr> <td>56</td> <td>56</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>71</td> <td>71</td> </tr> <tr> <td>107</td> <td>107</td> </tr> <tr> <td>109</td> <td>109</td> </tr> </table>	SE:	TE:	16	16	17	17	22	22	28	28	30	30	34	34	36	36	44	44	49	49	54	54	56	56	60	60	71	71	107	107	109	109
SE:	TE:																																	
16	16																																	
17	17																																	
22	22																																	
28	28																																	
30	30																																	
34	34																																	
36	36																																	
44	44																																	
49	49																																	
54	54																																	
56	56																																	
60	60																																	
71	71																																	
107	107																																	
109	109																																	

**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 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>44</td> <td>44</td> </tr> <tr> <td>90</td> <td>90</td> </tr> <tr> <td>94</td> <td>94</td> </tr> <tr> <td>95</td> <td>95</td> </tr> <tr> <td>121</td> <td>121</td> </tr> <tr> <td>133</td> <td>133</td> </tr> <tr> <td>134</td> <td>134</td> </tr> <tr> <td>139</td> <td>139</td> </tr> <tr> <td>144</td> <td>144</td> </tr> <tr> <td>145</td> <td>145</td> </tr> <tr> <td>162</td> <td>162</td> </tr> <tr> <td>168</td> <td>168</td> </tr> <tr> <td>169</td> <td>169</td> </tr> <tr> <td>170</td> <td>170</td> </tr> </table>	SE:	TE:	24	24	44	44	90	90	94	94	95	95	121	121	133	133	134	134	139	139	144	144	145	145	162	162	168	168	169	169	170	170
SE:	TE:																																	
24	24																																	
44	44																																	
90	90																																	
94	94																																	
95	95																																	
121	121																																	
133	133																																	
134	134																																	
139	139																																	
144	144																																	
145	145																																	
162	162																																	
168	168																																	
169	169																																	
170	170																																	

**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>90</td> <td>90</td> </tr> <tr> <td>140</td> <td>140</td> </tr> <tr> <td>144</td> <td>144</td> </tr> <tr> <td>145</td> <td>145</td> </tr> <tr> <td>168</td> <td>168</td> </tr> <tr> <td>169</td> <td>169</td> </tr> <tr> <td>170</td> <td>170</td> </tr> <tr> <td>198</td> <td>198</td> </tr> <tr> <td>199</td> <td>199</td> </tr> <tr> <td>200</td> <td>200</td> </tr> <tr> <td>215</td> <td>215</td> </tr> <tr> <td>266</td> <td>266</td> </tr> <tr> <td>267</td> <td>267</td> </tr> <tr> <td>268</td> <td>268</td> </tr> <tr> <td>300</td> <td>300</td> </tr> </table>	SE:	TE:	90	90	140	140	144	144	145	145	168	168	169	169	170	170	198	198	199	199	200	200	215	215	266	266	267	267	268	268	300	300
SE:	TE:																																	
90	90																																	
140	140																																	
144	144																																	
145	145																																	
168	168																																	
169	169																																	
170	170																																	
198	198																																	
199	199																																	
200	200																																	
215	215																																	
266	266																																	
267	267																																	
268	268																																	
300	300																																	

**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 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>29</td> <td>29</td> </tr> <tr> <td>34</td> <td>34</td> </tr> <tr> <td>54</td> <td>54</td> </tr> <tr> <td>55</td> <td>55</td> </tr> <tr> <td>276</td> <td>276</td> </tr> <tr> <td>342</td> <td>342</td> </tr> <tr> <td>349</td> <td>349</td> </tr> <tr> <td>350</td> <td>350</td> </tr> <tr> <td>351</td> <td>351</td> </tr> <tr> <td>352</td> <td>352</td> </tr> <tr> <td>356</td> <td>356</td> </tr> </table>	SE:	TE:	10	10	23	23	29	29	34	34	54	54	55	55	276	276	342	342	349	349	350	350	351	351	352	352	356	356
SE:	TE:																													
10	10																													
23	23																													
29	29																													
34	34																													
54	54																													
55	55																													
276	276																													
342	342																													
349	349																													
350	350																													
351	351																													
352	352																													
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.)																																
MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. For example, as students mature in their mathematical thinking, they see structure when working with problems that can be represented with the Distributive Property. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>10</td> <td>10</td> </tr> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>70</td> <td>70</td> </tr> <tr> <td>89</td> <td>89</td> </tr> <tr> <td>95</td> <td>95</td> </tr> <tr> <td>100</td> <td>100</td> </tr> <tr> <td>101</td> <td>101</td> </tr> <tr> <td>107</td> <td>107</td> </tr> <tr> <td>132</td> <td>132</td> </tr> <tr> <td>144</td> <td>144</td> </tr> <tr> <td>163</td> <td>163</td> </tr> <tr> <td>164</td> <td>164</td> </tr> <tr> <td>192</td> <td>192</td> </tr> <tr> <td>234</td> <td>234</td> </tr> <tr> <td>260</td> <td>260</td> </tr> </table>	SE:	TE:	10	10	50	50	70	70	89	89	95	95	100	100	101	101	107	107	132	132	144	144	163	163	164	164	192	192	234	234	260	260
SE:	TE:																																	
10	10																																	
50	50																																	
70	70																																	
89	89																																	
95	95																																	
100	100																																	
101	101																																	
107	107																																	
132	132																																	
144	144																																	
163	163																																	
164	164																																	
192	192																																	
234	234																																	
260	260																																	

**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>29</td> <td>29</td> </tr> <tr> <td>43</td> <td>43</td> </tr> <tr> <td>49</td> <td>49</td> </tr> <tr> <td>61</td> <td>61</td> </tr> <tr> <td>127</td> <td>127</td> </tr> <tr> <td>242</td> <td>242</td> </tr> <tr> <td>281</td> <td>281</td> </tr> <tr> <td>318</td> <td>318</td> </tr> <tr> <td>385</td> <td>385</td> </tr> <tr> <td>391</td> <td>391</td> </tr> <tr> <td>399</td> <td>399</td> </tr> <tr> <td>441</td> <td>441</td> </tr> </table>	SE:	TE:	29	29	43	43	49	49	61	61	127	127	242	242	281	281	318	318	385	385	391	391	399	399	441	441
SE:	TE:																											
29	29																											
43	43																											
49	49																											
61	61																											
127	127																											
242	242																											
281	281																											
318	318																											
385	385																											
391	391																											
399	399																											
441	441																											

**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 border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>97-102</td> <td>97-102</td> </tr> <tr> <td>433</td> <td>433</td> </tr> <tr> <td>439</td> <td>439</td> </tr> <tr> <td>10</td> <td>TE: 10</td> </tr> <tr> <td>21</td> <td>21</td> </tr> <tr> <td>279</td> <td>279</td> </tr> <tr> <td>335</td> <td>335</td> </tr> <tr> <td>403</td> <td>403</td> </tr> <tr> <td>131</td> <td>131</td> </tr> <tr> <td>273</td> <td>273</td> </tr> <tr> <td>278</td> <td>278</td> </tr> <tr> <td>316-317</td> <td>316-317</td> </tr> <tr> <td>137</td> <td>137</td> </tr> <tr> <td>143</td> <td>143</td> </tr> <tr> <td>196</td> <td>196</td> </tr> </table>	SE:	TE:	97-102	97-102	433	433	439	439	10	TE: 10	21	21	279	279	335	335	403	403	131	131	273	273	278	278	316-317	316-317	137	137	143	143	196	196
SE:	TE:																																	
97-102	97-102																																	
433	433																																	
439	439																																	
10	TE: 10																																	
21	21																																	
279	279																																	
335	335																																	
403	403																																	
131	131																																	
273	273																																	
278	278																																	
316-317	316-317																																	
137	137																																	
143	143																																	
196	196																																	

**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>6</td> <td>6</td> </tr> <tr> <td>210</td> <td>210</td> </tr> <tr> <td>376</td> <td>376</td> </tr> <tr> <td>158</td> <td>158</td> </tr> <tr> <td>26</td> <td>26</td> </tr> <tr> <td>58</td> <td>58</td> </tr> <tr> <td>124</td> <td>124</td> </tr> <tr> <td>136</td> <td>136</td> </tr> <tr> <td>166-167</td> <td>166-167</td> </tr> <tr> <td>190</td> <td>190</td> </tr> <tr> <td>212-213</td> <td>212-213</td> </tr> <tr> <td>232</td> <td>232</td> </tr> <tr> <td>258</td> <td>258</td> </tr> <tr> <td>304</td> <td>304</td> </tr> <tr> <td>310</td> <td>310</td> </tr> </table>	SE:	TE:	6	6	210	210	376	376	158	158	26	26	58	58	124	124	136	136	166-167	166-167	190	190	212-213	212-213	232	232	258	258	304	304	310	310
SE:	TE:																																	
6	6																																	
210	210																																	
376	376																																	
158	158																																	
26	26																																	
58	58																																	
124	124																																	
136	136																																	
166-167	166-167																																	
190	190																																	
212-213	212-213																																	
232	232																																	
258	258																																	
304	304																																	
310	310																																	

**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>90</td> <td>90</td> </tr> <tr> <td>86-87</td> <td>86-87</td> </tr> <tr> <td>98</td> <td>98</td> </tr> <tr> <td>160-164</td> <td>160-164</td> </tr> <tr> <td>166</td> <td>166</td> </tr> <tr> <td>92</td> <td>92</td> </tr> <tr> <td>32</td> <td>32</td> </tr> <tr> <td>298</td> <td>298</td> </tr> <tr> <td>396-400</td> <td>396-400</td> </tr> <tr> <td>246</td> <td>246</td> </tr> <tr> <td>417</td> <td>417</td> </tr> <tr> <td>226</td> <td>226</td> </tr> <tr> <td>171</td> <td>171</td> </tr> <tr> <td>353</td> <td>353</td> </tr> <tr> <td>183</td> <td>183</td> </tr> </table>	SE:	TE:	90	90	86-87	86-87	98	98	160-164	160-164	166	166	92	92	32	32	298	298	396-400	396-400	246	246	417	417	226	226	171	171	353	353	183	183
SE:	TE:																																	
90	90																																	
86-87	86-87																																	
98	98																																	
160-164	160-164																																	
166	166																																	
92	92																																	
32	32																																	
298	298																																	
396-400	396-400																																	
246	246																																	
417	417																																	
226	226																																	
171	171																																	
353	353																																	
183	183																																	

**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>195</td> <td>195</td> </tr> <tr> <td>382</td> <td>382</td> </tr> <tr> <td>141</td> <td>141</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>388</td> <td>388</td> </tr> <tr> <td>46</td> <td>46</td> </tr> <tr> <td>310</td> <td>310</td> </tr> <tr> <td>316</td> <td>316</td> </tr> <tr> <td>328</td> <td>328</td> </tr> <tr> <td>354</td> <td>354</td> </tr> <tr> <td>20</td> <td>20</td> </tr> <tr> <td>52</td> <td>52</td> </tr> <tr> <td>86</td> <td>86</td> </tr> <tr> <td>118</td> <td>118</td> </tr> <tr> <td>160</td> <td>160</td> </tr> </table>	SE:	TE:	195	195	382	382	141	141	60	60	388	388	46	46	310	310	316	316	328	328	354	354	20	20	52	52	86	86	118	118	160	160
SE:	TE:																																	
195	195																																	
382	382																																	
141	141																																	
60	60																																	
388	388																																	
46	46																																	
310	310																																	
316	316																																	
328	328																																	
354	354																																	
20	20																																	
52	52																																	
86	86																																	
118	118																																	
160	160																																	

**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 border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>31</td> <td>31</td> </tr> <tr> <td>91</td> <td>91</td> </tr> <tr> <td>395</td> <td>395</td> </tr> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>195</td> <td>195</td> </tr> <tr> <td>382</td> <td>382</td> </tr> <tr> <td>141</td> <td>141</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>388</td> <td>388</td> </tr> <tr> <td>63-66</td> <td>63-66</td> </tr> <tr> <td>179-182</td> <td>179-182</td> </tr> <tr> <td>283-286</td> <td>283-286</td> </tr> <tr> <td>377-380</td> <td>377-380</td> </tr> <tr> <td>443-446</td> <td>443-446</td> </tr> </table>	SE:	TE:	31	31	91	91	395	395	7	7	67	67	195	195	382	382	141	141	60	60	388	388	63-66	63-66	179-182	179-182	283-286	283-286	377-380	377-380	443-446	443-446
SE:	TE:																																	
31	31																																	
91	91																																	
395	395																																	
7	7																																	
67	67																																	
195	195																																	
382	382																																	
141	141																																	
60	60																																	
388	388																																	
63-66	63-66																																	
179-182	179-182																																	
283-286	283-286																																	
377-380	377-380																																	
443-446	443-446																																	

**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.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	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: 31 91 277 395 7 67 159 257 297 315 353 97 19 25 39 TE: 31 91 277 395 7 67 159 257 297 315 353 97 19 25 39

**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.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<p>This standard is consistently addressed when students use charts and diagrams, solve word problems, and engage in the enVision STEM projects throughout the program.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>63</td> <td>63</td> </tr> <tr> <td>113</td> <td>113</td> </tr> <tr> <td>179</td> <td>179</td> </tr> <tr> <td>243</td> <td>243</td> </tr> <tr> <td>283</td> <td>283</td> </tr> <tr> <td>82</td> <td>82</td> </tr> <tr> <td>156</td> <td>156</td> </tr> <tr> <td>254</td> <td>254</td> </tr> <tr> <td>294</td> <td>294</td> </tr> <tr> <td>414</td> <td>414</td> </tr> <tr> <td>221</td> <td>221</td> </tr> <tr> <td>215</td> <td>215</td> </tr> <tr> <td>229</td> <td>229</td> </tr> <tr> <td>212</td> <td>212</td> </tr> <tr> <td>59-62</td> <td>59-62</td> </tr> </table>	SE:	TE:	63	63	113	113	179	179	243	243	283	283	82	82	156	156	254	254	294	294	414	414	221	221	215	215	229	229	212	212	59-62	59-62
SE:	TE:																																	
63	63																																	
113	113																																	
179	179																																	
243	243																																	
283	283																																	
82	82																																	
156	156																																	
254	254																																	
294	294																																	
414	414																																	
221	221																																	
215	215																																	
229	229																																	
212	212																																	
59-62	59-62																																	

**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.8.SL.1.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<p>This standard is consistently addressed during the Solve & Discuss It and exercises labeled with Critique Reasoning or Error Analysis.</p> <table border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>246</td> <td>246</td> </tr> <tr> <td>44</td> <td>44</td> </tr> <tr> <td>109</td> <td>109</td> </tr> <tr> <td>56</td> <td>56</td> </tr> <tr> <td>71</td> <td>71</td> </tr> <tr> <td>28</td> <td>28</td> </tr> <tr> <td>36</td> <td>36</td> </tr> <tr> <td>60</td> <td>60</td> </tr> <tr> <td>133</td> <td>133</td> </tr> <tr> <td>240</td> <td>240</td> </tr> <tr> <td>24</td> <td>24</td> </tr> <tr> <td>42</td> <td>42</td> </tr> <tr> <td>128</td> <td>128</td> </tr> <tr> <td>146</td> <td>146</td> </tr> <tr> <td>194</td> <td>194</td> </tr> </table>	SE:	TE:	246	246	44	44	109	109	56	56	71	71	28	28	36	36	60	60	133	133	240	240	24	24	42	42	128	128	146	146	194	194
SE:	TE:																																	
246	246																																	
44	44																																	
109	109																																	
56	56																																	
71	71																																	
28	28																																	
36	36																																	
60	60																																	
133	133																																	
240	240																																	
24	24																																	
42	42																																	
128	128																																	
146	146																																	
194	194																																	

**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.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; 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 border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>31</td> <td>31</td> </tr> <tr> <td>91</td> <td>91</td> </tr> <tr> <td>277</td> <td>277</td> </tr> <tr> <td>395</td> <td>395</td> </tr> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>159</td> <td>159</td> </tr> <tr> <td>257</td> <td>257</td> </tr> <tr> <td>297</td> <td>297</td> </tr> <tr> <td>315</td> <td>315</td> </tr> <tr> <td>46</td> <td>46</td> </tr> <tr> <td>310</td> <td>310</td> </tr> <tr> <td>316</td> <td>316</td> </tr> <tr> <td>326</td> <td>326</td> </tr> <tr> <td>118</td> <td>118</td> </tr> </table>	SE:	TE:	31	31	91	91	277	277	395	395	7	7	67	67	159	159	257	257	297	297	315	315	46	46	310	310	316	316	326	326	118	118
SE:	TE:																																	
31	31																																	
91	91																																	
277	277																																	
395	395																																	
7	7																																	
67	67																																	
159	159																																	
257	257																																	
297	297																																	
315	315																																	
46	46																																	
310	310																																	
316	316																																	
326	326																																	
118	118																																	

**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 border="0"> <tr> <td>SE:</td> <td>TE:</td> </tr> <tr> <td>16</td> <td>16</td> </tr> <tr> <td>362</td> <td>362</td> </tr> <tr> <td>350</td> <td>350</td> </tr> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>102</td> <td>102</td> </tr> <tr> <td>265</td> <td>265</td> </tr> <tr> <td>346</td> <td>346</td> </tr> <tr> <td>118</td> <td>118</td> </tr> <tr> <td>14-15</td> <td>14-15</td> </tr> <tr> <td>41</td> <td>41</td> </tr> <tr> <td>278</td> <td>278</td> </tr> <tr> <td>172</td> <td>172</td> </tr> <tr> <td>184</td> <td>184</td> </tr> <tr> <td>212</td> <td>212</td> </tr> <tr> <td>224</td> <td>224</td> </tr> </table>	SE:	TE:	16	16	362	362	350	350	50	50	102	102	265	265	346	346	118	118	14-15	14-15	41	41	278	278	172	172	184	184	212	212	224	224
SE:	TE:																																	
16	16																																	
362	362																																	
350	350																																	
50	50																																	
102	102																																	
265	265																																	
346	346																																	
118	118																																	
14-15	14-15																																	
41	41																																	
278	278																																	
172	172																																	
184	184																																	
212	212																																	
224	224																																	

**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 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>94</td> <td>94</td> </tr> <tr> <td>346</td> <td>346</td> </tr> <tr> <td>435</td> <td>435</td> </tr> <tr> <td>93</td> <td>93</td> </tr> <tr> <td>105</td> <td>105</td> </tr> <tr> <td>259</td> <td>259</td> </tr> <tr> <td>316</td> <td>316</td> </tr> <tr> <td>397</td> <td>397</td> </tr> <tr> <td>47</td> <td>47</td> </tr> <tr> <td>277</td> <td>277</td> </tr> <tr> <td>353</td> <td>353</td> </tr> <tr> <td>39</td> <td>39</td> </tr> <tr> <td>67</td> <td>67</td> </tr> <tr> <td>171</td> <td>171</td> </tr> </table>	SE:	TE:	10	10	94	94	346	346	435	435	93	93	105	105	259	259	316	316	397	397	47	47	277	277	353	353	39	39	67	67	171	171
SE:	TE:																																	
10	10																																	
94	94																																	
346	346																																	
435	435																																	
93	93																																	
105	105																																	
259	259																																	
316	316																																	
397	397																																	
47	47																																	
277	277																																	
353	353																																	
39	39																																	
67	67																																	
171	171																																	