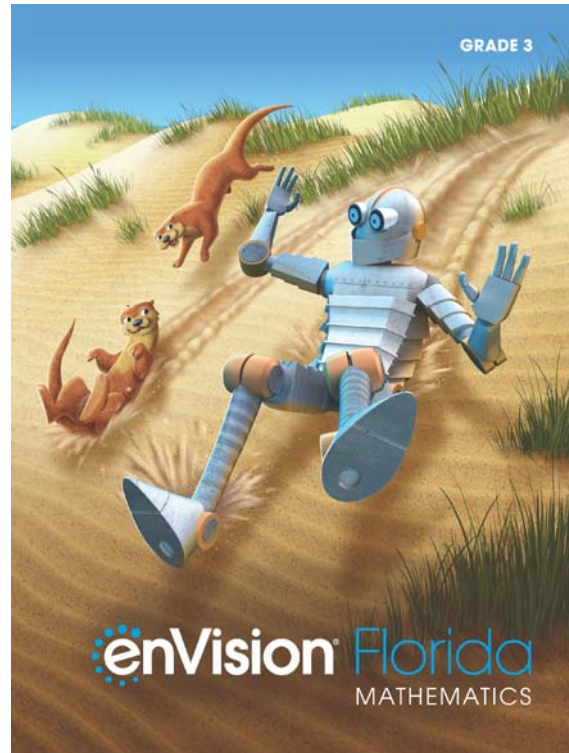


A Standards Alignment of
enVision Florida Mathematics
Grade 3, ©2020



To
Florida Mathematics Grade 3
Standards Course Code 5012050

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

BID ID: 3587
SUBMISSION TITLE: enVision Florida Mathematics, Grade 3
GRADE LEVEL: Grade 3
COURSE TITLE: Mathematics - Grade K-5 Series
COURSE CODE: 5012000
ISBN: SE: 9780134945002 / TE: 9780134944586
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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.3.G.1.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	SE: 585-588, Lesson 15-1 589-592, Lesson 15-2 593-596, Lesson 15-3 597-600, Lesson 15-4 584, 3-ACT Math 603-604, Reteaching Sets A-D 583, Pick a Project	TE: 585A-588B, Lesson 15-1 589A-592B, Lesson 15-2 593A-596B, Lesson 15-3 597A-600B, Lesson 15-4 584-584C, 3-ACT Math 603-604, Reteaching Sets A-D 583A, Pick a Project
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	SE: 437-440, Lesson 12-1 441-444, Lesson 12-2 585-588, Lesson 15-1 589-592, Lesson 15-2 584, 3-ACT Math 471, Reteaching Sets A, B 603, Reteaching Sets A, B 435-436, Pick a Project	TE: 437A-440B, Lesson 12-1 441A-444B, Lesson 12-2 585A-588B, Lesson 15-1 589A-592B, Lesson 15-2 584-584C, 3-ACT Math 471-472, Reteaching Sets A, B 603, Reteaching Sets A, B 435-436A, Pick a Project

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

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MAFS.3.MD.1.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	SE: 533-536, Lesson 14-1 537-540, Lesson 14-2 541-544, Lesson 14-3 565-568, Lesson 14-9 571-574, Reteaching Sets A-C, I 531-532, Pick a Project	TE: 533A-536B, Lesson 14-1 537A-540B, Lesson 14-2 541A-544B, Lesson 14-3 565A-568B, Lesson 14-9 571-574, Reteaching Sets A-C, I 531-532A, Pick a Project
MAFS.3.MD.1.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	SE: 545-548, Lesson 14-4 549-552, Lesson 14-5 553-556, Lesson 14-6 557-560, Lesson 14-7 561-564, Lesson 14-8 309-312, Lesson 8-6 325, Reteaching Set F 572-574, Reteaching Sets D-H 531-532, Pick a Project	TE: 545A-548B, Lesson 14-4 549A-552B, Lesson 14-5 553A-556B, Lesson 14-6 557A-560B, Lesson 14-7 561A-564B, Lesson 14-8 309A-312B, Lesson 8-6 325-326, Reteaching Set F 571-574, Reteaching Sets D-H 531-532A, Pick a Project
MAFS.3.MD.2.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	SE: 253-256, Lesson 7-1 257-260, Lesson 7-2 261-264, Lesson 7-3 265-268, Lesson 7-4 269-272, Lesson 7-5 417-420, Lesson 11-3 252, 3-ACT Math 275-278, Reteaching Sets A-D 428, Reteaching Set C 251, Pick a Project	TE: 253A-256B, Lesson 7-1 257A-260B, Lesson 7-2 261A-264B, Lesson 7-3 265A-268B, Lesson 7-4 269A-272B, Lesson 7-5 417A-420B, Lesson 11-3 252-252C, 3-ACT Math 275-278, Reteaching Sets A-D 428, Reteaching Set C 251A, Pick a Project

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.3.MD.2.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	SE: 457-460, Lesson 12-6 461-464, Lesson 12-7 473-474, Reteaching Sets F, G 435-436, Pick a Project	TE: 457A-460B, Lesson 12-6 461A-464B, Lesson 12-7 473-474, Reteaching Sets F, G 435-436A, Pick a Project
MAFS.3.MD.3.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	SE: 252, 3-ACT Math 584, 3-ACT Math	TE: 252-252C, 3-ACT Math 584-584C, 3-ACT Math
a.	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	SE: 209-212, Lesson 6-1 213-216, Lesson 6-2 217-220, Lesson 6-3 239-240, Reteaching Sets A-C 207-208, Pick a Project	TE: 209A-212B, Lesson 6-1 213A-216B, Lesson 6-2 217A-220B, Lesson 6-3 239-240, Reteaching Sets A-C 207-208A, Pick a Project
b.	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	SE: 213-216, Lesson 6-2 209-212, Lesson 6-1 217-220, Lesson 6-3 593-596, Lesson 15-3 239-240, Reteaching Sets A-C 604, Reteaching Set C	TE: 213A-216B, Lesson 6-2 209A-212B, Lesson 6-1 217A-220B, Lesson 6-3 593A-596B, Lesson 15-3 239-240, Reteaching Sets A-C 604, Reteaching Set C

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.3.MD.3.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	SE: 217-220, Lesson 6-3 209-212, Lesson 6-1 213-216, Lesson 6-2 239-240, Reteaching Sets A-C 207-208, Pick a Project	TE: 217A-220B, Lesson 6-3 209A-212B, Lesson 6-1 213A-216B, Lesson 6-2 239-240, Reteaching Sets A-C 207-208A, Pick a Project
MAFS.3.MD.3.7	Relate area to the operations of multiplication and addition.	SE: 101-104, Lesson 3-7 252, 3-ACT Math 108, Reteaching Set F	TE: 101A-104B, Lesson 3-7 252-252C, 3-ACT Math 108, Reteaching Set F
a.	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	SE: 221-224, Lesson 6-4 233-236, Lesson 6-7 242, Reteaching Set G	TE: 221A-224B, Lesson 6-4 233A-236B, Lesson 6-7 241-242, Reteaching Set G
b.	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	SE: 233-236, Lesson 6-7 221-224, Lesson 6-4 597-600, Lesson 15-4 625-628, Lesson 16-4 629-632, Lesson 16-5 604, Reteaching Set D 242, Reteaching Set G 640, Reteaching Set C	TE: 233A-236B, Lesson 6-7 221A-224B, Lesson 6-4 597A-600B, Lesson 15-4 625A-628B, Lesson 16-4 629A-632B, Lesson 16-5 604, Reteaching Set D 241-242, Reteaching Set G 640, Reteaching Set C

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

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c.	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	SE: 225-228, Lesson 6-5 241, Reteaching Set E	TE: 225A-228B, Lesson 6-5 241-242, Reteaching Set E
d.	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	SE: 229-232, Lesson 6-6 233-236, Lesson 6-7 242, Reteaching Sets F-G	TE: 229A-232B, Lesson 6-6 233A-236B, Lesson 6-7 241-242, Reteaching Sets F-G
MAFS.3.MD.4.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	SE: 613-616, Lesson 16-1 617-620, Lesson 16-2 621-624, Lesson 16-3 625-628, Lesson 16-4 629-632, Lesson 16-5 633-636, Lesson 16-6 639-640, Reteaching Sets A-D 611-612, Pick a Project	TE: 613A-616B, Lesson 16-1 617A-620B, Lesson 16-2 621A-624B, Lesson 16-3 625A-628B, Lesson 16-4 629A-632B, Lesson 16-5 633A-636B, Lesson 16-6 639-640, Reteaching Sets A-D 611-612A, Pick a Project

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

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MAFS.3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	SE: 305-308, Lesson 8-5 309-312, Lesson 8-6 336, 3-ACT Math 324-325, Reteaching Sets E, F 287-288, Pick a Project	TE: 305A-308B, Lesson 8-5 309A-312B, Lesson 8-6 336-336C, 3-ACT Math 323-326, Reteaching Sets E, F 287-288A, Pick a Project
MAFS.3.NBT.1.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	SE: 289-292, Lesson 8-1 297-300, Lesson 8-3 301-304, Lesson 8-4 309-312, Lesson 8-6 313-316, Lesson 8-7 317-320, Lesson 8-8 337-340, Lesson 9-1 341-344, Lesson 9-2 345-348, Lesson 9-3 349-352, Lesson 9-4 353-356, Lesson 9-5 357-360, Lesson 9-6 361-364, Lesson 9-7 541-544, Lesson 14-3 621-624, Lesson 16-3	TE: 289A-292B, Lesson 8-1 297A-300B, Lesson 8-3 301A-304B, Lesson 8-4 309A-312B, Lesson 8-6 313A-316B, Lesson 8-7 317A-320B, Lesson 8-8 337A-340B, Lesson 9-1 341A-344B, Lesson 9-2 345A-348B, Lesson 9-3 349A-352B, Lesson 9-4 353A-356B, Lesson 9-5 357A-360B, Lesson 9-6 361A-364B, Lesson 9-7 541A-544B, Lesson 14-3 621A-624B, Lesson 16-3
MAFS.3.NBT.1.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	SE: 381-384, Lesson 10-1 385-388, Lesson 10-2 389-392, Lesson 10-3 393-396, Lesson 10-4 399-400, Reteaching Sets A-D 379-380, Pick a Project	TE: 381A-384B, Lesson 10-1 385A-388B, Lesson 10-2 389A-392B, Lesson 10-3 393A-396B, Lesson 10-4 399-400, Reteaching Sets A-D 379-380A, Pick a Project

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.3.NF.1.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	SE: 465-468, Lesson 12-8 441-444, Lesson 12-2 445-448, Lesson 12-3 585-588, Lesson 15-1 589-592, Lesson 15-2 437-440, Lesson 12-1 484, 3-ACT Math 603, Reteaching Sets A, B 471-474, Reteaching Sets A-C, H 435-436, Pick a Project	TE: 465A-468B, Lesson 12-8 441A-444B, Lesson 12-2 445A-448B, Lesson 12-3 585A-588B, Lesson 15-1 589A-592B, Lesson 15-2 437A-440B, Lesson 12-1 484-484C, 3-ACT Math 603, Reteaching Sets A, B 471-474, Reteaching Sets A-C, H 435-436A, Pick a Project
MAFS.3.NF.1.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	SE: 449-452, Lesson 12-4 453-456, Lesson 12-5 457-460, Lesson 12-6 461-464, Lesson 12-7 472-474, Reteaching Sets D-G 435-436, Pick a Project	TE: 453A-456B, Lesson 12-5 449A-452B, Lesson 12-4 457A-460B, Lesson 12-6 461A-464B, Lesson 12-7 472-474, Reteaching Sets D-G 435-436A, Pick a Project
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	SE: 449-452, Lesson 12-4 453-456, Lesson 12-5 457-460, Lesson 12-6 461-464, Lesson 12-7 472-474, Reteaching Sets D-G 435-436, Pick a Project	TE: 449A-452B, Lesson 12-4 453A-456B, Lesson 12-5 457A-460B, Lesson 12-6 461A-464B, Lesson 12-7 471-474, Reteaching Sets D-G 435-436A, Pick a Project

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b.	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	SE: 453-456, Lesson 12-5 449-452, Lesson 12-4 457-460, Lesson 12-6 461-464, Lesson 12-7 472-474, Reteaching Sets D-G	TE: 453A-456B, Lesson 12-5 449A-452B, Lesson 12-4 457A-460B, Lesson 12-6 461A-464B, Lesson 12-7 471-474, Reteaching Sets D-G
MAFS.3.NF.1.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	SE: 489-492, Lesson 13-2 505-508, Lesson 13-6 445-448, Lesson 12-3 485-488, Lesson 13-1 509-512, Lesson 13-7 513-516, Lesson 13-8 493-496, Lesson 13-3 497-500, Lesson 13-4 501-504, Lesson 13-5 484, 3-ACT Math 519-522, Reteaching Sets A, B, F, G 483, Pick a Project	TE: 489A-492B, Lesson 13-2 505A-508B, Lesson 13-6 445A-448B, Lesson 12-3 485A-488B, Lesson 13-1 509A-512B, Lesson 13-7 513A-516B, Lesson 13-8 493A-496B, Lesson 13-3 497A-500B, Lesson 13-4 501A-504B, Lesson 13-5 484-484C, 3-ACT Math 519-522, Reteaching Sets A, B, F, G 483A, Pick a Project
a.	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	SE: 489-492, Lesson 13-2 505-508, Lesson 13-6 485-488, Lesson 13-1 509-512, Lesson 13-7 484, 3-ACT Math 519-522, Reteaching Sets A, B, F, G 483, Pick a Project	TE: 489A-492B, Lesson 13-2 505A-508B, Lesson 13-6 485A-488B, Lesson 13-1 509A-512B, Lesson 13-7 484-484C, 3-ACT Math 519-522, Reteaching Sets A, B, F, G 483A, Pick a Project

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b.	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	SE: 485-488, Lesson 13-1 489-492, Lesson 13-2 513-516, Lesson 13-8 519-522, Reteaching Sets A, B, H 483, Pick a Project	TE: 485A-488B, Lesson 13-1 489A-492B, Lesson 13-2 513A-516B, Lesson 13-8 519-522, Reteaching Sets A, B, H 483A, Pick a Project
c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>	SE: 445-448, Lesson 12-3 509-512, Lesson 13-7 484, 3-ACT Math 472, Reteaching Set C 522, Reteaching Set G	TE: 445A-448B, Lesson 12-3 509A-512B, Lesson 13-7 484-484C, 3-ACT Math 471-472, Reteaching Set C 521-522, Reteaching Set G
d.	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	SE: 493-496, Lesson 13-3 497-500, Lesson 13-4 501-504, Lesson 13-5 513-516, Lesson 13-8 520-522, Reteaching Sets C-E, H 483, Pick a Project	TE: 493A-496B, Lesson 13-3 497A-500B, Lesson 13-4 501A-504B, Lesson 13-5 513A-516B, Lesson 13-8 519-522, Reteaching Sets C-E, H 483A, Pick a Project

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MAFS.3.OA.1.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	SE: 5-8, Lesson 1-1 9-12, Lesson 1-2 13-16, Lesson 1-3 25-28, Lesson 1-6 41-44, Lesson 2-1 45-48, Lesson 2-2 49-52, Lesson 2-3 53-56, Lesson 2-4 57-60, Lesson 2-5 185-188, Lesson 5-5 4, 3-ACT Math 67-68, Reteaching Sets A-E	TE: 5A-8B, Lesson 1-1 9A-12B, Lesson 1-2 13A-16B, Lesson 1-3 25A-28B, Lesson 1-6 41A-44B, Lesson 2-1 45A-48B, Lesson 2-2 49A-52B, Lesson 2-3 53A-56B, Lesson 2-4 57A-60B, Lesson 2-5 185A-188B, Lesson 5-5 4-4C, 3-ACT Math 67-68, Reteaching Sets A-E
MAFS.3.OA.1.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	SE: 17-20, Lesson 1-4 21-24, Lesson 1-5 25-28, Lesson 1-6 185-188, Lesson 5-5 4, 3-ACT Math 32, Reteaching Sets D, E 197-198, Reteaching Set E	TE: 17A-20B, Lesson 1-4 21A-24B, Lesson 1-5 25A-28B, Lesson 1-6 185A-188B, Lesson 5-5 4-4C, 3-ACT Math 32, Reteaching Sets D, E 197-198, Reteaching Set E

**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
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MAFS.3.OA.1.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	SE: 13-16, Lesson 1-3 25-28, Lesson 1-6 41-44, Lesson 2-1 45-48, Lesson 2-2 53-56, Lesson 2-4 57-60, Lesson 2-5 61-64, Lesson 2-6 149-152, Lesson 4-9 181-184, Lesson 5-4 185-188, Lesson 5-5 261-264, Lesson 7-3 265-268, Lesson 7-4 385-388, Lesson 10-2 561-564, Lesson 14-8 617-620, Lesson 16-2	TE: 13A-16B, Lesson 1-3 25A-28B, Lesson 1-6 41A-44B, Lesson 2-1 45A-48B, Lesson 2-2 53A-56B, Lesson 2-4 57A-60B, Lesson 2-5 61A-64B, Lesson 2-6 149A-152B, Lesson 4-9 181A-184B, Lesson 5-4 185A-188B, Lesson 5-5 261A-264B, Lesson 7-3 265A-268B, Lesson 7-4 385A-388B, Lesson 10-2 561A-564B, Lesson 14-8 617A-620B, Lesson 16-2
MAFS.3.OA.1.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i>	SE: 145-148, Lesson 4-8 141-144, Lesson 4-7 221-224, Lesson 6-4 168, 3-ACT Math 157-158, Reteaching Sets G, H 240, Reteaching Set D	TE: 145A-148B, Lesson 4-8 141A-144B, Lesson 4-7 221A-224B, Lesson 6-4 168-168C, 3-ACT Math 157-158, Reteaching Sets G, H 239-240, Reteaching Set D

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

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MAFS.3.OA.2.5	Apply properties of operations as strategies to multiply and divide. <i>Examples If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>	SE: 49-52, Lesson 2-3 77-80, Lesson 3-1 81-84, Lesson 3-2 85-88, Lesson 3-3 89-92, Lesson 3-4 97-100, Lesson 3-6 101-104, Lesson 3-7 137-140, Lesson 4-6 13-16, Lesson 1-3 93-96, Lesson 3-5 389-392, Lesson 10-3 4, 3-ACT Math	TE: 49A-52B, Lesson 2-3 77A-80B, Lesson 3-1 81A-84B, Lesson 3-2 8A5-88B, Lesson 3-3 89A-92B, Lesson 3-4 97A-100B, Lesson 3-6 101A-104B, Lesson 3-7 137A-140B, Lesson 4-6 13A-16B, Lesson 1-3 93A-96B, Lesson 3-5 389A-392B, Lesson 10-3 4-4C, 3-ACT Math
MAFS.3.OA.2.6	Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>	SE: 117-120, Lesson 4-1 121-124, Lesson 4-2 125-128, Lesson 4-3 129-132, Lesson 4-4 137-140, Lesson 4-6 141-144, Lesson 4-7 155-157, Reteaching Sets A-D, F, G	TE: 117A-120B, Lesson 4-1 121A-124B, Lesson 4-2 125A-128B, Lesson 4-3 129A-132B, Lesson 4-4 137A-140B, Lesson 4-6 141A-144B, Lesson 4-7 155-158, Reteaching Sets A-D, F, G

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

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MAFS.3.OA.3.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	SE: 93-96, Lesson 3-5 141-144, Lesson 4-7 173-176, Lesson 5-2 177-180, Lesson 5-3 49-52, Lesson 2-3 117-120, Lesson 4-1 145-148, Lesson 4-8 229-232, Lesson 6-6 233-236, Lesson 6-7 297-300, Lesson 8-3 313-316, Lesson 8-7 345-348, Lesson 9-3 413-416, Lesson 11-2 561-564, Lesson 14-8 629-632, Lesson 16-5	TE: 93A-96B, Lesson 3-5 141A-144B, Lesson 4-7 173A-176B, Lesson 5-2 177A-180B, Lesson 5-3 49A-52B, Lesson 2-3 117A-120B, Lesson 4-1 145A-148B, Lesson 4-8 229A-232B, Lesson 6-6 233A-236B, Lesson 6-7 297A-300B, Lesson 8-3 313A-316B, Lesson 8-7 345A-348B, Lesson 9-3 413A-416B, Lesson 11-2 561A-564B, Lesson 14-8 629A-632B, Lesson 16-5

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

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MAFS.3.OA.4.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	SE: 409-412, Lesson 11-1 413-416, Lesson 11-2 417-420, Lesson 11-3 421-424, Lesson 11-4 149-152, Lesson 4-9 253-256, Lesson 7-1 265-268, Lesson 7-4 289-292, Lesson 8-1 297-300, Lesson 8-3 313-316, Lesson 8-7 317-320, Lesson 8-8 361-364, Lesson 9-7 381-384, Lesson 10-1 621-624, Lesson 16-3	TE: 409A-412B, Lesson 11-1 413A-416B, Lesson 11-2 417A-420B, Lesson 11-3 421A-424B, Lesson 11-4 149A-152B, Lesson 4-9 253A-256B, Lesson 7-1 265A-268B, Lesson 7-4 289A-292B, Lesson 8-1 297A-300B, Lesson 8-3 313A-316B, Lesson 8-7 317A-320B, Lesson 8-8 361A-364B, Lesson 9-7 381A-384B, Lesson 10-1 621A-624B, Lesson 16-3
MAFS.3.OA.4.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>	SE: 133-136, Lesson 4-5 169-172, Lesson 5-1 189-192, Lesson 5-6 293-296, Lesson 8-2 41-44, Lesson 2-1 45-48, Lesson 2-2 53-56, Lesson 2-4 57-60, Lesson 2-5 81-84, Lesson 3-2 85-88, Lesson 3-3 89-92, Lesson 3-4 393-396, Lesson 10-4	TE: 133A-136B, Lesson 4-5 169A-172B, Lesson 5-1 189A-192B, Lesson 5-6 293A-296B, Lesson 8-2 41A-44B, Lesson 2-1 45A-48B, Lesson 2-2 53A-56B, Lesson 2-4 57A-60B, Lesson 2-5 81A-84B, Lesson 3-2 85A-88B, Lesson 3-3 89A-92B, Lesson 3-4 393A-396B, Lesson 10-4

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

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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="width: 50%; vertical-align: top;"> SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 17–20, Lesson 1-4 25–28, Lesson 1-6 41–44, Lesson 2-1 49–52, Lesson 2-3 61–64, Lesson 2-6 81–84, Lesson 3-2 89–92, Lesson 3-4 93–96, Lesson 3-5 97–100, Lesson 3-6 101–104, Lesson 3-7 117–120, Lesson 4-1 149–152, Lesson 4-9 465–468, Lesson 12-8 </td> <td style="width: 50%; vertical-align: top;"> TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 17A–20B, Lesson 1-4 25A–28B, Lesson 1-6 41A–44B, Lesson 2-1 49A–52B, Lesson 2-3 61A–64B, Lesson 2-6 81A–84B, Lesson 3-2 89A–92B, Lesson 3-4 93A–96B, Lesson 3-5 97A–100B, Lesson 3-6 101A–104B, Lesson 3-7 117A–120B, Lesson 4-1 149A–152B, Lesson 4-9 465A–468B, Lesson 12-8 </td> </tr> </table>	SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 17–20, Lesson 1-4 25–28, Lesson 1-6 41–44, Lesson 2-1 49–52, Lesson 2-3 61–64, Lesson 2-6 81–84, Lesson 3-2 89–92, Lesson 3-4 93–96, Lesson 3-5 97–100, Lesson 3-6 101–104, Lesson 3-7 117–120, Lesson 4-1 149–152, Lesson 4-9 465–468, Lesson 12-8	TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 17A–20B, Lesson 1-4 25A–28B, Lesson 1-6 41A–44B, Lesson 2-1 49A–52B, Lesson 2-3 61A–64B, Lesson 2-6 81A–84B, Lesson 3-2 89A–92B, Lesson 3-4 93A–96B, Lesson 3-5 97A–100B, Lesson 3-6 101A–104B, Lesson 3-7 117A–120B, Lesson 4-1 149A–152B, Lesson 4-9 465A–468B, Lesson 12-8
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**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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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 style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> SE: 9–12, Lesson 1-2 21–24, Lesson 1-5 45–48, Lesson 2-2 53–56, Lesson 2-4 61–64, Lesson 2-6 93–96, Lesson 3-5 97–100, Lesson 3-6 117–120, Lesson 4-1 121–124, Lesson 4-2 125–128, Lesson 4-3 129–132, Lesson 4-4 133–136, Lesson 4-5 141–144, Lesson 4-7 565–568, Lesson 14-9 633–636, Lesson 16-6 </td> <td style="width: 50%; vertical-align: top;"> TE: 9A–12B, Lesson 1-2 21A–24B, Lesson 1-5 45A–48B, Lesson 2-2 53A–56B, Lesson 2-4 61A–64B, Lesson 2-6 93A–96B, Lesson 3-5 97A–100B, Lesson 3-6 117A–120B, Lesson 4-1 121A–124B, Lesson 4-2 125A–128B, Lesson 4-3 129A–132B, Lesson 4-4 133A–136B, Lesson 4-5 141A–144B, Lesson 4-7 565A–568B, Lesson 14-9 633A–636B, Lesson 16-6 </td> </tr> </table>	SE: 9–12, Lesson 1-2 21–24, Lesson 1-5 45–48, Lesson 2-2 53–56, Lesson 2-4 61–64, Lesson 2-6 93–96, Lesson 3-5 97–100, Lesson 3-6 117–120, Lesson 4-1 121–124, Lesson 4-2 125–128, Lesson 4-3 129–132, Lesson 4-4 133–136, Lesson 4-5 141–144, Lesson 4-7 565–568, Lesson 14-9 633–636, Lesson 16-6	TE: 9A–12B, Lesson 1-2 21A–24B, Lesson 1-5 45A–48B, Lesson 2-2 53A–56B, Lesson 2-4 61A–64B, Lesson 2-6 93A–96B, Lesson 3-5 97A–100B, Lesson 3-6 117A–120B, Lesson 4-1 121A–124B, Lesson 4-2 125A–128B, Lesson 4-3 129A–132B, Lesson 4-4 133A–136B, Lesson 4-5 141A–144B, Lesson 4-7 565A–568B, Lesson 14-9 633A–636B, Lesson 16-6
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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> <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 41–44, Lesson 2-1 45–48, Lesson 2-2 57–60, Lesson 2-5 61–64, Lesson 2-6 77–80, Lesson 3-1 101–104, Lesson 3-7 133–136, Lesson 4-5 141–144, Lesson 4-7 149–152, Lesson 4-9 173–176, Lesson 5-2 361–364, Lesson 9-7 421–424, Lesson 11-4 513–516, Lesson 13-8 </td> <td style="vertical-align: top; width: 50%;"> TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 41A–44B, Lesson 2-1 45A–48B, Lesson 2-2 57A–60B, Lesson 2-5 61A–64B, Lesson 2-6 77A–80B, Lesson 3-1 101A–104B, Lesson 3-7 133A–136B, Lesson 4-5 141A–144B, Lesson 4-7 149A–152B, Lesson 4-9 173A–176B, Lesson 5-2 361A–364B, Lesson 9-7 421A–424B, Lesson 11-4 513A–516B, Lesson 13-8 </td> </tr> </table>	SE: 13–16, Lesson 1-3 25–28, Lesson 1-6 41–44, Lesson 2-1 45–48, Lesson 2-2 57–60, Lesson 2-5 61–64, Lesson 2-6 77–80, Lesson 3-1 101–104, Lesson 3-7 133–136, Lesson 4-5 141–144, Lesson 4-7 149–152, Lesson 4-9 173–176, Lesson 5-2 361–364, Lesson 9-7 421–424, Lesson 11-4 513–516, Lesson 13-8	TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 41A–44B, Lesson 2-1 45A–48B, Lesson 2-2 57A–60B, Lesson 2-5 61A–64B, Lesson 2-6 77A–80B, Lesson 3-1 101A–104B, Lesson 3-7 133A–136B, Lesson 4-5 141A–144B, Lesson 4-7 149A–152B, Lesson 4-9 173A–176B, Lesson 5-2 361A–364B, Lesson 9-7 421A–424B, Lesson 11-4 513A–516B, Lesson 13-8
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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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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 9–12, Lesson 1-2 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 61–64, Lesson 2-6 85–88, Lesson 3-3 93–96, Lesson 3-5 125–128, Lesson 4-3 137–140, Lesson 4-6 141–144, Lesson 4-7 181–184, Lesson 5-4 189–192, Lesson 5-6 221–224, Lesson 6-4 317–320, Lesson 8-8 </td> <td style="vertical-align: top; width: 50%;"> TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 61A–64B, Lesson 2-6 85A–88B, Lesson 3-3 93A–96B, Lesson 3-5 125A–128B, Lesson 4-3 137A–140B, Lesson 4-6 141A–144B, Lesson 4-7 181A–184B, Lesson 5-4 189A–192B, Lesson 5-6 221A–224B, Lesson 6-4 317A–320B, Lesson 8-8 </td> </tr> </table>	SE: 5–8, Lesson 1-1 9–12, Lesson 1-2 17–20, Lesson 1-4 21–24, Lesson 1-5 25–28, Lesson 1-6 61–64, Lesson 2-6 85–88, Lesson 3-3 93–96, Lesson 3-5 125–128, Lesson 4-3 137–140, Lesson 4-6 141–144, Lesson 4-7 181–184, Lesson 5-4 189–192, Lesson 5-6 221–224, Lesson 6-4 317–320, Lesson 8-8	TE: 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 25A–28B, Lesson 1-6 61A–64B, Lesson 2-6 85A–88B, Lesson 3-3 93A–96B, Lesson 3-5 125A–128B, Lesson 4-3 137A–140B, Lesson 4-6 141A–144B, Lesson 4-7 181A–184B, Lesson 5-4 189A–192B, Lesson 5-6 221A–224B, Lesson 6-4 317A–320B, Lesson 8-8
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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: 13–16, Lesson 1-3 25–28, Lesson 1-6 49–52, Lesson 2-3 57–60, Lesson 2-5 81–84, Lesson 3-2 117–120, Lesson 4-1 181–184, Lesson 5-4 209–212, Lesson 6-1 233–236, Lesson 6-7 257–260, Lesson 7-2 317–320, Lesson 8-8 341–344, Lesson 9-2 353–356, Lesson 9-5 357–360, Lesson 9-6 381–384, Lesson 10-1 </td> <td style="vertical-align: top; width: 50%;"> TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 49A–52B, Lesson 2-3 57A–60B, Lesson 2-5 81A–84B, Lesson 3-2 117A–120B, Lesson 4-1 181A–184B, Lesson 5-4 209A–212B, Lesson 6-1 233A–236B, Lesson 6-7 257A–260B, Lesson 7-2 317A–320B, Lesson 8-8 341A–344B, Lesson 9-2 353A–356B, Lesson 9-5 357A–360B, Lesson 9-6 381A–384B, Lesson 10-1 </td> </tr> </table>	SE: 13–16, Lesson 1-3 25–28, Lesson 1-6 49–52, Lesson 2-3 57–60, Lesson 2-5 81–84, Lesson 3-2 117–120, Lesson 4-1 181–184, Lesson 5-4 209–212, Lesson 6-1 233–236, Lesson 6-7 257–260, Lesson 7-2 317–320, Lesson 8-8 341–344, Lesson 9-2 353–356, Lesson 9-5 357–360, Lesson 9-6 381–384, Lesson 10-1	TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 49A–52B, Lesson 2-3 57A–60B, Lesson 2-5 81A–84B, Lesson 3-2 117A–120B, Lesson 4-1 181A–184B, Lesson 5-4 209A–212B, Lesson 6-1 233A–236B, Lesson 6-7 257A–260B, Lesson 7-2 317A–320B, Lesson 8-8 341A–344B, Lesson 9-2 353A–356B, Lesson 9-5 357A–360B, Lesson 9-6 381A–384B, Lesson 10-1
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**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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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: 17–20, Lesson 1-4 49–52, Lesson 2-3 57–60, Lesson 2-5 77–80, Lesson 3-1 137–140, Lesson 4-6 145–148, Lesson 4-8 149–152, Lesson 4-9 169–172, Lesson 5-1 217–220, Lesson 6-3 233–236, Lesson 6-7 253–256, Lesson 7-1 261–264, Lesson 7-3 269–272, Lesson 7-5 305–308, Lesson 8-5 597–600, Lesson 15-4 </td> <td style="vertical-align: top; width: 50%;"> TE: 17A–20B, Lesson 1-4 49A–52B, Lesson 2-3 57A–60B, Lesson 2-5 77A–80B, Lesson 3-1 137A–140B, Lesson 4-6 145A–148B, Lesson 4-8 149A–152B, Lesson 4-9 169A–172B, Lesson 5-1 217A–220B, Lesson 6-3 233A–236B, Lesson 6-7 253A–256B, Lesson 7-1 261A–264B, Lesson 7-3 269A–272B, Lesson 7-5 305A–308B, Lesson 8-5 597A–600B, Lesson 15-4 </td> </tr> </table>	SE: 17–20, Lesson 1-4 49–52, Lesson 2-3 57–60, Lesson 2-5 77–80, Lesson 3-1 137–140, Lesson 4-6 145–148, Lesson 4-8 149–152, Lesson 4-9 169–172, Lesson 5-1 217–220, Lesson 6-3 233–236, Lesson 6-7 253–256, Lesson 7-1 261–264, Lesson 7-3 269–272, Lesson 7-5 305–308, Lesson 8-5 597–600, Lesson 15-4	TE: 17A–20B, Lesson 1-4 49A–52B, Lesson 2-3 57A–60B, Lesson 2-5 77A–80B, Lesson 3-1 137A–140B, Lesson 4-6 145A–148B, Lesson 4-8 149A–152B, Lesson 4-9 169A–172B, Lesson 5-1 217A–220B, Lesson 6-3 233A–236B, Lesson 6-7 253A–256B, Lesson 7-1 261A–264B, Lesson 7-3 269A–272B, Lesson 7-5 305A–308B, Lesson 8-5 597A–600B, Lesson 15-4
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**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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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: 13–16, Lesson 1-3 25–28, Lesson 1-6 41–44, Lesson 2-1 45–48, Lesson 2-2 53–56, Lesson 2-4 77–80, Lesson 3-1 81–84, Lesson 3-2 85–88, Lesson 3-3 89–92, Lesson 3-4 101–104, Lesson 3-7 121–124, Lesson 4-2 129–132, Lesson 4-4 189–192, Lesson 5-6 233–236, Lesson 6-7 393–396, Lesson 10-4 </td> <td style="vertical-align: top; width: 50%;"> TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 41A–44B, Lesson 2-1 45A–48B, Lesson 2-2 53A–56B, Lesson 2-4 77A–80B, Lesson 3-1 81A–84B, Lesson 3-2 85A–88B, Lesson 3-3 89A–92B, Lesson 3-4 101A–104B, Lesson 3-7 121A–124B, Lesson 4-2 129A–132B, Lesson 4-4 189A–192B, Lesson 5-6 233A–236B, Lesson 6-7 393A–396B, Lesson 10-4 </td> </tr> </table>	SE: 13–16, Lesson 1-3 25–28, Lesson 1-6 41–44, Lesson 2-1 45–48, Lesson 2-2 53–56, Lesson 2-4 77–80, Lesson 3-1 81–84, Lesson 3-2 85–88, Lesson 3-3 89–92, Lesson 3-4 101–104, Lesson 3-7 121–124, Lesson 4-2 129–132, Lesson 4-4 189–192, Lesson 5-6 233–236, Lesson 6-7 393–396, Lesson 10-4	TE: 13A–16B, Lesson 1-3 25A–28B, Lesson 1-6 41A–44B, Lesson 2-1 45A–48B, Lesson 2-2 53A–56B, Lesson 2-4 77A–80B, Lesson 3-1 81A–84B, Lesson 3-2 85A–88B, Lesson 3-3 89A–92B, Lesson 3-4 101A–104B, Lesson 3-7 121A–124B, Lesson 4-2 129A–132B, Lesson 4-4 189A–192B, Lesson 5-6 233A–236B, Lesson 6-7 393A–396B, Lesson 10-4
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**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)**

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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> <p>SE: 21–24, Lesson 1-5 53–56, Lesson 2-4 97–100, Lesson 3-6 101–104, Lesson 3-7 133–136, Lesson 4-5 145–148, Lesson 4-8 181–184, Lesson 5-4 185–188, Lesson 5-5 221–224, Lesson 6-4 225–228, Lesson 6-5 269–272, Lesson 7-5 293–296, Lesson 8-2 345–348, Lesson 9-3 353–356, Lesson 9-5 389–392, Lesson 10-3</p> <p>TE: 21A–24B, Lesson 1-5 53A–56B, Lesson 2-4 97A–100B, Lesson 3-6 101A–104B, Lesson 3-7 133A–136B, Lesson 4-5 145A–148B, Lesson 4-8 181A–184B, Lesson 5-4 185A–188B, Lesson 5-5 221A–224B, Lesson 6-4 225A–228B, Lesson 6-5 269A–272B, Lesson 7-5 293A–296B, Lesson 8-2 345A–348B, Lesson 9-3 353A–356B, Lesson 9-5 389A–392B, Lesson 10-3</p>

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

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LAFS.3.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. 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>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>Students participate in one-on-one and small-group discussions as they work on the Solve & Share problem. Students participate in teacher-led discussions in the “Discuss Solution Strategies and Key Ideas” part of Solve & Share, which includes questions to foster discussions about Sample Student Work. Other teacher-led discussions include the “Classroom Conversation” during the Visual Learning Bridge and Visual Learning Animation Plus. And avatar speech bubbles help model mathematics discussions.</p> <p>SE: Solve & Share 5, 77, 169, 253, 337 Avatar speech bubbles (model conversations) 6, 10, 14, 18</p> <p>TE: Solve & Share 5, 77, 169, 253, 337 Avatar speech bubbles (model conversations) 6, 10, 14, 18 Classroom Conversation 78, 170, 254, 338</p>

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

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LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Discussions about Convince Me!, Revisit the Essential Question, and Guided Practice provide opportunities for students to show they have determined the main ideas and supporting details of 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.</p> <p>SE: Convince Me! and Revisit the Essential Question 14, 86, 178, 262, 346, 418, 494, 594 Guided Practice 10, 82, 174, 258, 342, 414, 490</p> <p>TE: Convince Me! and Revisit the Essential Question 14, 86, 178, 262, 346, 418, 494, 594 Guided Practice 10, 82, 174, 258, 342, 414, 490</p>
LAFS.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<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 information from a speaker, offering appropriate elaboration and detail.</p> <p>SE: Solve & Share 45, 121, 213, 293, 385, 441, 537, 617</p> <p>TE: Solve & Share 45, 121, 213, 293, 385, 441, 537, 617 Classroom Conversation 46, 122, 214, 294, 386, 442, 538</p>

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

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LAFS.3.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<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.</p> <p>SE: enVision® STEM Project 1, 37, 73 Pick a Project 3, 39-40, 75 Solve & Share 25, 49, 57, 61 Convince Me! 26, 50, 58, 62</p> <p>TE: enVision® STEM Project 1, 37, 73 Pick a Project 3, 39-40, 75 Solve & Share 25, 49, 57, 61 Convince Me! 26, 50, 58, 62</p>

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

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ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	<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 289, 341, 381, 409, 437 Convince Me! 298, 350, 382, 410, 438</p> <p>TE: Solve & Share 289, 341, 381, 409, 437 Convince Me! 298, 350, 382, 410, 438 ELL Activity 77A, 78, 117A, 118, 169A, 170</p>
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 297, 345, 389, 413, 445 Convince Me! 302, 342, 390, 422, 450</p> <p>TE: Solve & Share 297, 345, 389, 413, 445 Convince Me! 302, 342, 390, 422, 450 Classroom Conversations 306, 354, 394, 426, 454</p>