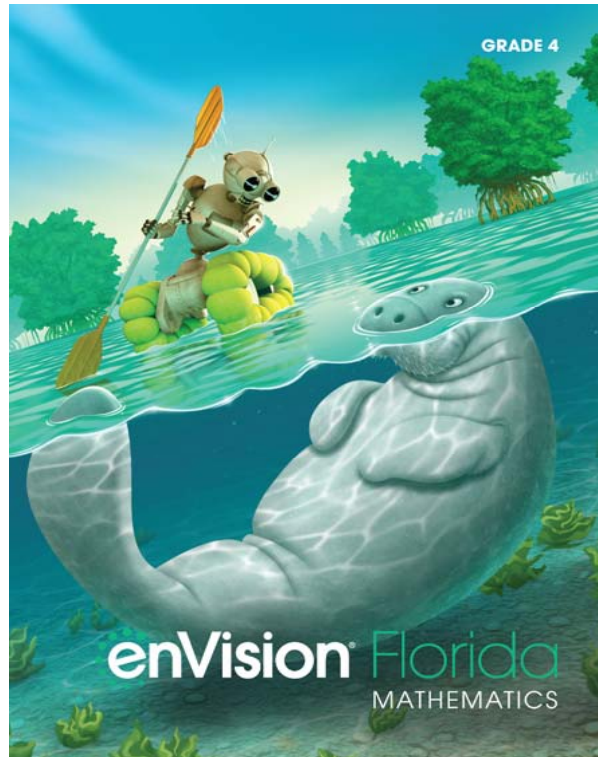


A Standards Alignment of  
**enVision Florida Mathematics**  
Grade 4, ©2020



To  
**Florida Mathematics Grade 4**  
**Standards Course Code 5012060**

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**2018-2019 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION  
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**BID ID:** 3587  
**SUBMISSION TITLE:** enVision Florida Mathematics, Grade 4  
**GRADE LEVEL:** Grade 4  
**COURSE TITLE:** Mathematics - Grade K-5 Series  
**COURSE CODE:** 5012000  
**ISBN:** SE: 9780134945026 / TE: 9780134944593  
**PUBLISHER:** Savvas Education, Inc.  
**PUBLISHER ID:** 22-160368402

BENCHMARK CODE	BENCHMARK	<b>LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b> (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.4.G.1.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	<b>SE:</b> 585-588, Lesson 16-1 549-552, Lesson 15-1 583-584, Pick a Project 547, Pick a Project 589-592, Lesson 16-2 593-596, Lesson 16-3 605-608, Lesson 16-6 548, 3-ACT Math 611, Reteaching Set A 575, Reteaching Set A	<b>TE:</b> 585A-588B, Lesson 16-1 549A-552B, Lesson 15-1 583-584A, Pick a Project 547-547A, Pick a Project 589A-592B, Lesson 16-2 593A-596B, Lesson 16-3 605A-608B, Lesson 16-6 548-548C, 3-ACT Math 611, Reteaching Set A 575, Reteaching Set A
MAFS.4.G.1.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	<b>SE:</b> 589-592, Lesson 16-2 593-596, Lesson 16-3 605-608, Lesson 16-6 611-612 Reteaching Sets B, C, F 583-584, Pick a Project	<b>TE:</b> 589A-592B, Lesson 16-2 593A-596B, Lesson 16-3 605A-608B, Lesson 16-6 611-612, Reteaching Sets B, C, F 583-584A, Pick a Project

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MAFS.4.G.1.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	<b>SE:</b> 597-600, Lesson 16-4 601-604, Lesson 16-5 612, Reteaching Sets D, E 583-584, Pick a Project	<b>TE:</b> 597-600B, Lesson 16-4 601-604B, Lesson 16-5 612, Reteaching Sets D, E 583-584A, Pick a Project
MAFS.4.MD.1.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>	<b>SE:</b> 485-488, Lesson 13-2 489-492, Lesson 13-3 493-496, Lesson 13-4 497-500, Lesson 13-5 479, Pick a Project 481-484, Lesson 13-1 480, 3-ACT Math 511, Reteaching Sets A, B	<b>TE:</b> 485A-488B, Lesson 13-2 489A-492B, Lesson 13-3 493A-496B, Lesson 13-4 497A-500B, Lesson 13-5 479-479A, Pick a Project 481A-484B, Lesson 13-1 480-480C, 3-ACT Math 511, Reteaching Sets A, B

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MAFS.4.MD.1.2	Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.	<b>SE:</b> 397-400, Lesson 10-4 461-464, Lesson 12-5 481-484, Lesson 13-1 383-384, Pick a Project 465-468, Lesson 12-6 485-488, Lesson 13-2 489-492, Lesson 13-3 493-496, Lesson 13-4 505-508, Lesson 13-7 401-404, Lesson 10-5 449-452, Lesson 12-2 453-456, Lesson 12-3	<b>TE:</b> 397A-400B, Lesson 10-4 461A-464B, Lesson 12-5 481A-484B, Lesson 13-1 383-384A, Pick a Project 465A-468B, Lesson 12-6 485A-488B, Lesson 13-2 489A-492B, Lesson 13-3 493A-496B, Lesson 13-4 505A-508B, Lesson 13-7 401A-404B, Lesson 10-5 449A-452B, Lesson 12-2 453A-456B, Lesson 12-3
MAFS.4.MD.1.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	<b>SE:</b> 501-504, Lesson 13-6 505-508, Lesson 13-7 153-156, Lesson 4-7 605-608, Lesson 16-6 168, 3-ACT Math 512, Reteaching Sets C, D 479, Pick a Project	<b>TE:</b> 501A-504B, Lesson 13-6 505A-508B, Lesson 13-7 153A-156B, Lesson 4-7 605A-608B, Lesson 16-6 168-168C, 3-ACT Math 512, Reteaching Sets C, D 479-479A, Pick a Project
MAFS.4.MD.2.4	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	<b>SE:</b> 417-420, Lesson 11-1 421-424, Lesson 11-2 425-428, Lesson 11-3 429-432, Lesson 11-4 415, Pick a Project 416, 3-ACT Math 435-436, Reteaching Sets A-D	<b>TE:</b> 417A-420B, Lesson 11-1 421A-424B, Lesson 11-2 425A-428B, Lesson 11-3 429A-432B, Lesson 11-4 415-415A, Pick a Project 416-416C, 3-ACT Math 435-436, Reteaching Sets A-D

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MAFS.4.MD.3.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement	<b>SE:</b> 553-556, Lesson 15-2 547, Pick a Project 549-552, Lesson 15-1 557-560, Lesson 15-3 561-564, Lesson 15-4 569-572, Lesson 15-6 575, Reteaching Set B	<b>TE:</b> 553A-556B, Lesson 15-2 547-547A, Pick a Project 549A-552B, Lesson 15-1 557A-560B, Lesson 15-3 561-564B, Lesson 15-4 569A-572B, Lesson 15-6 575, Reteaching Set B
a.	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	<b>SE:</b> 553-556, Lesson 15-2 547, Pick a Project 549-552, Lesson 15-1 557-560, Lesson 15-3 569-572, Lesson 15-6 575, Reteaching Set B	<b>TE:</b> 553A-556B, Lesson 15-2 547-547A, Pick a Project 549A-552B, Lesson 15-1 557A-560B, Lesson 15-3 569A-572B, Lesson 15-6 575, Reteaching Set B
b.	An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	<b>SE:</b> 557-560, Lesson 15-3 547, Pick a Project 561-564, Lesson 15-4 569-572, Lesson 15-6 575, Reteaching Set C	<b>TE:</b> 557-560B, Lesson 15-3 547, Pick a Project 561-564B, Lesson 15-4 569-572B, Lesson 15-6 575, Reteaching Set C
MAFS.4.MD.3.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	<b>SE:</b> 548, 3-ACT Math 561-564, Lesson 15-4 569-572, Lesson 15-6 576, Reteaching Sets D, F 547, Pick a Project	<b>TE:</b> 548-548C, 3-ACT Math 561-564B, Lesson 15-4 569-572B, Lesson 15-6 576, Reteaching Sets D, F 547-547A, Pick a Project

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MAFS.4.MD.3.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	<b>SE:</b> 565-568, Lesson 15-5 569-572, Lesson 15-6 576, Reteaching Set E	<b>TE:</b> 565A-568B, Lesson 15-5 569-572B, Lesson 15-6 576, Reteaching Set E
MAFS.4.NBT.1.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>	<b>SE:</b> 9-12, Lesson 1-2 21-24, Lesson 1-5 4, 3-ACT Math 27, Reteaching Set B	<b>TE:</b> 9A-12B, Lesson 1-2 21A-24B, Lesson 1-5 4-4C, 3-ACT Math 27, Reteaching Set B
MAFS.4.NBT.1.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<b>SE:</b> 4, 3-ACT Math 5-8, Lesson 1-1 13-16, Lesson 1-3 21-24, Lesson 1-5 27, Reteaching Sets A, C 3, Pick a Project 35-36, Pick a Project	<b>TE:</b> 4-4C, 3-ACT Math 5A-8B, Lesson 1-1 13A-16B, Lesson 1-3 21A-24B, Lesson 1-5 27, Reteaching Sets A, C 3-3A, Pick a Project 35-36A, Pick a Project
MAFS.4.NBT.1.3	Use place value understanding to round multi-digit whole numbers to any place.	<b>SE:</b> 17-20, Lesson 1-4 4, 3-ACT Math 21-24, Lesson 1-5 28, Reteaching Sets D, E	<b>TE:</b> 17A-20B, Lesson 1-4 4-4C, 3-ACT Math 21A-24B, Lesson 1-5 28, Reteaching Sets D, E

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MAFS.4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	<b>SE:</b> 37–40, Lesson 2-1 45–48, Lesson 2-3 49–52, Lesson 2-4 53–56, Lesson 2-5 57–60, Lesson 2-6 61–64, Lesson 2-7 521–524, Lesson 14-1 565–568, Lesson 15-5 65–68, Lesson 2-8 41–44, Lesson 2-2 80, 3-ACT Math 71–72, Reteaching Sets A, C, D, E	<b>TE:</b> 37A–40B, Lesson 2-1 45A–48B, Lesson 2-3 49A–52B, Lesson 2-4 53A–56B, Lesson 2-5 57A–60B, Lesson 2-6 61A–64B, Lesson 2-7 521A–524B, Lesson 14-1 565A–568B, Lesson 15-5 65A–68B, Lesson 2-8 41A–44B, Lesson 2-2 80–80C, 3-ACT Math 71–72, Reteaching Sets A, C, D, E
MAFS.4.NBT.2.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<b>SE:</b> 81–84, Lesson 3-1 89–92, Lesson 3-3 93–96, Lesson 3-4 97–100, Lesson 3-5 101–104, Lesson 3-6 129–132, Lesson 4-1 80, 3-ACT Math 133–136, Lesson 4-2 141–144, Lesson 4-4 145–148, Lesson 4-5 149–152, Lesson 4-6 153–156, Lesson 4-7 245–248, Lesson 6-6 261–264, Lesson 7-1 525–528, Lesson 14-2	<b>TE:</b> 81A–84B, Lesson 3-1 89A–92B, Lesson 3-3 93A–96B, Lesson 3-4 97A–100B, Lesson 3-5 101A–104B, Lesson 3-6 129A–132B, Lesson 4-1 80–80C, 3-ACT Math 133A–136B, Lesson 4-2 141A–144B, Lesson 4-4 145A–148B, Lesson 4-5 149A–152B, Lesson 4-6 153A–156B, Lesson 4-7 245A–248B, Lesson 6-6 261A–264B, Lesson 7-1 525A–528B, Lesson 14-2

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MAFS.4.NBT.2.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<b>SE:</b> 169–172, Lesson 5-1 177–180, Lesson 5-3 181–184, Lesson 5-4 185–188, Lesson 5-5 189–192, Lesson 5-6 193–196, Lesson 5-7 197–200, Lesson 5-8 201–204, Lesson 5-9 168, 3-ACT Math 205–208, Lesson 5-10 229–232, Lesson 6-2 233–236, Lesson 6-3 245–248, Lesson 6-6 525–528, Lesson 14-2 529–532, Lesson 14-3	<b>TE:</b> 169A–172B, Lesson 5-1 177A–180B, Lesson 5-3 181A–184B, Lesson 5-4 185A–188B, Lesson 5-5 189A–192B, Lesson 5-6 193A–196B, Lesson 5-7 197A–120B, Lesson 5-8 201A–204B, Lesson 5-9 168–168C, 3-ACT Math 205A–208B, Lesson 5-10 229A–232B, Lesson 6-2 233–236B, Lesson 6-3 245A–248B, Lesson 6-6 525A–528B, Lesson 14-2 529A–532B, Lesson 14-3
MAFS.4.NF.1.1	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	<b>SE:</b> 293–296, Lesson 8-1 297–300, Lesson 8-2 301–304, Lesson 8-3 305–306, Lesson 8-4 317–320, Lesson 8-7 291–292, Pick a Project 313–316, Lesson 8-6 421–424, Lesson 11-2 553–556, Lesson 15-2 323–324, Reteaching Sets A, B, D 259, Pick a Project	<b>TE:</b> 293A–296B, Lesson 8-1 297A–300B, Lesson 8-2 301A–304B, Lesson 8-3 305A–306B, Lesson 8-4 317A–320B, Lesson 8-7 291–292A, Pick a Project 313A–316B, Lesson 8-6 421A–424B, Lesson 11-2 553A–556B, Lesson 15-2 323A–324, Reteaching Sets A, B, D 259–259A, Pick a Project



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MAFS.4.NF.1.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	<b>SE:</b> 309–312, Lesson 8-5 313–316, Lesson 8-6 317–320, Lesson 8-7 417-420, Lesson 11-1 421-424, Lesson 11-2 416, 3-ACT Math 324, Reteaching Sets C, D 332, Pick a Project 415, Pick a Project 259, Pick a Project	<b>TE:</b> 309A–312B, Lesson 8-5 313A–316B, Lesson 8-6 317A–320B, Lesson 8-7 417A-420B, Lesson 11-1 421A-424B, Lesson 11-2 416-416C, 3-ACT Math 324, Reteaching Sets C, D 332-332A, Pick a Project 415-415A, Pick a Project 259–259A, Pick a Project
MAFS.4.NF.2.3	Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$ ,	<b>SE:</b> 331, Pick a Project 333-336, Lesson 9-1 337-340, Lesson 9-2 341-344, Lesson 9-3 345-348, Lesson 9-4 349-352, Lesson 9-5 353-356, Lesson 9-6 369-372, Lesson 9-10 553-556, Lesson 15-2 375-376, Reteaching Sets A-F 332, Pick a Project	<b>TE:</b> 331–331A, Pick a Project 333A-336B, Lesson 9-1 337A-340B, Lesson 9-2 341A-344B, Lesson 9-3 345A-348B, Lesson 9-4 349A-352B, Lesson 9-5 353A-356B, Lesson 9-6 369A-372B, Lesson 9-10 553A-556B, Lesson 15-2 375-376, Reteaching Sets A-F 332-332A, Pick a Project

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a.	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	<b>SE:</b> 331, Pick a Project 333-336, Lesson 9-1 341-344, Lesson 9-3 345-348, Lesson 9-4 349-352, Lesson 9-5 353-356, Lesson 9-6 369-372, Lesson 9-10 375-376, Reteaching Sets A, C, D	<b>TE:</b> 331-331A, Pick a Project 333A-336B, Lesson 9-1 341A-344B, Lesson 9-3 345A-348B, Lesson 9-4 349A-352B, Lesson 9-5 353A-356B, Lesson 9-6 369A-372B, Lesson 9-10 375-376, Reteaching Sets A, C, D
b.	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples</i> $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .	<b>SE:</b> 337-340, Lesson 9-2 375, Reteaching Sets A, B 553-556, Lesson 15-2 332, Pick a Project	<b>TE:</b> 337A-340B, Lesson 9-2 553A-556B, Lesson 15-2 375, Reteaching Sets A, B 332-332A, Pick a Project
c.	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	<b>SE:</b> 357-360, Lesson 9-7 361-364, Lesson 9-8 365-368, Lesson 9-9 401-404, Lesson 10-5 369-372, Lesson 9-10 429-432, Lesson 11-4 408, Reteaching Set E 376, Reteaching Set E 331, Pick a Project	<b>TE:</b> 357A-360B, Lesson 9-7 361A-364B, Lesson 9-8 365A-368B, Lesson 9-9 401A-404B, Lesson 10-5 369A-372B, Lesson 9-10 429A-432B, Lesson 11-4 408, Reteaching Set E 376, Reteaching Set E 331-331A, Pick a Project

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d.	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	<b>SE:</b> 333-336, Lesson 9-1 345-348, Lesson 9-4 369-372, Lesson 9-10 416, 3-ACT Math 480, 3-ACT Math 353-356, Lesson 9-6 357-360, Lesson 9-7 397-400, Lesson 10-4 401-404, Lesson 10-5 417-420, Lesson 11-1 421-424, Lesson 11-2 425-428, Lesson 11-3 481-484, Lesson 13-1 485-488, Lesson 13-2 489-492, Lesson 13-3	<b>TE:</b> 333A-336B, Lesson 9-1 345A-348B, Lesson 9-4 369A-372B, Lesson 9-10 416-416C, 3-ACT Math 480-480C, 3-ACT Math 353A-356B, Lesson 9-6 357A-360B, Lesson 9-7 397A-400B, Lesson 10-4 401A-404B, Lesson 10-5 417A-420B, Lesson 11-1 421A-424B, Lesson 11-2 425A-428B, Lesson 11-3 481A-484B, Lesson 13-1 485A-488B, Lesson 13-2 489A-492B, Lesson 13-3
MAFS.4.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	<b>SE:</b> 385-388, Lesson 10-1 383-384, Pick a Project 401-404, Lesson 10-5 389-392, Lesson 10-2 393-396, Lesson 10-3 481-484, Lesson 13-1 485-488, Lesson 13-2 489-492, Lesson 13-3 505-508, Lesson 13-7	<b>TE:</b> 385A-388B, Lesson 10-1 383-384A, Pick a Project 401A-404B, Lesson 10-5 389A-392B, Lesson 10-2 393A-396B, Lesson 10-3 481A-484B, Lesson 13-1 485A-488B, Lesson 13-2 489A-492B, Lesson 13-3 505A-508B, Lesson 13-7

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a.	Understand a fraction $a/b$ as a multiple of $1/b$ , <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i>	<b>SE:</b> 385-388, Lesson 10-1 383-384, Pick a Project 389-392, Lesson 10-2 393-396, Lesson 10-3 407, Reteaching, Sets A, B	<b>TE:</b> 383-384A, Pick a Project 385A-388B, Lesson 10-1 389A-392B, Lesson 10-2 393A-396B, Lesson 10-3 407, Reteaching, Sets A, B
b.	Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i>	<b>SE:</b> 389-392, Lesson 10-2 393-396, Lesson 10-3 407, Reteaching Sets B, C	<b>TE:</b> 389A-392B, Lesson 10-2 393A-396B, Lesson 10-3 407, Reteaching Sets B, C
c.	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>	<b>SE:</b> 401-404, Lesson 10-5 389-392, Lesson 10-2 393-396, Lesson 10-3 481-484, Lesson 13-1 485-488, Lesson 13-2 489-492, Lesson 13-3 505-508, Lesson 13-7 480, 3-ACT Math 407-408, Reteaching, Sets C, E 383-384, Pick a Project	<b>TE:</b> 401A-404B, Lesson 10-5 389A-392B, Lesson 10-2 393A-396B, Lesson 10-3 481A-484B, Lesson 13-1 485A-488B, Lesson 13-2 489A-492B, Lesson 13-3 505A-508B, Lesson 13-7 480-480C, 3-ACT Math 407-408, Reteaching, Sets C, E 383-384A, Pick a Project

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MAFS.4.NF.3.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i>	<b>SE:</b> 457-460, Lesson 12-4 472, Reteaching Set D 443-444, Pick a Project	<b>TE:</b> 457A-460B, Lesson 12-4 472, Reteaching Set D 443-444A, Pick a Project
MAFS.4.NF.3.6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	<b>SE:</b> 445-448, Lesson 12-1 449-452, Lesson 12-2 443-444, Pick a Project 471, Reteaching Sets A, B	<b>TE:</b> 445A-448B, Lesson 12-1 449A-452B, Lesson 12-2 443-444A, Pick a Project 471, Reteaching Sets A, B
MAFS.4.NF.3.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	<b>SE:</b> 453-456, Lesson 12-3 465-468, Lesson 12-6 493-496, Lesson 13-4 471, Reteaching Set C 443-444, Pick a Project	<b>TE:</b> 453A-456B, Lesson 12-3 465A-468B, Lesson 12-6 493A-496B, Lesson 13-4 471, Reteaching Set C 443-444A, Pick a Project
MAFS.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	<b>SE:</b> 229-232, Lesson 6-2 223-224, Pick a Project 225-228, Lesson 6-1 251, Reteaching Set A	<b>TE:</b> 229A-232B, Lesson 6-2 223- 224A, Pick a Project 225A-228B, Lesson 6-1 251, Reteaching Set A

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MAFS.4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	<b>SE:</b> 225–228, Lesson 6-1 245–248, Lesson 6-6 229–232, Lesson 6-2 233–236, Lesson 6-3 85–88, Lesson 3-2 260, 3-ACT Math 251–252, Reteaching Sets A, B, D 223-224, Pick a Project	<b>TE:</b> 225A–228B, Lesson 6-1 245A–248B, Lesson 6-6 229A–232B, Lesson 6-2 233A–236B, Lesson 6-3 85A–88B, Lesson 3-2 260–260C, 3-ACT Math 251–252, Reteaching Sets A, B, D 223–224A, Pick a Project
MAFS.4.OA.1.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.	<b>SE:</b> 41–44, Lesson 2-2 65–68, Lesson 2-8 85–88, Lesson 3-2 105–108, Lesson 3-7 109–112, Lesson 3-8 137–140, Lesson 4-3 173-176, Lesson 5-2 205–208, Lesson 5-10 233–236, Lesson 6-3 260, Pick a Project 481-484, Lesson 13-1 485-488, Lesson 13-2 505-508, Lesson 13-7 529-532, Lesson 14-3 569-572, Lesson 15-6	<b>TE:</b> 41A–44B, Lesson 2-2 65A–68B, Lesson 2-8 85A–88B, Lesson 3-2 105A–108B, Lesson 3-7 109A–112B, Lesson 3-8 137A–140B, Lesson 4-3 173A–176B, Lesson 5-2 205A–208B, Lesson 5-10 233A–236B, Lesson 6-3 260-260A, Pick a Project 481A-484B, Lesson 13-1 485A-488B, Lesson 13-2 505A-508B, Lesson 13-7 529A-532B, Lesson 14-3 569A-572B, Lesson 15-6
MAFS.4.OA.1.a	Determine whether an equation is true or false by using comparative relational thinking. <i>For example, without adding 60 and 24, determine whether the equation <math>60 + 24 = 57 + 27</math> is true or false.</i>	<b>SE:</b> 237–240, Lesson 6-4 252, Reteaching Set C	<b>TE:</b> 237A–240B, Lesson 6-4 252, Reteaching Set C

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MAFS.4.OA.1.b	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. <i>For example, solve <math>76 + 9 = n + 5</math> for <math>n</math> by arguing that nine is four more than five, so the unknown number must be four greater than 76.</i>	<b>SE:</b> 241–244, Lesson 6-5 252, Reteaching Set C	<b>TE:</b> 241A–244B, Lesson 6-5 252, Reteaching Set C
MAFS.4.OA.2.4	Investigate factors and multiples.	<b>SE:</b> 261–264, Lesson 7-1 265–268, Lesson 7-2 269–272, Lesson 7-3 277–280, Lesson 7-5 260, 3-ACT Math 273–276, Lesson 7-4	<b>TE:</b> 261A–264B, Lesson 7-1 265A–268B, Lesson 7-2 269A–272B, Lesson 7-3 277A–280B, Lesson 7-5 260–260C, 3-ACT Math 273A–276B, Lesson 7-4
a.	Find all factor pairs for a whole number in the range 1–100.	<b>SE:</b> 261–264, Lesson 7-1 265–268, Lesson 7-2 269–272, Lesson 7-3 260, 3-ACT Math 283, Reteaching Sets A–C 305–308, Lesson 8-4	<b>TE:</b> 261A–264B, Lesson 7-1 265A–268B, Lesson 7-2 269A–272B, Lesson 7-3 260–260C, 3-ACT Math 283, Reteaching Sets A–C 305A–306B, Lesson 8-4
b.	Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.	<b>SE:</b> 277–280, Lesson 7-5 521–524, Lesson 14-1 525–528, Lesson 14-2 260, 3-ACT Math 284, Reteaching Set E	<b>TE:</b> 277A–280B, Lesson 7-5 521A–524B, Lesson 14-1 525A–528B, Lesson 14-2 260–260C, 3-ACT Math 284, Reteaching Set E

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c.	Determine whether a given whole number in the range 1–100 is prime or composite.	<b>SE:</b> 273–276, Lesson 7-4 260, 3-ACT Math 284, Reteaching Set D	<b>TE:</b> 273A–276B, Lesson 7-4 260–260C, 3-ACT Math 284, Reteaching Set D
MAFS.4.OA.3.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	<b>SE:</b> 521-524, Lesson 14-1 525-528, Lesson 14-2 529-532, Lesson 14-3 533-536, Lesson 14-4 589-592, Lesson 16-2 539-540, Reteaching Sets A, B, C, D 519-520, Pick a Project	<b>TE:</b> 521A-524B, Lesson 14-1 525A-528B, Lesson 14-2 529A-532B, Lesson 14-3 533A-536B, Lesson 14-4 589A-592B, Lesson 16-2 539-540, Reteaching Sets A, B, C, D 519-520A, 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 <a href="http://SavvasRealize.com">SavvasRealize.com</a>, 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%;"> <b>SE:</b> 13–16, Lesson 1-3            21–24, Lesson 1-5            49–52, Lesson 2-4            53–56, Lesson 2-5            65–68, Lesson 2-8            81–84, Lesson 3-1            105–108, Lesson 3-7            109–112, Lesson 3-8            153–156, Lesson 4-7            205–208, Lesson 5-10            233–236, Lesson 6-3            245–248, Lesson 6-6            317–320, Lesson 8-7            369–372, Lesson 9-10            397–400, Lesson 10-4         </td> <td style="vertical-align: top; width: 50%;"> <b>TE:</b> 13A–16B, Lesson 1-3            21A–24B, Lesson 1-5            49A–52B, Lesson 2-4            53A–56B, Lesson 2-5            65A–68B, Lesson 2-8            81A–84B, Lesson 3-1            105A–108B, Lesson 3-7            109A–112B, Lesson 3-8            153A–156B, Lesson 4-7            205A–208B, Lesson 5-10            233A–236B, Lesson 6-3            245A–248B, Lesson 6-6            317A–320B, Lesson 8-7            369A–372B, Lesson 9-10            397A–400B, Lesson 10-4         </td> </tr> </table>	<b>SE:</b> 13–16, Lesson 1-3 21–24, Lesson 1-5 49–52, Lesson 2-4 53–56, Lesson 2-5 65–68, Lesson 2-8 81–84, Lesson 3-1 105–108, Lesson 3-7 109–112, Lesson 3-8 153–156, Lesson 4-7 205–208, Lesson 5-10 233–236, Lesson 6-3 245–248, Lesson 6-6 317–320, Lesson 8-7 369–372, Lesson 9-10 397–400, Lesson 10-4	<b>TE:</b> 13A–16B, Lesson 1-3 21A–24B, Lesson 1-5 49A–52B, Lesson 2-4 53A–56B, Lesson 2-5 65A–68B, Lesson 2-8 81A–84B, Lesson 3-1 105A–108B, Lesson 3-7 109A–112B, Lesson 3-8 153A–156B, Lesson 4-7 205A–208B, Lesson 5-10 233A–236B, Lesson 6-3 245A–248B, Lesson 6-6 317A–320B, Lesson 8-7 369A–372B, Lesson 9-10 397A–400B, Lesson 10-4
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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><b>SE:</b> 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 41–44, Lesson 2-2 57–60, Lesson 2-6 61–64, Lesson 2-7 65–68, Lesson 2-8 81–84, Lesson 3-1 105–108, Lesson 3-7 133–136, Lesson 4-2 137–140, Lesson 4-3 149–152, Lesson 4-6 169–172, Lesson 5-1</td> <td><b>TE:</b> 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 41A–44B, Lesson 2-2 57A–60B, Lesson 2-6 61A–64B, Lesson 2-7 65A–68B, Lesson 2-8 81A–84B, Lesson 3-1 105A–108B, Lesson 3-7 133A–136B, Lesson 4-2 137A–140B, Lesson 4-3 149A–152B, Lesson 4-6 169A–172B, Lesson 5-1</td> </tr> </table>	<b>SE:</b> 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 41–44, Lesson 2-2 57–60, Lesson 2-6 61–64, Lesson 2-7 65–68, Lesson 2-8 81–84, Lesson 3-1 105–108, Lesson 3-7 133–136, Lesson 4-2 137–140, Lesson 4-3 149–152, Lesson 4-6 169–172, Lesson 5-1	<b>TE:</b> 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 41A–44B, Lesson 2-2 57A–60B, Lesson 2-6 61A–64B, Lesson 2-7 65A–68B, Lesson 2-8 81A–84B, Lesson 3-1 105A–108B, Lesson 3-7 133A–136B, Lesson 4-2 137A–140B, Lesson 4-3 149A–152B, Lesson 4-6 169A–172B, Lesson 5-1
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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 border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <b>SE:</b> 9–12, Lesson 1-2            17–20, Lesson 1-4            21–24, Lesson 1-5            37–40, Lesson 2-1            41–44, Lesson 2-2            45–48, Lesson 2-3            49–52, Lesson 2-4            57–60, Lesson 2-6            61–64, Lesson 2-7            85–88, Lesson 3-2            101–104, Lesson 3-6            137–140, Lesson 4-3            317–320, Lesson 8-7            429–432, Lesson 11-4            605–608, Lesson 16-6         </td> <td style="vertical-align: top; width: 50%;"> <b>TE:</b> 9A–12B, Lesson 1-2            17A–20B, Lesson 1-4            21A–24B, Lesson 1-5            37A–40B, Lesson 2-1            41A–44B, Lesson 2-2            45A–48B, Lesson 2-3            49A–52B, Lesson 2-4            57A–60B, Lesson 2-6            61A–64B, Lesson 2-7            85A–88B, Lesson 3-2            101A–104B, Lesson 3-6            137A–140B, Lesson 4-3            317A–320B, Lesson 8-7            429A–432B, Lesson 11-4            605A–608B, Lesson 16-6         </td> </tr> </table>	<b>SE:</b> 9–12, Lesson 1-2 17–20, Lesson 1-4 21–24, Lesson 1-5 37–40, Lesson 2-1 41–44, Lesson 2-2 45–48, Lesson 2-3 49–52, Lesson 2-4 57–60, Lesson 2-6 61–64, Lesson 2-7 85–88, Lesson 3-2 101–104, Lesson 3-6 137–140, Lesson 4-3 317–320, Lesson 8-7 429–432, Lesson 11-4 605–608, Lesson 16-6	<b>TE:</b> 9A–12B, Lesson 1-2 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 37A–40B, Lesson 2-1 41A–44B, Lesson 2-2 45A–48B, Lesson 2-3 49A–52B, Lesson 2-4 57A–60B, Lesson 2-6 61A–64B, Lesson 2-7 85A–88B, Lesson 3-2 101A–104B, Lesson 3-6 137A–140B, Lesson 4-3 317A–320B, Lesson 8-7 429A–432B, Lesson 11-4 605A–608B, Lesson 16-6
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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="width: 50%; vertical-align: top;"> <b>SE:</b> 13–16, Lesson 1-3  65–68, Lesson 2-8  89–92, Lesson 3-3  93–96, Lesson 3-4  109–112, Lesson 3-8  141–144, Lesson 4-4  145–148, Lesson 4-5  153–156, Lesson 4-7  169–172, Lesson 5-1  177–180, Lesson 5-3  181–184, Lesson 5-4  185–188, Lesson 5-5  205–208, Lesson 5-10  369–372, Lesson 9-10  401–404, Lesson 10-5 </td> <td style="width: 50%; vertical-align: top;"> <b>TE:</b> 13A–16B, Lesson 1-3  65A–68B, Lesson 2-8  89A–92B, Lesson 3-3  93A–96B, Lesson 3-4  109A–112B, Lesson 3-8  141A–144B, Lesson 4-4  145A–148B, Lesson 4-5  153A–156B, Lesson 4-7  169A–172B, Lesson 5-1  177A–180B, Lesson 5-3  181A–184B, Lesson 5-4  185A–188B, Lesson 5-5  205A–208B, Lesson 5-10  369A–372B, Lesson 9-10  401A–404B, Lesson 10-5 </td> </tr> </table>	<b>SE:</b> 13–16, Lesson 1-3 65–68, Lesson 2-8 89–92, Lesson 3-3 93–96, Lesson 3-4 109–112, Lesson 3-8 141–144, Lesson 4-4 145–148, Lesson 4-5 153–156, Lesson 4-7 169–172, Lesson 5-1 177–180, Lesson 5-3 181–184, Lesson 5-4 185–188, Lesson 5-5 205–208, Lesson 5-10 369–372, Lesson 9-10 401–404, Lesson 10-5	<b>TE:</b> 13A–16B, Lesson 1-3 65A–68B, Lesson 2-8 89A–92B, Lesson 3-3 93A–96B, Lesson 3-4 109A–112B, Lesson 3-8 141A–144B, Lesson 4-4 145A–148B, Lesson 4-5 153A–156B, Lesson 4-7 169A–172B, Lesson 5-1 177A–180B, Lesson 5-3 181A–184B, Lesson 5-4 185A–188B, Lesson 5-5 205A–208B, Lesson 5-10 369A–372B, Lesson 9-10 401A–404B, Lesson 10-5
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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 border="0"> <tr> <td style="vertical-align: top;"> <p><b>SE:</b> 17–20, Lesson 1-4 45–48, Lesson 2-3 53–56, Lesson 2-5 97–100, Lesson 3-5 133–136, Lesson 4-2 193–196, Lesson 5-7 225–228, Lesson 6-1 245–248, Lesson 6-6 293–296, Lesson 8-1 313–316, Lesson 8-6 317–320, Lesson 8-7 333–336, Lesson 9-1 337–340, Lesson 9-2 345–348, Lesson 9-4</p> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><b>TE:</b> 17A–20B, Lesson 1-4 45A–48B, Lesson 2-3 53A–56B, Lesson 2-5 97A–100B, Lesson 3-5 133A–136B, Lesson 4-2 193A–196B, Lesson 5-7 225A–228B, Lesson 6-1 245A–248B, Lesson 6-6 293A–296B, Lesson 8-1 313A–316B, Lesson 8-6 317A–320B, Lesson 8-7 333A–336B, Lesson 9-1 337A–340B, Lesson 9-2 345A–348B, Lesson 9-4</p> </td> </tr> </table>	<p><b>SE:</b> 17–20, Lesson 1-4 45–48, Lesson 2-3 53–56, Lesson 2-5 97–100, Lesson 3-5 133–136, Lesson 4-2 193–196, Lesson 5-7 225–228, Lesson 6-1 245–248, Lesson 6-6 293–296, Lesson 8-1 313–316, Lesson 8-6 317–320, Lesson 8-7 333–336, Lesson 9-1 337–340, Lesson 9-2 345–348, Lesson 9-4</p>	<p><b>TE:</b> 17A–20B, Lesson 1-4 45A–48B, Lesson 2-3 53A–56B, Lesson 2-5 97A–100B, Lesson 3-5 133A–136B, Lesson 4-2 193A–196B, Lesson 5-7 225A–228B, Lesson 6-1 245A–248B, Lesson 6-6 293A–296B, Lesson 8-1 313A–316B, Lesson 8-6 317A–320B, Lesson 8-7 333A–336B, Lesson 9-1 337A–340B, Lesson 9-2 345A–348B, Lesson 9-4</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 border="0"> <tr> <td data-bbox="1062 613 1335 1146"> <b>SE:</b> 21–24, Lesson 1-5            37–40, Lesson 2-1            97–100, Lesson 3-5            105–108, Lesson 3-7            153–156, Lesson 4-7            197–200, Lesson 5-8            245–248, Lesson 6-6            269–272, Lesson 7-3            305–308, Lesson 8-4            345–348, Lesson 9-4            393–396, Lesson 10-3            417–420, Lesson 11-1            449–452, Lesson 12-2            465–468, Lesson 12-6            505–508, Lesson 13-7         </td> <td data-bbox="1541 613 1850 1146"> <b>TE:</b> 21A–24B, Lesson 1-5            37A–40B, Lesson 2-1            97A–100B, Lesson 3-5            105A–108B, Lesson 3-7            153A–156B, Lesson 4-7            197A–200B, Lesson 5-8            245A–248B, Lesson 6-6            269A–272B, Lesson 7-3            305A–308B, Lesson 8-4            345A–348B, Lesson 9-4            393A–396B, Lesson 10-3            417A–420B, Lesson 11-1            449A–452B, Lesson 12-2            465A–468B, Lesson 12-6            505A–508B, Lesson 13-7         </td> </tr> </table>	<b>SE:</b> 21–24, Lesson 1-5 37–40, Lesson 2-1 97–100, Lesson 3-5 105–108, Lesson 3-7 153–156, Lesson 4-7 197–200, Lesson 5-8 245–248, Lesson 6-6 269–272, Lesson 7-3 305–308, Lesson 8-4 345–348, Lesson 9-4 393–396, Lesson 10-3 417–420, Lesson 11-1 449–452, Lesson 12-2 465–468, Lesson 12-6 505–508, Lesson 13-7	<b>TE:</b> 21A–24B, Lesson 1-5 37A–40B, Lesson 2-1 97A–100B, Lesson 3-5 105A–108B, Lesson 3-7 153A–156B, Lesson 4-7 197A–200B, Lesson 5-8 245A–248B, Lesson 6-6 269A–272B, Lesson 7-3 305A–308B, Lesson 8-4 345A–348B, Lesson 9-4 393A–396B, Lesson 10-3 417A–420B, Lesson 11-1 449A–452B, Lesson 12-2 465A–468B, Lesson 12-6 505A–508B, Lesson 13-7
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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%;"> <b>SE:</b> 5–8, Lesson 1-1            37–40, Lesson 2-1            45–48, Lesson 2-3            53–56, Lesson 2-5            57–60, Lesson 2-6            61–64, Lesson 2-7            81–84, Lesson 3-1            89–92, Lesson 3-3            93–96, Lesson 3-4            97–100, Lesson 3-5            101–104, Lesson 3-6            129–132, Lesson 4-1            141–144, Lesson 4-4            465–468, Lesson 12-6            533–536, Lesson 14-4         </td> <td style="vertical-align: top; width: 50%;"> <b>TE:</b> 5A–8B, Lesson 1-1            37A–40B, Lesson 2-1            45A–48B, Lesson 2-3            53A–56B, Lesson 2-5            57A–60B, Lesson 2-6            61A–64B, Lesson 2-7            81A–84B, Lesson 3-1            89A–92B, Lesson 3-3            93A–96B, Lesson 3-4            97A–100B, Lesson 3-5            101A–104B, Lesson 3-6            129A–132B, Lesson 4-1            141A–144B, Lesson 4-4            465A–468B, Lesson 12-6            533A–536B, Lesson 14-4         </td> </tr> </table>	<b>SE:</b> 5–8, Lesson 1-1 37–40, Lesson 2-1 45–48, Lesson 2-3 53–56, Lesson 2-5 57–60, Lesson 2-6 61–64, Lesson 2-7 81–84, Lesson 3-1 89–92, Lesson 3-3 93–96, Lesson 3-4 97–100, Lesson 3-5 101–104, Lesson 3-6 129–132, Lesson 4-1 141–144, Lesson 4-4 465–468, Lesson 12-6 533–536, Lesson 14-4	<b>TE:</b> 5A–8B, Lesson 1-1 37A–40B, Lesson 2-1 45A–48B, Lesson 2-3 53A–56B, Lesson 2-5 57A–60B, Lesson 2-6 61A–64B, Lesson 2-7 81A–84B, Lesson 3-1 89A–92B, Lesson 3-3 93A–96B, Lesson 3-4 97A–100B, Lesson 3-5 101A–104B, Lesson 3-6 129A–132B, Lesson 4-1 141A–144B, Lesson 4-4 465A–468B, Lesson 12-6 533A–536B, Lesson 14-4
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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="width: 50%; vertical-align: top;"> <b>SE:</b> 9–12, Lesson 1-2 49–52, Lesson 2-4 201–204, Lesson 5-9 241–244, Lesson 6-5 269–272, Lesson 7-3 309–312, Lesson 8-5 361–364, Lesson 9-8 365–368, Lesson 9-9 389–392, Lesson 10-2 421–424, Lesson 11-2 461–464, Lesson 12-5 481–484, Lesson 13-1 485–488, Lesson 13-2 489–492, Lesson 13-3 497–500, Lesson 13-5 </td> <td style="width: 50%; vertical-align: top;"> <b>TE:</b> 9A–12B, Lesson 1-2 49A–52B, Lesson 2-4 201A–204B, Lesson 5-9 241A–244B, Lesson 6-5 269A–272B, Lesson 7-3 309A–312B, Lesson 8-5 361A–364B, Lesson 9-8 365A–368B, Lesson 9-9 389A–392B, Lesson 10-2 421A–424B, Lesson 11-2 461A–464B, Lesson 12-5 481A–484B, Lesson 13-1 485A–488B, Lesson 13-2 489A–492B, Lesson 13-3 497A–500B, Lesson 13-5 </td> </tr> </table>	<b>SE:</b> 9–12, Lesson 1-2 49–52, Lesson 2-4 201–204, Lesson 5-9 241–244, Lesson 6-5 269–272, Lesson 7-3 309–312, Lesson 8-5 361–364, Lesson 9-8 365–368, Lesson 9-9 389–392, Lesson 10-2 421–424, Lesson 11-2 461–464, Lesson 12-5 481–484, Lesson 13-1 485–488, Lesson 13-2 489–492, Lesson 13-3 497–500, Lesson 13-5	<b>TE:</b> 9A–12B, Lesson 1-2 49A–52B, Lesson 2-4 201A–204B, Lesson 5-9 241A–244B, Lesson 6-5 269A–272B, Lesson 7-3 309A–312B, Lesson 8-5 361A–364B, Lesson 9-8 365A–368B, Lesson 9-9 389A–392B, Lesson 10-2 421A–424B, Lesson 11-2 461A–464B, Lesson 12-5 481A–484B, Lesson 13-1 485A–488B, Lesson 13-2 489A–492B, Lesson 13-3 497A–500B, Lesson 13-5
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LAFS.4.SL.1.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 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 and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and 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 &amp; Share problem. Students participate in teacher-led discussions in the "Discuss Solution Strategies and Key Ideas" part of Solve &amp; 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><b>SE:</b> Solve &amp; Share 5, 81, 169, 261, 333 Avatar speech bubbles (model conversations) 6, 10, 14, 18</p> <p><b>TE:</b> Solve &amp; Share 5, 81, 169, 261, 333 Avatar speech bubbles (model conversations) 6, 10, 14, 18 Classroom Conversation 82, 170, 262, 334</p>

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LAFS.4.SL.1.2	Paraphrase portions 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 paraphrase 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><b>SE:</b> Convince Me! and Revisit the Essential Question 14, 90, 178, 270, 342, 426, 490, 558 Guided Practice 10, 86, 174, 266, 338, 422, 486</p> <p><b>TE:</b> Convince Me! and Revisit the Essential Question 14, 90, 178, 270, 342, 426, 490, 558 Guided Practice 10, 86, 174, 266, 338, 422, 486</p>
LAFS.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points.	<p>The small-group and whole-class discussions in Solve &amp; Share, as well as the Classroom Conversations during the Visual Learning Bridge and Visual Learning Animation Plus, provide many opportunities for students to identify the reason and evidence a speaker provides to support particular points.</p> <p><b>SE:</b> Solve &amp; Share 41, 133, 229, 297, 389, 449, 525, 589</p> <p><b>TE:</b> Solve &amp; Share 41, 133, 229, 297, 389, 449, 525, 589 Classroom Conversation 42, 134, 230, 298, 390, 450, 526</p>

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LAFS.4.W.1.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B, Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>In addition to lesson exercises that ask students to explain their thinking, the enVision® STEM Project, Pick a Project, Solve &amp; Share, and Convince Me! ask students to write informative/explanatory text to convey ideas and information.</p> <p><b>SE:</b> enVision® STEM Project 1, 33, 77 Pick a Project 3, 35-36, 79 Solve &amp; Share 21, 65, 89, 97 Convince Me! 22, 66, 90, 98</p> <p><b>TE:</b> enVision® STEM Project 1, 33, 77 Pick a Project 3, 35-36, 79 Solve &amp; Share 21, 65, 89, 97 Convince Me! 22, 66, 90, 98</p>

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COURSE STANDARDS/BENCHMARKS (Form IM7)**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>	<b>LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST)</b> (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	<p>English language learners have opportunities to communicate mathematical information, ideas, and concepts during small-group work and whole-class discussions in Solve &amp; 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 &amp; 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><b>SE:</b> Solve &amp; Share 293, 337, 385, 417, 445 Convince Me! 294, 338, 386, 418, 446</p> <p><b>TE:</b> Solve &amp; Share 293, 337, 385, 417, 445 Convince Me! 294, 338, 386, 418, 446 ELL Activity 81A, 82, 129A, 130, 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 &amp; Share, during Classroom Conversations about the Visual Learning Bridge and the Visual Learning Animation Plus, and during Convince Me!</p> <p><b>SE:</b> Solve &amp; Share 301, 341, 393, 421, 453 Convince Me! 302, 346, 394, 430, 454</p> <p><b>TE:</b> Solve &amp; Share 301, 341, 393, 421, 453 Convince Me! 302, 346, 394, 430, 454 Classroom Conversations 306, 350, 398, 426, 458</p>