

A Standards Alignment of
enVision Florida Mathematics
Grade 1, ©2020



To
Florida Mathematics Grade 1
Standards Course Code 5012030

SAVVAS

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

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.1.G.1.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	SE: 557–560, Lesson 14-1 561–564, Lesson 14-2 565–568, Lesson 14-3 577–580, Lesson 14-6 581–584, Lesson 14-7 589–592, Lesson 14-9 608, 3-ACT MATH 595–598, Reteaching Sets A, B, E, G, H 555–556, Pick a Project	TE: 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 565A–568B, Lesson 14-3 577A–580B, Lesson 14-6 581A–584B, Lesson 14-7 589A–592B, Lesson 14-9 608–608C, 3-ACT MATH 595–598, Reteaching Sets A, B, E, G, H 555–556A, Pick a Project
MAFS.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	SE: 569–572, Lesson 14-4 573–576, Lesson 14-5 585–588, Lesson 14-8 589–592, Lesson 14-9 608, 3-ACT MATH 596–597, Reteaching Sets C, D, F 555–556, Pick a Project	TE: 569A–572B, Lesson 14-4 573A–576B, Lesson 14-5 585A–588B, Lesson 14-8 589A–592B, Lesson 14-9 608–608C, 3-ACT MATH 596A–597, Reteaching Sets C, D, F 555–556A, Pick a Project

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MAFS.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	SE: 609–612, Lesson 15-1 613–616, Lesson 15-2 617–620, Lesson 15-3 621–624, Lesson 15-4 608, 3-ACT MATH 627–628, Reteaching Sets A-D 607 Pick a Project	TE: 609A–612B, Lesson 15-1 613A–616B, Lesson 15-2 617A–620B, Lesson 15-3 621A–624B, Lesson 15-4 608–608C, 3-ACT MATH 627–628, Reteaching Sets A-D 607–607A, Pick a Project
MAFS.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	SE: 493–496, Lesson 12-1 497–500, Lesson 12-2 511, Reteaching Sets A, B 491–492, Pick a Project	TE: 493A–496B, Lesson 12-1 497A–500B, Lesson 12-2 511, Reteaching Sets A, B 491–492A, Pick a Project

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MAFS.1.MD.1.a	Understand how to use a ruler to measure length to the nearest inch.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project
a.	Recognize that the ruler is a tool that can be used to measure the attribute of length.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project
b.	Understand the importance of the zero point and end point and that the length measure is the span between two points.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project

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c.	Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.	SE: 501–504, Lesson 12-3 505–508, Lesson 12-4 557–560, Lesson 14-1 561–564, Lesson 14-2 581–584, Lesson 14-7 520, 3-ACT MATH 512, Reteaching Sets C, D 491–492, Pick a Project	TE: 501A–504B, Lesson 12-3 505A–508B, Lesson 12-4 557A–560B, Lesson 14-1 561A–564B, Lesson 14-2 581A–584B, Lesson 14-7 520–520C, 3-ACT MATH 512, Reteaching Sets C, D 491–492A, Pick a Project
MAFS.1.MD.2.3	Tell and write time in hours and half-hours using analog and digital clocks.	SE: 529–532, Lesson 13-3 533–536, Lesson 13-4 537–540, Lesson 13-5 541–544, Lesson 13-6 520, 3-ACT MATH 547–548, Reteaching Sets B–D	TE: 529A–532B, Lesson 13-3 533A–536B, Lesson 13-4 537A–540B, Lesson 13-5 541A–544B, Lesson 13-6 520–520C, 3-ACT MATH 547–548, Reteaching Sets B–D
MAFS.1.MD.2.a	Identify and combine values of money in cents up to one dollar working with a single unit of currency ¹ . 4	SE: 521–524, Lesson 13-1 547, Reteaching Set A 519, Pick a Project	TE: 521A–524B, Lesson 13-1 547, Reteaching Set A 519–519A, Pick a Project
a.	Identify the value of coins (pennies, nickels, dimes, quarters).	SE: 521–524, Lesson 13-1 547, Reteaching Set A 519, Pick a Project	TE: 521A–524B, Lesson 13-1 547, Reteaching Set A 519–519A, Pick a Project
b.	Compute the value of combinations of coins (pennies and/or dimes).	SE: 525–528, Lesson 13-2 547, Reteaching Set A 519, Pick a Project	TE: 525A–528B, Lesson 13-2 547, Reteaching Set A 519–519A, Pick a Project

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c.	Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies <i>or</i> ten dimes <i>or</i> four quarters in one dollar.) (1Students are not expected to understand the decimal notation for combinations of dollars and cents.)	SE: 521–524, Lesson 13-1 547, Reteaching Set A	TE: 521A–524B, Lesson 13-1 547, Reteaching Set A
MAFS.1.MD.3.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	SE: 253–256, Lesson 6-1 257–260, Lesson 6-2 261–264, Lesson 6-3 265–268, Lesson 6-4 269–272, Lesson 6-5 364, 3-ACT MATH 275–276, Reteaching Sets A, B 251–252, Pick a Project	TE: 253A–256B, Lesson 6-1 257A–260B, Lesson 6-2 261A–264B, Lesson 6-3 265A–268B, Lesson 6-4 269A–272B, Lesson 6-5 364–364C, 3-ACT MATH 275–276, Reteaching Sets A, B 251–252A, Pick a Project

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MAFS.1.NBT.1.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	SE: 289–292, Lesson 7-2 293–296, Lesson 7-3 297–300, Lesson 7-4 301–304, Lesson 7-5 305–308, Lesson 7-6 309–312, Lesson 7-7 329–332, Lesson 8-2 333–336, Lesson 8-3 337–340, Lesson 8-4 537–540, Lesson 13-5 565–568, Lesson 14-3 577–580, Lesson 14-6 585–588, Lesson 14-8	TE: 289A–292B, Lesson 7-2 293A–296B, Lesson 7-3 297A–300B, Lesson 7-4 301A–304B, Lesson 7-5 305A–308B, Lesson 7-6 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2 333A–336B, Lesson 8-3 337A–340B, Lesson 8-4 537A–540B, Lesson 13-5 565A–568B, Lesson 14-3 577A–580B, Lesson 14-6 585A–588B, Lesson 14-8
MAFS.1.NBT.2.2	Understand that the two digits of a two-digit number represent amounts of tens and ones.	SE: 333–336, Lesson 8-3 337–340, Lesson 8-4 341–344, Lesson 8-5 457–460, Lesson 11-2 465–468, Lesson 11-4 469–472, Lesson 11-5 525–528, Lesson 13-2 364, 3-ACT MATH 355–356, Reteaching Sets A–C 323–324, Pick a Project	TE: 333A–336B, Lesson 8-3 337A–340B, Lesson 8-4 341A–344B, Lesson 8-5 457A–460B, Lesson 11-2 465A–468B, Lesson 11-4 469A–472B, Lesson 11-5 525A–528B, Lesson 13-2 364–364C, 3-ACT MATH 355–356, Reteaching Sets A–C 323–324A, Pick a Project

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a.	10 can be thought of as a bundle of ten ones — called a “ten.”	SE: 325–328, Lesson 8-1 285–288, Lesson 7-1 305–308, Lesson 7-6 309–312, Lesson 7-7 329–332, Lesson 8-2 345–2348, Lesson 8-6 349–352, Lesson 8-7 405–408, Lesson 10-2 417–420, Lesson 10-5 421–424, Lesson 10-6 425–428, Lesson 10-7 284, 3-ACT MATH	TE: 325A–328B, Lesson 8-1 285A–288B, Lesson 7-1 305A–308B, Lesson 7-6 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2 345A–348B, Lesson 8-6 349A–352B, Lesson 8-7 405A–408B, Lesson 10-2 417A–420B, Lesson 10-5 421A–424B, Lesson 10-6 425A–428B, Lesson 10-7 284–284C, 3-ACT MATH
b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	SE: 325–328, Lesson 8-1 355, Reteaching Set A	TE: 325A–328B, Lesson 8-1 355, Reteaching Set A
c.	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	SE: 285–288, Lesson 7-1 329–332, Lesson 8-2 297–300, Lesson 7-4 305–308, Lesson 7-6 401–404, Lesson 10-1 409–412, Lesson 10-3 413–416, Lesson 10-4 417–420, Lesson 10-5 453–456, Lesson 11-1 461–464, Lesson 11-3 573–576, Lesson 14-5 284, 3-ACT MATH	TE: 285A–288B, Lesson 7-1 329A–332B, Lesson 8-2 297A–300B, Lesson 7-4 305A–308B, Lesson 7-6 401A–404B, Lesson 10-1 409A–412B, Lesson 10-3 413A–416B, Lesson 10-4 417A–420B, Lesson 10-5 453A–456B, Lesson 11-1 461A–464B, Lesson 11-3 573A–576B, Lesson 14-5 284–284C, 3-ACT MATH

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d.	Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).	SE: 345–348, Lesson 8-6 349–352, Lesson 8-7 413–416, Lesson 10-4 356, Reteaching Set D 323, Pick a Project	TE: 345A–348B, Lesson 8-6 349A–352B, Lesson 8-7 413A–416B, Lesson 10-4 356, Reteaching Set D 323–324A, Pick a Project
MAFS.1.NBT.2.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	SE: 373–376, Lesson 9-3 377–380, Lesson 9-4 381–384, Lesson 9-5 385–388, Lesson 9-6 365–368, Lesson 9-1 369–372, Lesson 9-2 364, 3-ACT MATH 392, Reteaching Sets C, D 363, Pick a Project	TE: 373A–376B, Lesson 9-3 377A–380B, Lesson 9-4 381A–384B, Lesson 9-5 385A–388B, Lesson 9-6 365A–368B, Lesson 9-1 369A–372B, Lesson 9-2 364–364C, 3-ACT MATH 392, Reteaching Sets C, D 363–363A, Pick a Project
MAFS.1.NBT.3.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	SE: 409–412, Lesson 10-3 413–416, Lesson 10-4 417–420, Lesson 10-5 421–424, Lesson 10-6 425–428, Lesson 10-7 429–432, Lesson 10-8 401–404, Lesson 10-1 433–436, Lesson 10-9 452, 3-ACT MATH 439–442, Reteaching Sets A, C–H 399–400, Pick a Project	TE: 409A–412B, Lesson 10-3 413A–416B, Lesson 10-4 417A–420B, Lesson 10-5 421A–424B, Lesson 10-6 425A–428B, Lesson 10-7 429A–432B, Lesson 10-8 401A–404B, Lesson 10-1 433A–436B, Lesson 10-9 452–452C, 3-ACT MATH 439–442, Reteaching Sets A, C–H 399–400A, Pick a Project

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MAFS.1.NBT.3.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	SE: 365–368, Lesson 9-1 369–372, Lesson 9-2 405–408, Lesson 10-2 453–456, Lesson 11-1 457–460, Lesson 11-2 461–464, Lesson 11-3 469–472, Lesson 11-5 473–476, Lesson 11-6 477–480, Lesson 11-7 429–432, Lesson 10-8 452, 3-ACT MATH 391, Reteaching Sets A, B	TE: 365A–368B, Lesson 9-1 369A–372B, Lesson 9-2 405A–408B, Lesson 10-2 453A–456B, Lesson 11-1 457A–460B, Lesson 11-2 461A–464B, Lesson 11-3 469A–472B, Lesson 11-5 473A–476B, Lesson 11-6 477A–480B, Lesson 11-7 429A–432B, Lesson 10-8 452–452C, 3-ACT MATH 391, Reteaching Sets A, B
MAFS.1.NBT.3.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	SE: 453–456, Lesson 11-1 457–460, Lesson 11-2 461–464, Lesson 11-3 465–468, Lesson 11-4 473–476, Lesson 11-6 477–480, Lesson 11-7 452, 3-ACT MATH 483–484, Reteaching Sets A, B, D 451, Pick a Project	TE: 453A–456B, Lesson 11-1 457A–460B, Lesson 11-2 461A–464B, Lesson 11-3 465A–468B, Lesson 11-4 473A–476B, Lesson 11-6 477A–480B, Lesson 11-7 452–452C, 3-ACT MATH 483–484, Reteaching Sets A, B, D 451–451A, Pick a Project

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MAFS.1.OA.1.1	Use addition and subtraction within 20 to solve word problems ¹ involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (¹ Students are not required to independently read the word problems.)	SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 13–16, Lesson 1-3 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 29–32, Lesson 1-7 33–36, Lesson 1-8 37–40, Lesson 1-9 85–88, Lesson 2-8 137–140, Lesson 3-8 189–192, Lesson 4-8 233–236, Lesson 5-6	TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 37A–40B, Lesson 1-9 85A–88B, Lesson 2-8 137A–140B, Lesson 3-8 189A–192B, Lesson 4-8 233A–236B, Lesson 5-6
MAFS.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	SE: 229–232, Lesson 5-5 225–228, Lesson 5-4 569-572, Lesson 14-4 4, 3-ACT MATH 212, 3-ACT MATH 211, Pick a Project 252, Pick a Project	TE: 229A–232B, Lesson 5-5 225A–228B, Lesson 5-4 569A-572B, Lesson 14-4 4–4C, 3-ACT MATH 212–212C, 3-ACT MATH 211–211A, Pick a Project 251–252A, Pick a Project

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MAFS.1.OA.2.3	Apply properties of operations as strategies to add and subtract. <i>Examples If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	SE: 73–76, Lesson 2-5 225–228, Lesson 5-4 109–112, Lesson 3-1 141–144, Lesson 3-9 89–92, Lesson 2-9 229–232, Lesson 5-5 108, 3-ACT MATH 212, 3-ACT MATH 97, Reteaching Set E 244, Reteaching Set C 211, Pick a Project	TE: 73A–76B, Lesson 2-5 225A–228B, Lesson 5-4 109A–112B, Lesson 3-1 141A–144B, Lesson 3-9 89A–92B, Lesson 2-9 229A–232B, Lesson 5-5 108–108C, 3-ACT MATH 212–212C, 3-ACT MATH 97–98, Reteaching Set E 244, Reteaching Set C 211–211A, Pick a Project
MAFS.1.OA.2.4	Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	SE: 81–84, Lesson 2-7 173–176, Lesson 4-4 177–180, Lesson 4-5 181–184, Lesson 4-6 185–188, Lesson 4-7 29–32, Lesson 1-7 33–36, Lesson 1-8 4, 3-ACT MATH 108, 3-ACT MATH 98, Reteaching Set G 201, Reteaching Sets D, E 159–160, Pick a Project	TE: 81A–84B, Lesson 2-7 173A–176B, Lesson 4-4 177A–180B, Lesson 4-5 181A–184B, Lesson 4-6 185A–188B, Lesson 4-7 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 4–4C, 3-ACT MATH 108–108C, 3-ACT MATH 98, Reteaching Set G 201–202, Reteaching Sets D, E 159–160A, Pick a Project

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MAFS.1.OA.3.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	SE: 57–60, Lesson 2-1 77–80, Lesson 2-6 109–112, Lesson 3-1 113–116, Lesson 3-2 161–164, Lesson 4-1 61–64, Lesson 2-2 65–68, Lesson 2-3 117–120, Lesson 3-3 121–124, Lesson 3-4 185–188, Lesson 4-7 213–216, Lesson 5-1 217–220, Lesson 5-2 221–224, Lesson 5-3 525–528, Lesson 13-2	TE: 57A–60B, Lesson 2-1 77A–80B, Lesson 2-6 109A–112B, Lesson 3-1 113A–116B, Lesson 3-2 161A–164B, Lesson 4-1 61A–64B, Lesson 2-2 65A–68B, Lesson 2-3 117A–120B, Lesson 3-3 121A–124B, Lesson 3-4 185A–188B, Lesson 4-7 213A–216B, Lesson 5-1 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 525A–528B, Lesson 13-2
MAFS.1.OA.3.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	SE: 61–64, Lesson 2-2 69–72, Lesson 2-4 117–120, Lesson 3-3 121–124, Lesson 3-4 125–128, Lesson 3-5 129–132, Lesson 3-6 133–136, Lesson 3-7 165–168, Lesson 4-2 169–172, Lesson 4-3 57–60, Lesson 2-1 65–68, Lesson 2-3 77–80, Lesson 2-6 141–144, Lesson 3-9 173–176, Lesson 4-4 185–188, Lesson 4-7	TE: 61A–64B, Lesson 2-2 69A–72B, Lesson 2-4 117A–120B, Lesson 3-3 121A–124B, Lesson 3-4 125A–128B, Lesson 3-5 129A–132B, Lesson 3-6 133A–136B, Lesson 3-7 165A–168B, Lesson 4-2 169A–172B, Lesson 4-3 57A–60B, Lesson 2-1 65A–68B, Lesson 2-3 77A–80B, Lesson 2-6 141A–144B, Lesson 3-9 173A–176B, Lesson 4-4 185A–188B, Lesson 4-7

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MAFS.1.OA.4.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	SE: 217–220, Lesson 5-2 221–224, Lesson 5-3 237–240, Lesson 5-7 5–8, Lesson 1-1 9–12, Lesson 1-2 17-20, Lesson 1-4 4, 3-ACT MATH 212, 3-ACT MATH 243–244, Reteaching Sets A, D 211, Pick a Project	TE: 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 237A–240B, Lesson 5-7 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 17A–20B, Lesson 1-4 4–4C, 3-ACT MATH 212–212C, 3-ACT MATH 243–244, Reteaching Sets A, D 211–211A, Pick a Project
MAFS.1.OA.4.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>	SE: 213–216, Lesson 5-1 237–240, Lesson 5-7 221–224, Lesson 5-3 212, 3-ACT MATH 243, Reteaching Set B 211, Pick a Project	TE: 213A–216B, Lesson 5-1 237A–240B, Lesson 5-7 221A–224B, Lesson 5-3 212–212C, 3-ACT MATH 243, Reteaching Set B 211–211A, Pick a Project

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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, along with the Math Practices Posters, and supporting Math Practices Animations. 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 style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>SE: 9–12, Lesson 1-2 29–32, Lesson 1-7 33–36, Lesson 1-8 37–40, Lesson 1-9 61–64, Lesson 2-2 85–88, Lesson 2-8 117–120, Lesson 3-3 133–136, Lesson 3-7 137–140, Lesson 3-8 169–172, Lesson 4-3 185–188, Lesson 4-7 193–196, Lesson 4-9 269–272, Lesson 6-5 385–388, Lesson 9-6 589–592, Lesson 14-9</p> </td> <td style="vertical-align: top; width: 50%;"> <p>TE: 9A–12B, Lesson 1-2 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 37A–40B, Lesson 1-9 61A–64B, Lesson 2-2 85A–88B, Lesson 2-8 117A–120B, Lesson 3-3 133A–136B, Lesson 3-7 137A–140B, Lesson 3-8 169A–172B, Lesson 4-3 185A–188B, Lesson 4-7 193A–196B, Lesson 4-9 269A–272B, Lesson 6-5 385A–388B, Lesson 9-6 589A–592B, Lesson 14-9</p> </td> </tr> </table>	<p>SE: 9–12, Lesson 1-2 29–32, Lesson 1-7 33–36, Lesson 1-8 37–40, Lesson 1-9 61–64, Lesson 2-2 85–88, Lesson 2-8 117–120, Lesson 3-3 133–136, Lesson 3-7 137–140, Lesson 3-8 169–172, Lesson 4-3 185–188, Lesson 4-7 193–196, Lesson 4-9 269–272, Lesson 6-5 385–388, Lesson 9-6 589–592, Lesson 14-9</p>	<p>TE: 9A–12B, Lesson 1-2 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 37A–40B, Lesson 1-9 61A–64B, Lesson 2-2 85A–88B, Lesson 2-8 117A–120B, Lesson 3-3 133A–136B, Lesson 3-7 137A–140B, Lesson 3-8 169A–172B, Lesson 4-3 185A–188B, Lesson 4-7 193A–196B, Lesson 4-9 269A–272B, Lesson 6-5 385A–388B, Lesson 9-6 589A–592B, Lesson 14-9</p>
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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" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 13–16, Lesson 1-3 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 29–32, Lesson 1-7 65–68, Lesson 2-3 77–80, Lesson 2-6 89–92, Lesson 2-9 109–112, Lesson 3-1 121–124, Lesson 3-4 141–144, Lesson 3-9 193–196, Lesson 4-9 309–312, Lesson 7-7</p> </td> <td style="vertical-align: top; width: 50%;"> <p>TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 65A–68B, Lesson 2-3 77A–80B, Lesson 2-6 89A–92B, Lesson 2-9 109A–112B, Lesson 3-1 121A–124B, Lesson 3-4 141A–144B, Lesson 3-9 193A–196B, Lesson 4-9 309A–312B, Lesson 7-7</p> </td> </tr> </table>	<p>SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 13–16, Lesson 1-3 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 29–32, Lesson 1-7 65–68, Lesson 2-3 77–80, Lesson 2-6 89–92, Lesson 2-9 109–112, Lesson 3-1 121–124, Lesson 3-4 141–144, Lesson 3-9 193–196, Lesson 4-9 309–312, Lesson 7-7</p>	<p>TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 65A–68B, Lesson 2-3 77A–80B, Lesson 2-6 89A–92B, Lesson 2-9 109A–112B, Lesson 3-1 121A–124B, Lesson 3-4 141A–144B, Lesson 3-9 193A–196B, Lesson 4-9 309A–312B, Lesson 7-7</p>
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MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision® Florida Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically 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 processes and those of others.</p> <p>SE: 13–16, Lesson 1-3 21–24, Lesson 1-5 37–40, Lesson 1-9 61–64, Lesson 2-2 65–68, Lesson 2-3 69–72, Lesson 2-4 73–76, Lesson 2-5 89–92, Lesson 2-9 113–116, Lesson 3-2 117–120, Lesson 3-3 125–128, Lesson 3-5 129–132, Lesson 3-6 141–144, Lesson 3-9 193–196, Lesson 4-9 541–544, Lesson 13-6</p> <p>TE: 13A–16B, Lesson 1-3 21A–24B, Lesson 1-5 37A–40B, Lesson 1-9 61A–64B, Lesson 2-2 65A–68B, Lesson 2-3 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 89A–92B, Lesson 2-9 113A–116B, Lesson 3-2 117A–120B, Lesson 3-3 125A–128B, Lesson 3-5 129A–132B, Lesson 3-6 141A–144B, Lesson 3-9 193A–196B, Lesson 4-9 541A–544B, Lesson 13-6</p>

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MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using enVision® Florida Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> SE: 5–8, Lesson 1-1 21–24, Lesson 1-5 25–28, Lesson 1-6 33–36, Lesson 1-8 57–60, Lesson 2-1 69–72, Lesson 2-4 73–76, Lesson 2-5 89–92, Lesson 2-9 141–144, Lesson 3-9 173–176, Lesson 4-4 193–196, Lesson 4-9 217–220, Lesson 5-2 433–436, Lesson 10-9 477–480, Lesson 11-7 621–624, Lesson 15-4 </td> <td style="vertical-align: top; width: 50%;"> TE: 5A–8B, Lesson 1-1 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 33A–36B, Lesson 1-8 57A–60B, Lesson 2-1 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 89A–92B, Lesson 2-9 141A–144B, Lesson 3-9 173A–176B, Lesson 4-4 193A–196B, Lesson 4-9 217A–220B, Lesson 5-2 433A–436B, Lesson 10-9 477A–480B, Lesson 11-7 621A–624B, Lesson 15-4 </td> </tr> </table>	SE: 5–8, Lesson 1-1 21–24, Lesson 1-5 25–28, Lesson 1-6 33–36, Lesson 1-8 57–60, Lesson 2-1 69–72, Lesson 2-4 73–76, Lesson 2-5 89–92, Lesson 2-9 141–144, Lesson 3-9 173–176, Lesson 4-4 193–196, Lesson 4-9 217–220, Lesson 5-2 433–436, Lesson 10-9 477–480, Lesson 11-7 621–624, Lesson 15-4	TE: 5A–8B, Lesson 1-1 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 33A–36B, Lesson 1-8 57A–60B, Lesson 2-1 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 89A–92B, Lesson 2-9 141A–144B, Lesson 3-9 173A–176B, Lesson 4-4 193A–196B, Lesson 4-9 217A–220B, Lesson 5-2 433A–436B, Lesson 10-9 477A–480B, Lesson 11-7 621A–624B, Lesson 15-4
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MAFS.K12.MP.5.1	Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as 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="vertical-align: top; width: 50%;"> SE: 5–8, Lesson 1-1 17–20, Lesson 1-4 29–32, Lesson 1-7 81–84, Lesson 2-7 113–116, Lesson 3-2 129–132, Lesson 3-6 161–164, Lesson 4-1 165–168, Lesson 4-2 177–180, Lesson 4-5 185–188, Lesson 4-7 213–216, Lesson 5-1 293–296, Lesson 7-3 325–328, Lesson 8-1 381–384, Lesson 9-5 505–508, Lesson 12-4 </td> <td style="vertical-align: top; width: 50%;"> TE: 5A–8B, Lesson 1-1 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 81A–84B, Lesson 2-7 113A–116B, Lesson 3-2 129A–132B, Lesson 3-6 161A–164B, Lesson 4-1 165A–168B, Lesson 4-2 177A–180B, Lesson 4-5 185A–188B, Lesson 4-7 213A–216B, Lesson 5-1 293A–296B, Lesson 7-3 325A–328B, Lesson 8-1 381A–384B, Lesson 9-5 505A–508B, Lesson 12-4 </td> </tr> </table>	SE: 5–8, Lesson 1-1 17–20, Lesson 1-4 29–32, Lesson 1-7 81–84, Lesson 2-7 113–116, Lesson 3-2 129–132, Lesson 3-6 161–164, Lesson 4-1 165–168, Lesson 4-2 177–180, Lesson 4-5 185–188, Lesson 4-7 213–216, Lesson 5-1 293–296, Lesson 7-3 325–328, Lesson 8-1 381–384, Lesson 9-5 505–508, Lesson 12-4	TE: 5A–8B, Lesson 1-1 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 81A–84B, Lesson 2-7 113A–116B, Lesson 3-2 129A–132B, Lesson 3-6 161A–164B, Lesson 4-1 165A–168B, Lesson 4-2 177A–180B, Lesson 4-5 185A–188B, Lesson 4-7 213A–216B, Lesson 5-1 293A–296B, Lesson 7-3 325A–328B, Lesson 8-1 381A–384B, Lesson 9-5 505A–508B, Lesson 12-4
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MAFS.K12.MP.6.1	Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. 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="vertical-align: top; width: 50%;"> SE: 37–40, Lesson 1-9 85–88, Lesson 2-8 189–192, Lesson 4-8 217–220, Lesson 5-2 221–224, Lesson 5-3 237–240, Lesson 5-7 253–256, Lesson 6-1 257–260, Lesson 6-2 261–264, Lesson 6-3 269–272, Lesson 6-5 289–292, Lesson 7-2 305–308, Lesson 7-6 329–332, Lesson 8-2 365–368, Lesson 9-1 373–376, Lesson 9-3 </td> <td style="vertical-align: top; width: 50%;"> TE: 37A–40B, Lesson 1-9 85A–88B, Lesson 2-8 189A–192B, Lesson 4-8 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 237A–240B, Lesson 5-7 253A–256B, Lesson 6-1 257A–260B, Lesson 6-2 261A–264B, Lesson 6-3 269A–272B, Lesson 6-5 289A–292B, Lesson 7-2 305A–308B, Lesson 7-6 329A–332B, Lesson 8-2 365A–368B, Lesson 9-1 373A–376B, Lesson 9-3 </td> </tr> </table>	SE: 37–40, Lesson 1-9 85–88, Lesson 2-8 189–192, Lesson 4-8 217–220, Lesson 5-2 221–224, Lesson 5-3 237–240, Lesson 5-7 253–256, Lesson 6-1 257–260, Lesson 6-2 261–264, Lesson 6-3 269–272, Lesson 6-5 289–292, Lesson 7-2 305–308, Lesson 7-6 329–332, Lesson 8-2 365–368, Lesson 9-1 373–376, Lesson 9-3	TE: 37A–40B, Lesson 1-9 85A–88B, Lesson 2-8 189A–192B, Lesson 4-8 217A–220B, Lesson 5-2 221A–224B, Lesson 5-3 237A–240B, Lesson 5-7 253A–256B, Lesson 6-1 257A–260B, Lesson 6-2 261A–264B, Lesson 6-3 269A–272B, Lesson 6-5 289A–292B, Lesson 7-2 305A–308B, Lesson 7-6 329A–332B, Lesson 8-2 365A–368B, Lesson 9-1 373A–376B, Lesson 9-3
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MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. 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> <p>SE: 9–12, Lesson 1-2 69–72, Lesson 2-4 73–76, Lesson 2-5 77–80, Lesson 2-6 81–84, Lesson 2-7 89–92, Lesson 2-9 129–132, Lesson 3-6 173–176, Lesson 4-4 221–224, Lesson 5-3 225–228, Lesson 5-4 265–268, Lesson 6-4 285–288, Lesson 7-1 293–296, Lesson 7-3 297–300, Lesson 7-4 349–352, Lesson 8-7</p> <p>TE: 9A–12B, Lesson 1-2 69A–72B, Lesson 2-4 73A–76B, Lesson 2-5 77A–80B, Lesson 2-6 81A–84B, Lesson 2-7 89A–92B, Lesson 2-9 129A–132B, Lesson 3-6 173A–176B, Lesson 4-4 221A–224B, Lesson 5-3 225A–228B, Lesson 5-4 265A–268B, Lesson 6-4 285A–288B, Lesson 7-1 293A–296B, Lesson 7-3 297A–300B, Lesson 7-4 349A–352B, Lesson 8-7</p>

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MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. 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. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> SE: 13–16, Lesson 1-3 25–28, Lesson 1-6 57–60, Lesson 2-1 61–64, Lesson 2-2 133–136, Lesson 3-7 165–168, Lesson 4-2 169–172, Lesson 4-3 173–176, Lesson 4-4 177–180, Lesson 4-5 229–232, Lesson 5-5 261–264, Lesson 6-3 285–288, Lesson 7-1 297–300, Lesson 7-4 309–312, Lesson 7-7 329–332, Lesson 8-2 </td> <td style="vertical-align: top; width: 50%;"> TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 57A–60B, Lesson 2-1 61A–64B, Lesson 2-2 133A–136B, Lesson 3-7 165A–168B, Lesson 4-2 169A–172B, Lesson 4-3 173A–176B, Lesson 4-4 177A–180B, Lesson 4-5 229A–232B, Lesson 5-5 261A–264B, Lesson 6-3 285A–288B, Lesson 7-1 297A–300B, Lesson 7-4 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2 </td> </tr> </table>	SE: 13–16, Lesson 1-3 25–28, Lesson 1-6 57–60, Lesson 2-1 61–64, Lesson 2-2 133–136, Lesson 3-7 165–168, Lesson 4-2 169–172, Lesson 4-3 173–176, Lesson 4-4 177–180, Lesson 4-5 229–232, Lesson 5-5 261–264, Lesson 6-3 285–288, Lesson 7-1 297–300, Lesson 7-4 309–312, Lesson 7-7 329–332, Lesson 8-2	TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 57A–60B, Lesson 2-1 61A–64B, Lesson 2-2 133A–136B, Lesson 3-7 165A–168B, Lesson 4-2 169A–172B, Lesson 4-3 173A–176B, Lesson 4-4 177A–180B, Lesson 4-5 229A–232B, Lesson 5-5 261A–264B, Lesson 6-3 285A–288B, Lesson 7-1 297A–300B, Lesson 7-4 309A–312B, Lesson 7-7 329A–332B, Lesson 8-2
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LAFS.1.SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Students participate in one-on-one and small-group conversations as they work on the Solve & Share problem. Students participate in teacher-led conversations in the "Discuss Solution Strategies and Key Ideas" part of Solve & Share, which includes questions to foster conversations about Sample Student Work. Other teacher-led conversations include the "Classroom Conversation" during the Visual Learning Bridge and Visual Learning Animation Plus. And avatar speech bubbles help model mathematics conversations. The Interactive Math Story has suggestions for conversations under the heading "Speak".</p> <p>SE: Solve & Share 5, 109, 213, 285 Avatar speech bubbles (model conversations) 6, 10, 14</p> <p>TE: Solve & Share 5, 109, 213, 285 Avatar speech bubbles (model conversations) 6, 10, 14 Classroom Conversation 110, 214, 286, 366 Interactive Math Story 1L, 53Q, 105L, 157L</p>

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LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>Discussions about Convince Me!, Revisit the Essential Question, and Guided Practice provide opportunities for students to ask and answer questions about key details in information presented through text, symbols, and a variety of visuals in the Visual Learning Bridge and in the online Visual Learning Animation Plus which includes audio. Discussions about the Interactive Math Story provide similar opportunities.</p> <p>SE: Convince Me! and Revisit the Essential Question 14, 118, 222, 294, 374 Guided Practice 10, 114, 218, 290, 370</p> <p>TE: Convince Me! and Revisit the Essential Question 14, 118, 222, 294, 374 Guided Practice 10, 114, 218, 290, 370 Interactive Math Story 209L, 249J, 281L, 321L, 361J</p>
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p>The small-group and whole-class discussions in Solve & Share, as well as the Classroom Conversations during the Visual Learning Bridge and Visual Learning Animation Plus provide many opportunities for students to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SE: Solve & Share 61, 165, 257, 329, 405, 497, 561, 565</p> <p>TE: Solve & Share 61, 165, 257, 329, 405, 497, 561, 565 Classroom Conversation 62, 166, 258, 330, 406, 498, 562</p>

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LAFS.K12.W.1.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>In addition to lesson exercises that ask students to explain their thinking, the enVision® STEM Project, Pick a Project, Solve & Share, and Convince Me! ask students to write informative/explanatory text to convey ideas and information clearly.</p> <p>SE: enVision® STEM Project 1, 53, 105 Pick a Project 3, 55-56, 107 Solve & Share 17, 21, 25, 29 Convince Me! 18, 22, 26, 30</p> <p>TE: enVision® STEM Project 1, 53, 105 Pick a Project 3, 55-56, 107 Solve & Share 17, 21, 25, 29 Convince Me! 18, 22, 26, 30</p>
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	<p>English language learners have opportunities to communicate mathematical information, ideas, and concepts during small-group work and whole-class discussions in Solve & Share and during Convince Me! The Teacher’s Edition for every lesson provides 2 ELL activities to support English language learners—one to use with Solve & Share, the other to use with the Visual Learning Bridge. These activities use the 5 levels identified by WIDA (World-Class Instructional Design and Assessment).</p> <p>SE: Solve & Share 325, 365, 401, 453, 493 Convince Me! 326, 378, 402, 454, 494</p> <p>TE: Solve & Share 325, 365, 401, 453, 493 Convince Me! 326, 378, 402, 454, 494 ELL Activity 109A, 110, 161A, 162, 213A, 214</p>

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ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>In the instructional portion of each lesson, English language learners have opportunities to communicate verbally and in writing during Solve & Share, during Classroom Conversations about the Visual Learning Bridge and the Visual Learning Animation Plus, and during Convince Me!</p> <p>SE: Solve & Share 333, 369, 409, 457, 501 Convince Me! 334, 382, 410, 458, 502</p> <p>TE: Solve & Share 333, 369, 409, 457, 501 Convince Me! 334, 382, 410, 458, 502 Classroom Conversations 338, 386, 414, 462, 506</p>