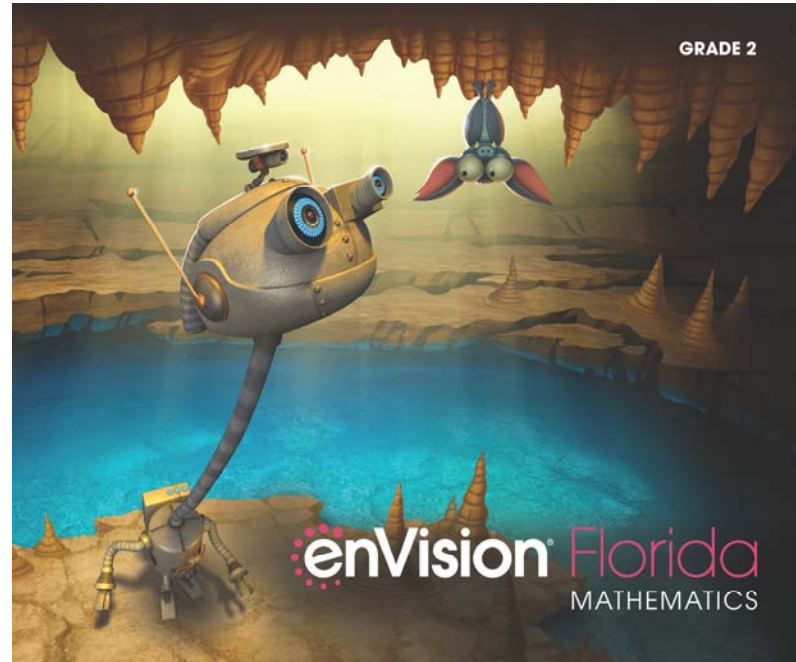


A Standards Alignment of
enVision Florida Mathematics
Grade 2, ©2020



To
Florida Mathematics Grade 2
Standards Course Code 5012040

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

BID ID: 3587
SUBMISSION TITLE: enVision Florida Mathematics, Grade 2
GRADE LEVEL: Grade 2
COURSE TITLE: Mathematics - Grade K-5 Series
COURSE CODE: 5012000
ISBN: SE: 9780134944999/ TE: 9780134944579
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.2.G.1.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	SE: 561–564, Lesson 13-1 565–568, Lesson 13-2 569–572, Lesson 13-3 573–576, Lesson 13-4 560, 3-ACT Math 595–596, Reteaching Sets A–D	TE: 561A–564B, Lesson 13-1 565A–568B, Lesson 13-2 569A–572B, Lesson 13-3 573A–576B, Lesson 13-4 560–560C, 3-ACT Math 595–596, Reteaching Sets A–D
MAFS.2.G.1.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	SE: 577–580, Lesson 13-5 589–592, Lesson 13-8 597–598, Reteaching Sets E, H	TE: 577A–580B, Lesson 13-5 589A–592B, Lesson 13-8 597–598, Reteaching Sets E, H
MAFS.2.G.1.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	SE: 581–584, Lesson 13-6 585–588, Lesson 13-7 589–592, Lesson 13-8 597–598, Reteaching Sets F, G, H	TE: 581A–584B, Lesson 13-6 585A–588B, Lesson 13-7 589A–592B, Lesson 13-8 597–598, Reteaching Sets F, G, H

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MAFS.2.MD.1.1	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	SE: 513–516, Lesson 12-2 517–520, Lesson 12-3 525–528, Lesson 12-5 529–532, Lesson 12-6 541–544, Lesson 12-9 521–524, Lesson 12-4 533–536, Lesson 12-7 565–568, Lesson 13-2 569–572, Lesson 13-3 573–576, Lesson 13-4 645–648, Lesson 15-2	TE: 513A–516B, Lesson 12-2 517A–520B, Lesson 12-3 525A–528B, Lesson 12-5 529A–532B, Lesson 12-6 541A–544B, Lesson 12-9 521A–524B, Lesson 12-4 533A–536B, Lesson 12-7 565A–568B, Lesson 13-2 569A–572B, Lesson 13-3 573A–576B, Lesson 13-4 645A–648B, Lesson 15-2
MAFS.2.MD.1.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. <i>Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.</i>	SE: 521–524, Lesson 12-4 533–536, Lesson 12-7 581–584, Lesson 13-6 548–549, Reteaching Sets C, F 597, Reteaching Set F	TE: 521A–524B, Lesson 12-4 533A–536B, Lesson 12-7 581A–584B, Lesson 13-6 548–549, Reteaching Sets C, F 597–598, Reteaching Set F
MAFS.2.MD.1.3	Estimate lengths using units of inches, feet, yards, centimeters, and meters.	SE: 509–512, Lesson 12-1 513–516, Lesson 12-2 517–520, Lesson 12-3 525–528, Lesson 12-5 529–532, Lesson 12-6 541–544, Lesson 12-9 547–550, Reteaching Sets A, B, D, E, H	TE: 509A–512B, Lesson 12-1 513A–516B, Lesson 12-2 517A–520B, Lesson 12-3 525A–528B, Lesson 12-5 529A–532B, Lesson 12-6 541A–544B, Lesson 12-9 547–550, Reteaching Sets A, B, D, E, H

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MAFS.2.MD.1.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	SE: 537–540, Lesson 12-8 541–544, Lesson 12-9 560, 3-ACT Math 550, Reteaching Sets G, H	TE: 537A–540B, Lesson 12-8 541A–544B, Lesson 12-9 560–560C, 3-ACT Math 549–550, Reteaching Sets G, H
MAFS.2.MD.2.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	SE: 609–612, Lesson 14-1 613–616, Lesson 14-2 617–620, Lesson 14-3 625–628, Lesson 14-5 537–560, Lesson 12-8 560, 3-ACT Math 549–550, Reteaching Sets F, G 631–632, Reteaching Sets A–D	TE: 609A–612B, Lesson 14-1 613A–616B, Lesson 14-2 617A–620B, Lesson 14-3 625A–628B, Lesson 14-5 537A–540B, Lesson 12-8 560–560C, 3-ACT Math 549–550, Reteaching Sets F, G 631–632, Reteaching Sets A–D
MAFS.2.MD.2.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	SE: 621–624, Lesson 14-4 625–628, Lesson 14-5 632, Reteaching Sets C–D	TE: 621A–624B, Lesson 14-4 625A–628B, Lesson 14-5 632, Reteaching Sets C–D
MAFS.2.MD.3.7	Tell and write time from analog and digital clocks to the nearest five minutes.	SE: 328, Pick a Project 349–352, Lesson 8-6 353–356, Lesson 8-7 357–360, Lesson 8-8 365–366, Reteaching Sets D–F	TE: 328–328A, Pick a Project 349A–352B, Lesson 8-6 353A–356B, Lesson 8-7 357A–360B, Lesson 8-8 365–366, Reteaching Sets D–F

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MAFS.2.MD.3.8	Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations. <i>Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?</i>	SE: 433–436, Lesson 10-1 485–488, Lesson 11-4 376, 3-ACT Math 463, Reteaching Set A	TE: 433A–436B, Lesson 10-1 485A–488B, Lesson 11-4 376–376C, 3-ACT Math 463, Reteaching Set A
a.	Identify the value of coins and paper currency.	SE: 329–332, Lesson 8-1 333–336, Lesson 8-2 337–340, Lesson 8-3 341–344, Lesson 8-4 345–348, Lesson 8-5 363–365, Reteaching Sets A–C	TE: 329A–332B, Lesson 8-1 333A–336B, Lesson 8-2 337A–340B, Lesson 8-3 341A–344B, Lesson 8-4 345A–348B, Lesson 8-5 363–366, Reteaching Sets A, C
b.	Compute the value of any combination of coins within one dollar.	SE: 333–336, Lesson 8-2 329–332, Lesson 8-1 345–348, Lesson 8-5 363, 365, Reteaching Sets A, C 328, Pick a Project	TE: 333A–336B, Lesson 8-2 329A–332B, Lesson 8-1 345A–348B, Lesson 8-5 363–366, Reteaching Sets A, C 328–328A, Pick a Project

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c.	Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).	SE: 337–340, Lesson 8-3 341–344, Lesson 8-4 345–348, Lesson 8-5 473–476, Lesson 11-1 364–365, Reteaching Sets B, C 499, Reteaching Sets A, B 327, Pick a Project	TE: 337A–340B, Lesson 8-3 341A–344B, Lesson 8-4 345A–348B, Lesson 8-5 473A–476B, Lesson 11-1 363–366, Reteaching Sets B, C 499, Reteaching Sets A, B 327–328A, Pick a Project
d.	Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).	SE: 345–348, Lesson 8-5 329–332, Lesson 8-1 333–336, Lesson 8-2 341–344, Lesson 8-4 363–365, Reteaching Sets A–C	TE: 345A–348B, Lesson 8-5 329A–332B, Lesson 8-1 333A–336B, Lesson 8-2 341A–344B, Lesson 8-4 363–366, Reteaching Sets A–C
MAFS.2.MD.4.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	SE: 649–652, Lesson 15-3 653–656, Lesson 15-4 657–660, Lesson 15-5 661–664, Lesson 15-6 640, 3-ACT Math 668–670, Reteaching Sets B–D	TE: 649A–652B, Lesson 15-3 653A–656B, Lesson 15-4 657A–660B, Lesson 15-5 661A–664B, Lesson 15-6 640–640C, 3-ACT Math 667–670, Reteaching Sets B–D

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MAFS.2.MD.4.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	SE: 641–644, Lesson 15-1 645–648, Lesson 15-2 640, 3-ACT Math 667, Reteaching Set A	TE: 641A–644B, Lesson 15-1 645A–648B, Lesson 15-2 640–640C, 3-ACT Math 667–668, Reteaching Set A
MAFS.2.NBT.1.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	SE: 381–384, Lesson 9-2 385–388, Lesson 9-3 389–392, Lesson 9-4 405–408, Lesson 9-8 409–412, Lesson 9-9 376, 3-ACT Math 419–422, Reteaching Sets B, C, G	TE: 381A–384B, Lesson 9-2 385A–388B, Lesson 9-3 389A–392B, Lesson 9-4 405A–408B, Lesson 9-8 409A–412B, Lesson 9-9 376–376C, 3-ACT Math 419–422, Reteaching Sets B, C, G
a.	100 can be thought of as a bundle of ten tens — called a “hundred.”	SE: 377–380, Lesson 9-1 393–396, Lesson 9-5 419–420, Reteaching Sets A, D	TE: 377A–380B, Lesson 9-1 393A–396B, Lesson 9-5 419–420, Reteaching Sets A, D
b.	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	SE: 377–380, Lesson 9-1 419, Reteaching Set A	TE: 377A–380B, Lesson 9-1 419–420, Reteaching Set A

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MAFS.2.NBT.1.2	Count within 1000; skip-count by 5s, 10s, and 100s.	SE: 397–400, Lesson 9-6 401–404, Lesson 9-7 413–416, Lesson 9-10 329–332, Lesson 8-1 333–336, Lesson 8-2 337–340, Lesson 8-3 349–352, Lesson 8-6 353–356, Lesson 8-7 357–360, Lesson 8-8 376, 3-ACT Math 363–366, Reteaching Sets A, B, D–F 421–422, Reteaching Sets E, F, H	TE: 397A–400B, Lesson 9-6 401A–404B, Lesson 9-7 413A–416B, Lesson 9-10 329A–332B, Lesson 8-1 333A–336B, Lesson 8-2 337A–340B, Lesson 8-3 349A–352B, Lesson 8-6 353A–356B, Lesson 8-7 357A–360B, Lesson 8-8 376–376C, 3-ACT Math 363–366, Reteaching Sets A, B, D–F 421–422, Reteaching Sets E, F, H
MAFS.2.NBT.1.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	SE: 389–392, Lesson 9-4 393–396, Lesson 9-5 381–384, Lesson 9-2 385–388, Lesson 9-3 376, 3-ACT Math 419–420, Reteaching Sets B, C, D	TE: 389A–392B, Lesson 9-4 393A–396B, Lesson 9-5 381A–384B, Lesson 9-2 385A–388B, Lesson 9-3 376–376C, 3-ACT Math 419–420, Reteaching Sets B, C, D
MAFS.2.NBT.1.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	SE: 405–408, Lesson 9-8 409–412, Lesson 9-9 413–416, Lesson 9-10 422, Reteaching Sets G, H 375, Pick a Project	TE: 405A–408B, Lesson 9-8 409A–412B, Lesson 9-9 413A–416B, Lesson 9-10 421–422, Reteaching Sets G, H 375–375A, Pick a Project

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MAFS.2.NBT.2.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	SE: 93–96, Lesson 3-1 97–100, Lesson 3-2 101–104, Lesson 3-3 105–108, Lesson 3-4 109–112, Lesson 3-5 137–140, Lesson 4-1 141–144, Lesson 4-2 145–148, Lesson 4-3 149–152, Lesson 4-4 153–156, Lesson 4-5 189–192, Lesson 5-1 193–196, Lesson 5-2 197–200, Lesson 5-3 201–204, Lesson 5-4	TE: 93A–96B, Lesson 3-1 97A–100B, Lesson 3-2 101A–104B, Lesson 3-3 105A–108B, Lesson 3-4 109A–112B, Lesson 3-5 137A–140B, Lesson 4-1 141A–144B, Lesson 4-2 145A–148B, Lesson 4-3 149A–152B, Lesson 4-4 153A–156B, Lesson 4-5 189A–192B, Lesson 5-1 193A–196B, Lesson 5-2 197A–200B, Lesson 5-3 201A–204B, Lesson 5-4
MAFS.2.NBT.2.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	SE: 157–160, Lesson 4-6 161–164, Lesson 4-7 105–108, Lesson 3-4 109–112, Lesson 3-5 141–144, Lesson 4-2 165–168, Lesson 4-8 169–172, Lesson 4-9 305–308, Lesson 7-7 318, Reteaching Set G 124–125, Reteaching Sets D, E 177–178, Reteaching Sets F–H 279, Pick a Project	TE: 157A–160B, Lesson 4-6 161A–164B, Lesson 4-7 105A–108B, Lesson 3-4 109A–112B, Lesson 3-5 141A–144B, Lesson 4-2 165A–168B, Lesson 4-8 169A–172B, Lesson 4-9 305A–308B, Lesson 7-7 317–318, Reteaching Set G 124–125, Reteaching Sets D, E 177–178, Reteaching Sets F–H 279–279A, Pick a Project

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MAFS.2.NBT.2.7	Add and subtract within 1000, 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. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	SE: 437–440, Lesson 10-2 441–444, Lesson 10-3 445–448, Lesson 10-4 449–452, Lesson 10-5 457–460, Lesson 10-7 477–480, Lesson 11-2 481–484, Lesson 11-3 485–488, Lesson 11-4 453–456, Lesson 10-6 489–492, Lesson 11-5 493–496, Lesson 11-6 472, 3-ACT Math	TE: 437A–440B, Lesson 10-2 441A–444B, Lesson 10-3 445A–448B, Lesson 10-4 449A–452B, Lesson 10-5 457A–460B, Lesson 10-7 477A–480B, Lesson 11-2 481A–484B, Lesson 11-3 485A–488B, Lesson 11-4 453A–456B, Lesson 10-6 489A–492B, Lesson 11-5 493A–496B, Lesson 11-6 472–472C, 3-ACT Math
MAFS.2.NBT.2.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	SE: 397–400, Lesson 9-6 401–404, Lesson 9-7 413–416, Lesson 9-10 433–436, Lesson 10-1 473–476, Lesson 11-1 376, 3-ACT Math 421–422, Reteaching Sets E, F, H 463, Reteaching Set A 499, Reteaching Set A	TE: 397A–400B, Lesson 9-6 401A–404B, Lesson 9-7 413A–416B, Lesson 9-10 433A–436B, Lesson 10-1 473A–476B, Lesson 11-1 376–376C, 3-ACT Math 421–422, Reteaching Sets E, F, H 463, Reteaching Set A 499, Reteaching Set A

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MAFS.2.NBT.2.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	SE: 489–492, Lesson 11-5 117–120, Lesson 3-7 217–220, Lesson 5-8 453–456, Lesson 10-6 445–448, Lesson 10-4 309–312, Lesson 7-8 485–488, Lesson 11-4 93–96, Lesson 3-1 97–100, Lesson 3-2 145–148, Lesson 4-3 149–152, Lesson 4-4 205–208, Lesson 5-5 209–212, Lesson 5-6 237–240, Lesson 6-1 261–264, Lesson 6-7	TE: 489A–492B, Lesson 11-5 117A–120B, Lesson 3-7 217A–220B, Lesson 5-8 453A–456B, Lesson 10-6 445A–448B, Lesson 10-4 309A–312B, Lesson 7-8 485A–488B, Lesson 11-4 93A–96B, Lesson 3-1 97A–100B, Lesson 3-2 145A–148B, Lesson 4-3 149A–152B, Lesson 4-4 205A–208B, Lesson 5-5 209A–212B, Lesson 5-6 237A–240B, Lesson 6-1 261A–264B, Lesson 6-7
MAFS.2.OA.1.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	SE: 37–40, Lesson 1-9 165–168, Lesson 4-8 169–172, Lesson 4-9 213–216, Lesson 5-7 257–260, Lesson 6-6 261–264, Lesson 6-7 281–284, Lesson 7-1 285–288, Lesson 7-2 289–292, Lesson 7-3 293–296, Lesson 7-4 297–300, Lesson 7-5 309–312, Lesson 7-8	TE: 37A–40B, Lesson 1-9 165A–168B, Lesson 4-8 169A–172B, Lesson 4-9 213A–216B, Lesson 5-7 257A–260B, Lesson 6-6 261A–264B, Lesson 6-7 281A–284B, Lesson 7-1 285A–288B, Lesson 7-2 289A–292B, Lesson 7-3 293A–296B, Lesson 7-4 297A–300B, Lesson 7-5 309A–312B, Lesson 7-8

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MAFS.2.OA.1.a	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \square + 18$, $? - 6 = 13 - 4$, and $15 - 9 = 6 + \square$.	SE: 301–304, Lesson 7-6 305–308, Lesson 7-7 5–8, Lesson 1-1 13–16, Lesson 1-3 253–256, Lesson 6-5 4, 3-ACT Math 280, 3-ACT Math 47–48, Reteaching Sets A, C 269, Reteaching Set E 317–318, Reteaching Sets F, G 236, Pick a Project	TE: 301A–304B, Lesson 7-6 305A–308B, Lesson 7-7 5A–8B, Lesson 1-1 13A–16B, Lesson 1-3 253A–256B, Lesson 6-5 4–4C, 3-ACT Math 280–280C, 3-ACT Math 47–48, Reteaching Sets A, C 269–270, Reteaching Set E 317–318, Reteaching Sets F, G 236–236A, Pick a Project
MAFS.2.OA.2.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	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 41–44, Lesson 1-10 61–64, Lesson 2-1 65–68, Lesson 2-2 69–72, Lesson 2-3 73–76, Lesson 2-4 301–304, Lesson 7-6	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 41A–44B, Lesson 1-10 61A–64B, Lesson 2-1 65A–68B, Lesson 2-2 69A–72B, Lesson 2-3 73A–76B, Lesson 2-4 301A–304B, Lesson 7-6

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MAFS.2.OA.3.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	SE: 61–64, Lesson 2-1 65–68, Lesson 2-2 83, Reteaching Set A 60, Pick a Project	TE: 61A–64B, Lesson 2-1 65A–68B, Lesson 2-2 83, Reteaching Set A 60–60A, Pick a Project
MAFS.2.OA.3.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	SE: 69–72, Lesson 2-3 73–76, Lesson 2-4 77–80, Lesson 2-5 577–580, Lesson 13-5 585–588, Lesson 13-7 589–592, Lesson 13-8 92, 3-ACT Math 83–84, Reteaching Sets B–D 597–598, Reteaching Sets E, G, H 136, Pick a Project	TE: 69A–72B, Lesson 2-3 73A–76B, Lesson 2-4 77A–80B, Lesson 2-5 577A–580B, Lesson 13-5 585A–588B, Lesson 13-7 589A–592B, Lesson 13-8 92–92C, 3-ACT Math 83–84, Reteaching Sets B–D 597–598, Reteaching Sets E, G, H 135–136A, 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>	
		SE: 13–16, Lesson 1-3 21–24, Lesson 1-5 37–40, Lesson 1-9 41–44, Lesson 1-10 69–72, Lesson 2-3 77–80, Lesson 2-5 113–116, Lesson 3-6 117–120, Lesson 3-7 141–144, Lesson 4-2 149–152, Lesson 4-4 165–168, Lesson 4-8 169–172, Lesson 4-9 193–196, Lesson 5-2 197–200, Lesson 5-3 493–496, Lesson 11-6	TE: 13A–16B, Lesson 1-3 21A–24B, Lesson 1-5 37A–40B, Lesson 1-9 41A–44B, Lesson 1-10 69A–72B, Lesson 2-3 77A–80B, Lesson 2-5 113A–116B, Lesson 3-6 117A–120B, Lesson 3-7 141A–144B, Lesson 4-2 149A–152B, Lesson 4-4 165A–168B, Lesson 4-8 169A–172B, Lesson 4-9 193A–196B, Lesson 5-2 197A–200B, Lesson 5-3 493A–496B, Lesson 11-6

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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"> <tr> <td>SE: 5-8, Lesson 1-1 13-16, Lesson 1-3 17-20, Lesson 1-4 21-24, Lesson 1-5 25-28, Lesson 1-6 33-36, Lesson 1-8 37-40, Lesson 1-9 41-44, Lesson 1-10 73-76, Lesson 2-4 97-100, Lesson 3-2 105-108, Lesson 3-4 261-264, Lesson 6-7 309-312, Lesson 7-8 345-348, Lesson 8-5 661-664, Lesson 15-6</td> <td>TE: 5A-8B, Lesson 1-1 13A-16B, Lesson 1-3 17A-20B, Lesson 1-4 21A-24B, Lesson 1-5 25A-28B, Lesson 1-6 33A-36B, Lesson 1-8 37A-40B, Lesson 1-9 41A-44B, Lesson 1-10 73A-76B, Lesson 2-4 97A-100B, Lesson 3-2 105A-108B, Lesson 3-4 261A-264B, Lesson 6-7 309A-312B, Lesson 7-8 345A-348B, Lesson 8-5 661A-664B, Lesson 15-6</td> </tr> </table>	SE: 5-8, Lesson 1-1 13-16, Lesson 1-3 17-20, Lesson 1-4 21-24, Lesson 1-5 25-28, Lesson 1-6 33-36, Lesson 1-8 37-40, Lesson 1-9 41-44, Lesson 1-10 73-76, Lesson 2-4 97-100, Lesson 3-2 105-108, Lesson 3-4 261-264, Lesson 6-7 309-312, Lesson 7-8 345-348, Lesson 8-5 661-664, Lesson 15-6	TE: 5A-8B, Lesson 1-1 13A-16B, Lesson 1-3 17A-20B, Lesson 1-4 21A-24B, Lesson 1-5 25A-28B, Lesson 1-6 33A-36B, Lesson 1-8 37A-40B, Lesson 1-9 41A-44B, Lesson 1-10 73A-76B, Lesson 2-4 97A-100B, Lesson 3-2 105A-108B, Lesson 3-4 261A-264B, Lesson 6-7 309A-312B, Lesson 7-8 345A-348B, Lesson 8-5 661A-664B, Lesson 15-6
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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: 29–32, Lesson 1-7 41–44, Lesson 1-10 69–72, Lesson 2-3 77–80, Lesson 2-5 93–96, Lesson 3-1 105–108, Lesson 3-4 117–120, Lesson 3-7 137–140, Lesson 4-1 141–144, Lesson 4-2 149–152, Lesson 4-4 157–160, Lesson 4-6 169–172, Lesson 4-9 189–192, Lesson 5-1 201–204, Lesson 5-4 217–220, Lesson 5-8</p> <p>TE: 29A–32B, Lesson 1-7 41A–44B, Lesson 1-10 69A–72B, Lesson 2-3 77A–80B, Lesson 2-5 93A–96B, Lesson 3-1 105A–108B, Lesson 3-4 117A–120B, Lesson 3-7 137A–140B, Lesson 4-1 141A–144B, Lesson 4-2 149A–152B, Lesson 4-4 157A–160B, Lesson 4-6 169A–172B, Lesson 4-9 189A–192B, Lesson 5-1 201A–204B, Lesson 5-4 217A–220B, Lesson 5-8</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%;"> <p>SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 21–24, Lesson 1-5 29–32, Lesson 1-7 33–36, Lesson 1-8 41–44, Lesson 1-10 61–64, Lesson 2-1 65–68, Lesson 2-2 77–80, Lesson 2-5 101–104, Lesson 3-3 137–140, Lesson 4-1 145–148, Lesson 4-3 161–164, Lesson 4-7 165–168, Lesson 4-8 193–196, Lesson 5-2</p> </td> <td style="vertical-align: top; width: 50%;"> <p>TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 21A–24B, Lesson 1-5 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 41A–44B, Lesson 1-10 61A–64B, Lesson 2-1 65A–68B, Lesson 2-2 77A–80B, Lesson 2-5 101A–104B, Lesson 3-3 137A–140B, Lesson 4-1 145A–148B, Lesson 4-3 161A–164B, Lesson 4-7 165A–168B, Lesson -8 193A–196B, Lesson 5-2</p> </td> </tr> </table>	<p>SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 21–24, Lesson 1-5 29–32, Lesson 1-7 33–36, Lesson 1-8 41–44, Lesson 1-10 61–64, Lesson 2-1 65–68, Lesson 2-2 77–80, Lesson 2-5 101–104, Lesson 3-3 137–140, Lesson 4-1 145–148, Lesson 4-3 161–164, Lesson 4-7 165–168, Lesson 4-8 193–196, Lesson 5-2</p>	<p>TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 21A–24B, Lesson 1-5 29A–32B, Lesson 1-7 33A–36B, Lesson 1-8 41A–44B, Lesson 1-10 61A–64B, Lesson 2-1 65A–68B, Lesson 2-2 77A–80B, Lesson 2-5 101A–104B, Lesson 3-3 137A–140B, Lesson 4-1 145A–148B, Lesson 4-3 161A–164B, Lesson 4-7 165A–168B, Lesson -8 193A–196B, Lesson 5-2</p>
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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="width: 50%; vertical-align: top;"> <p>SE: 17–20, Lesson 1-4 29–32, Lesson 1-7 93–96, Lesson 3-1 97–100, Lesson 3-2 109–112, Lesson 3-5 117–120, Lesson 3-7 141–144, Lesson 4-2 189–192, Lesson 5-1 193–196, Lesson 5-2 209–212, Lesson 5-6 237–240, Lesson 6-1 245–248, Lesson 6-3 261–264, Lesson 6-7 305–308, Lesson 7-7 625–628, Lesson 14-5</p> </td> <td style="width: 50%; vertical-align: top;"> <p>TE: 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 93A–96B, Lesson 3-1 97A–100B, Lesson 3-2 109A–112B, Lesson 3-5 117A–120B, Lesson 3-7 141A–144B, Lesson 4-2 189A–192B, Lesson 5-1 193A–196B, Lesson 5-2 209A–212B, Lesson 5-6 237A–240B, Lesson 6-1 245A–248B, Lesson 6-3 261A–264B, Lesson 6-7 305A–308B, Lesson 7-7 625A–628B, Lesson 14-5</p> </td> </tr> </table>	<p>SE: 17–20, Lesson 1-4 29–32, Lesson 1-7 93–96, Lesson 3-1 97–100, Lesson 3-2 109–112, Lesson 3-5 117–120, Lesson 3-7 141–144, Lesson 4-2 189–192, Lesson 5-1 193–196, Lesson 5-2 209–212, Lesson 5-6 237–240, Lesson 6-1 245–248, Lesson 6-3 261–264, Lesson 6-7 305–308, Lesson 7-7 625–628, Lesson 14-5</p>	<p>TE: 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 93A–96B, Lesson 3-1 97A–100B, Lesson 3-2 109A–112B, Lesson 3-5 117A–120B, Lesson 3-7 141A–144B, Lesson 4-2 189A–192B, Lesson 5-1 193A–196B, Lesson 5-2 209A–212B, Lesson 5-6 237A–240B, Lesson 6-1 245A–248B, Lesson 6-3 261A–264B, Lesson 6-7 305A–308B, Lesson 7-7 625A–628B, Lesson 14-5</p>
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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: 9–12, Lesson 1-2 37–40, Lesson 1-9 61–64, Lesson 2-1 77–80, Lesson 2-5 113–116, Lesson 3-6 137–140, Lesson 4-1 197–200, Lesson 5-3 201–204, Lesson 5-4 253–256, Lesson 6-5 261–264, Lesson 6-7 301–304, Lesson 7-6 333–336, Lesson 8-2 341–344, Lesson 8-4 349–352, Lesson 8-6 541–544, Lesson 12-9 </td> <td style="vertical-align: top; width: 50%;"> TE: 9A–12B, Lesson 1-2 37A–40B, Lesson 1-9 61A–64B, Lesson 2-1 77A–80B, Lesson 2-5 113A–116B, Lesson 3-6 137A–140B, Lesson 4-1 197A–200B, Lesson 5-3 201A–204B, Lesson 5-4 253A–256B, Lesson 6-5 261A–264B, Lesson 6-7 301A–304B, Lesson 7-6 333A–336B, Lesson 8-2 341A–344B, Lesson 8-4 349A–352B, Lesson 8-6 541A–544B, Lesson 12-9 </td> </tr> </table>	SE: 9–12, Lesson 1-2 37–40, Lesson 1-9 61–64, Lesson 2-1 77–80, Lesson 2-5 113–116, Lesson 3-6 137–140, Lesson 4-1 197–200, Lesson 5-3 201–204, Lesson 5-4 253–256, Lesson 6-5 261–264, Lesson 6-7 301–304, Lesson 7-6 333–336, Lesson 8-2 341–344, Lesson 8-4 349–352, Lesson 8-6 541–544, Lesson 12-9	TE: 9A–12B, Lesson 1-2 37A–40B, Lesson 1-9 61A–64B, Lesson 2-1 77A–80B, Lesson 2-5 113A–116B, Lesson 3-6 137A–140B, Lesson 4-1 197A–200B, Lesson 5-3 201A–204B, Lesson 5-4 253A–256B, Lesson 6-5 261A–264B, Lesson 6-7 301A–304B, Lesson 7-6 333A–336B, Lesson 8-2 341A–344B, Lesson 8-4 349A–352B, Lesson 8-6 541A–544B, Lesson 12-9
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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> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> SE: 9–12, Lesson 1-2 13–16, Lesson 1-3 25–28, Lesson 1-6 61–64, Lesson 2-1 65–68, Lesson 2-2 69–72, Lesson 2-3 77–80, Lesson 2-5 101–104, Lesson 3-3 145–148, Lesson 4-3 153–156, Lesson 4-5 161–164, Lesson 4-7 189–192, Lesson 5-1 201–204, Lesson 5-4 217–220, Lesson 5-8 413–416, Lesson 9-10 </td> <td style="vertical-align: top; width: 50%;"> TE: 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 61A–64B, Lesson 2-1 65A–68B, Lesson 2-2 69A–72B, Lesson 2-3 77A–80B, Lesson 2-5 101A–104B, Lesson 3-3 145A–148B, Lesson 4-3 153A–156B, Lesson 4-5 161A–164B, Lesson 4-7 189A–192B, Lesson 5-1 201A–204B, Lesson 5-4 217A–220B, Lesson 5-8 413A–416B, Lesson 9-10 </td> </tr> </table>	SE: 9–12, Lesson 1-2 13–16, Lesson 1-3 25–28, Lesson 1-6 61–64, Lesson 2-1 65–68, Lesson 2-2 69–72, Lesson 2-3 77–80, Lesson 2-5 101–104, Lesson 3-3 145–148, Lesson 4-3 153–156, Lesson 4-5 161–164, Lesson 4-7 189–192, Lesson 5-1 201–204, Lesson 5-4 217–220, Lesson 5-8 413–416, Lesson 9-10	TE: 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 61A–64B, Lesson 2-1 65A–68B, Lesson 2-2 69A–72B, Lesson 2-3 77A–80B, Lesson 2-5 101A–104B, Lesson 3-3 145A–148B, Lesson 4-3 153A–156B, Lesson 4-5 161A–164B, Lesson 4-7 189A–192B, Lesson 5-1 201A–204B, Lesson 5-4 217A–220B, Lesson 5-8 413A–416B, Lesson 9-10
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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: 5–8, Lesson 1-1 17–20, Lesson 1-4 25–28, Lesson 1-6 33–36, Lesson 1-8 65–68, Lesson 2-2 77–80, Lesson 2-5 105–108, Lesson 3-4 153–156, Lesson 4-5 157–160, Lesson 4-6 165–168, Lesson 4-8 205–208, Lesson 5-5 257–260, Lesson 6-6 281–284, Lesson 7-1 457–460, Lesson 10-7 589–592, Lesson 13-8 </td> <td style="vertical-align: top; width: 50%;"> TE: 5A–8B, Lesson 1-1 17A–20B, Lesson 1-4 25A–28B, Lesson 1-6 33A–36B, Lesson 1-8 65A–68B, Lesson 2-2 77A–80B, Lesson 2-5 105A–108B, Lesson 3-4 153A–156B, Lesson 4-5 157A–160B, Lesson 4-6 165A–168B, Lesson 4-8 205A–208B, Lesson 5-5 257A–260B, Lesson 6-6 281A–284B, Lesson 7-1 457A–460B, Lesson 10-7 589A–592B, Lesson 13-8 </td> </tr> </table>	SE: 5–8, Lesson 1-1 17–20, Lesson 1-4 25–28, Lesson 1-6 33–36, Lesson 1-8 65–68, Lesson 2-2 77–80, Lesson 2-5 105–108, Lesson 3-4 153–156, Lesson 4-5 157–160, Lesson 4-6 165–168, Lesson 4-8 205–208, Lesson 5-5 257–260, Lesson 6-6 281–284, Lesson 7-1 457–460, Lesson 10-7 589–592, Lesson 13-8	TE: 5A–8B, Lesson 1-1 17A–20B, Lesson 1-4 25A–28B, Lesson 1-6 33A–36B, Lesson 1-8 65A–68B, Lesson 2-2 77A–80B, Lesson 2-5 105A–108B, Lesson 3-4 153A–156B, Lesson 4-5 157A–160B, Lesson 4-6 165A–168B, Lesson 4-8 205A–208B, Lesson 5-5 257A–260B, Lesson 6-6 281A–284B, Lesson 7-1 457A–460B, Lesson 10-7 589A–592B, Lesson 13-8
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LAFS.2.SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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 linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed 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, 93, 189, 281 Avatar speech bubbles (model conversations) 6, 10, 14</p> <p>TE: Solve & Share 5, 93, 189, 281 Avatar speech bubbles (model conversations) 6, 10, 14 Classroom Conversation 94, 190, 282, 378 Interactive Math Story 1P, 57J, 89L, 133L</p>

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LAFS.2.SL.1.2	Recount or describe key ideas or details from 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 recount or describe key ideas and details from 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, 102, 198, 290, 386 Guided Practice 10, 98, 194, 286, 382</p> <p>TE: Convince Me! and Revisit the Essential Question 14, 102, 198, 290, 386 Guided Practice 10, 98, 194, 286, 382 Interactive Math Story 185L, 233P, 277L, 325L, 373L</p>
LAFS.2.SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<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 clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SE: Solve & Share 65, 141, 241, 333, 437, 513, 613, 617</p> <p>TE: Solve & Share 65, 141, 241, 333, 437, 513, 613, 617 Classroom Conversation 66, 142, 242, 334, 438, 514, 614</p>

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LAFS.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<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, 57, 89 Pick a Project 3, 59-60, 91 Solve & Share 17, 21, 25, 29 Convince Me! 18, 22, 26, 30</p> <p>TE: enVision® STEM Project 1, 57, 89 Pick a Project 3, 59-60, 91 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 329, 377, 433, 473, 509 Convince Me! 330, 390, 434, 474, 510</p> <p>TE: Solve & Share 329, 377, 433, 473, 509 Convince Me! 330, 390, 434, 474, 510 ELL Activity 93A, 94, 137A, 138, 189A, 190</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 337, 381, 441, 477, 517 Convince Me! 338, 394, 442, 478, 518</p> <p>TE: Solve & Share 337, 381, 441, 477, 517 Convince Me! 338, 394, 442, 478, 518 Classroom Conversations 342, 398, 446, 482, 522</p>