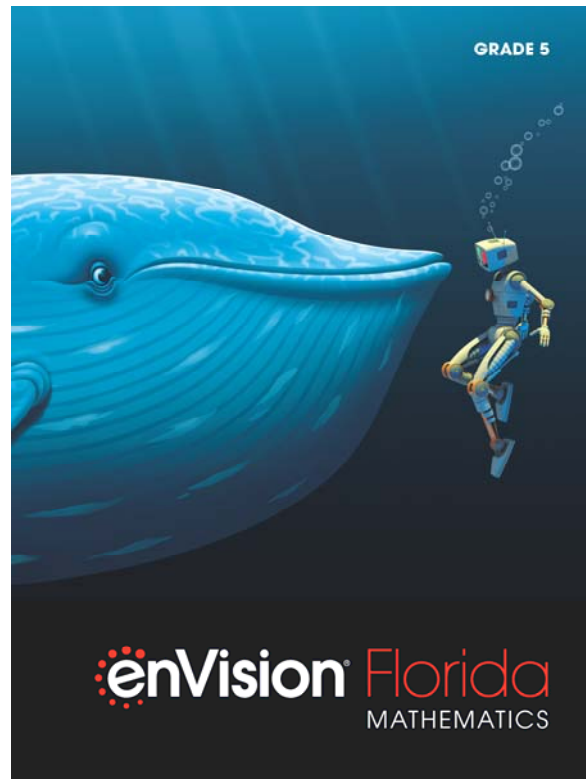


A Standards Alignment of  
**enVision Florida Mathematics**  
Grade 5, ©2020



To  
**Florida Mathematics Grade 5**  
**Standards Course Code 5012070**

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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 5  
**GRADE LEVEL:** Grade 5  
**COURSE TITLE:** Mathematics - Grade K-5 Series  
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<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.)	
MAFS.5.G.1.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	<b>SE:</b> 565–568, Lesson 14-1 569–572, Lesson 14-2 577–580, Lesson 14-4 583–584, Reteaching Sets A, B, C 563–564, Pick a Project	<b>TE:</b> 565A–568B, Lesson 14-1 569A–572B, Lesson 14-2 577A–580B, Lesson 14-4 583–584, Reteaching Sets A, B, C 563–564A, Pick a Project

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MAFS.5.G.1.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	<b>SE:</b> 569–572, Lesson 14-2 573–576, Lesson 14-3 577–580, Lesson 14-4 601–604, Lesson 15-3 592, 3-ACT Math 583–584, Reteaching Sets B, C 612, Reteaching Set C 563–564, Pick a Project	<b>TE:</b> 563–564A, Pick a Project 569A–572B, Lesson 14-2 573A–576B, Lesson 14-3 583–584, Reteaching Sets B, C 592–592C, 3-ACT Math 601A–604B, Lesson 15-3 612, Reteaching Set C
MAFS.5.G.2.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	<b>SE:</b> 621–624, Lesson 16-1 633–636, Lesson 16-4 625–628, Lesson 16-2 629–632, Lesson 16-3 639–640, Reteaching Sets A, B, C, D 619–620, Pick a Project	<b>TE:</b> 621A–624, Lesson 16-1 633A–636, Lesson 16-4 625A–628, Lesson 16-2 629A–632, Lesson 16-3 639–640, Reteaching Sets A, B, C, D 619–620A, Pick a Project
MAFS.5.G.2.4	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	<b>SE:</b> 625–628, Lesson 16-2 629–632, Lesson 16-3 633–636, Lesson 16-4 639–640, Reteaching Sets B, C, D 619–620, Pick a Project	<b>TE:</b> 625A–628, Lesson 16-2 629A–632, Lesson 16-3 633A–636, Lesson 16-4 639–640, Reteaching Sets B, C, D 619–620A, Pick a Project

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MAFS.5.MD.1.1	Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	<b>SE:</b> 489–492, Lesson 12-1 493–496, Lesson 12-2 497–500, Lesson 12-3 501–504, Lesson 12-4 505–508, Lesson 12-5 509–512, Lesson 12-6 513–516, Lesson 12-7 517–520, Lesson 12-8 527–528, Reteaching Sets A, B, C, D, E, F, G, H 488, Pick a Project	<b>TE:</b> 489A–492B, Lesson 12-1 493A–496B, Lesson 12-2 497A–500B, Lesson 12-3 501A–504B, Lesson 12-4 505A–508B, Lesson 12-5 509A–512B, Lesson 12-6 513A–516B, Lesson 12-7 517A–520B, Lesson 12-8 527–528, Reteaching Sets A, B, C, D, E, F, G, H 488–488A, Pick a Project
MAFS.5.MD.2.2	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	<b>SE:</b> 429–432, Lesson 10-1 433–436, Lesson 10-2 437–440, Lesson 10-3 441–446, Lesson 10-4 447–448, Reteaching Sets A, B, C 428, Pick a Project	<b>TE:</b> 429A–432B, Lesson 10-1 433A–436B, Lesson 10-2 437A–440B, Lesson 10-3 441A–446B, Lesson 10-4 447–448, Reteaching Sets A, B, C 428–428A, Pick a Project
MAFS.5.MD.3.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	<b>SE:</b> 456, 3-ACT Math	<b>TE:</b> 456–456C, 3-ACT Math

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a.	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	<b>SE:</b> 457–460, Lesson 11-1 473–476, Lesson 11-5 479, Reteaching Set A 455, Pick a Project	<b>TE:</b> 457A–460B, Lesson 11-1 473A–476B, Lesson 11-5 479, Reteaching Set A 455–455A, Pick a Project
b.	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	<b>SE:</b> 457–460, Lesson 11-1 479, Reteaching Set A	<b>TE:</b> 457A–460B, Lesson 11-1 479, Reteaching Set A
MAFS.5.MD.3.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	<b>SE:</b> 457–460, Lesson 11-1 456, 3-ACT Math	<b>TE:</b> 457A–460B, Lesson 11-1 456–456C, 3-ACT Math
MAFS.5.MD.3.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	<b>SE:</b> 461–464, Lesson 11-2 465–468, Lesson 11-3 469–472, Lesson 11-4 456, 3-ACT Math 479, Reteaching Set B 480, Reteaching Sets C, D 455, Pick a Project	<b>TE:</b> 461A–464B, Lesson 11-2 465A–468B, Lesson 11-3 469A–472B, Lesson 11-4 456–456C, 3-ACT Math 479, Reteaching Set B 480, Reteaching Sets C, D 455–455A, Pick a Project

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a.	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	<b>SE:</b> 461–464, Lesson 11-2 456, 3-ACT Math 479, Reteaching Set B	<b>TE:</b> 461A–464B, Lesson 11-2 456–456C, 3-ACT Math 479, Reteaching Set B
b.	Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	<b>SE:</b> 461–464, Lesson 11-2 479, Reteaching Set B 455, Pick a Project	<b>TE:</b> 461A–464B, Lesson 11-2 479, Reteaching Set B 455–455A, Pick a Project
c.	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	<b>SE:</b> 465–468, Lesson 11-3 469–472, Lesson 11-4 480, Reteaching Sets C, D 455, Pick a Project	<b>TE:</b> 465A–468B, Lesson 11-3 469A–472B, Lesson 11-4 480, Reteaching Sets C, D 455–455A, Pick a Project

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MAFS.5.NBT.1.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	<b>SE:</b> 9–12, Lesson 1-2 13–16, Lesson 1-3 81–84, Lesson 3-1 80, 3-ACT Math 4, 3-ACT Math 119, Reteaching Set A 35, Reteaching Sets B, C	<b>TE:</b> 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 81A–84B, Lesson 3-1 80-80C, 3-ACT Math 4–4C, 3-ACT Math 119, Reteaching Set A 35, Reteaching Sets B, C
MAFS.5.NBT.1.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	<b>SE:</b> 5–8, Lesson 1-1 81–84, Lesson 3-1 129–132, Lesson 4-1 229–232, Lesson 6-1 501–504, Lesson 12-4 505–508, Lesson 12-5 509–512, Lesson 12-6 80, 3-ACT Math 180, 3-ACT Math 268, 3-ACT Math 119, Reteaching Set A 167, Reteaching Set A	<b>TE:</b> 5A–8B, Lesson 1-1 81A–84B, Lesson 3-1 129A–132B, Lesson 4-1 229A–232B, Lesson 6-1 501A–504B, Lesson 12-4 505A–508B, Lesson 12-5 509A–512B, Lesson 12-6 80–80C, 3-ACT Math 180–180C, 3-ACT Math 268–268C, 3-ACT Math 119, Reteaching Set A 167, Reteaching Set A
MAFS.5.NBT.1.3	Read, write, and compare decimals to thousandths.	<b>SE:</b> 17–20, Lesson 1-4 21–24, Lesson 1-5 29–32, Lesson 1-7 4, 3-ACT Math 35–36, Reteaching Sets C, F 3, Pick a Project	<b>TE:</b> 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 29A–32B, Lesson 1-7 4–4C, 3-ACT Math 35–36, Reteaching Sets C, F 3–3A, Pick a Project

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a.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	<b>SE:</b> 17–20, Lesson 1-4 29–32, Lesson 1-7 4, 3-ACT Math 35–36, Reteaching Sets C, F 3, Pick a Project	<b>TE:</b> 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 4–4C, 3-ACT Math 35–36, Reteaching Sets C, F 3–3A, Pick a Project
b.	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<b>SE:</b> 21–24, Lesson 1-5 29–32, Lesson 1-7 4, 3-ACT Math 36, Reteaching Sets D, F	<b>TE:</b> 21A–24B, Lesson 1-5 29A–32B, Lesson 1-7 4–4C, 3-ACT Math 36, Reteaching Sets D, F
MAFS.5.NBT.1.4	Use place value understanding to round decimals to any place.	<b>SE:</b> 25–28, Lesson 1-6 49–52, Lesson 2-2 4, 3-ACT Math 36, Reteaching Set E 71, Reteaching Set B	<b>TE:</b> 25A–28B, Lesson 1-6 49A–52B, Lesson 2-2 4–4C, 3-ACT Math 36, Reteaching Set E 71, Reteaching Set B



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MAFS.5.NBT.2.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	<b>SE:</b> 85–88, Lesson 3-2 89–92, Lesson 3-3 93–96, Lesson 3-4 97–100, Lesson 3-5 101–104, Lesson 3-6 105–108, Lesson 3-7 109–112, Lesson 3-8 113–116, Lesson 3-9 489–492, Lesson 12-1 493–496, Lesson 12-2 497–500, Lesson 12-3 513–516, Lesson 12-7 517–520, Lesson 12-8 521–524, Lesson 12-9	<b>TE:</b> 85A–88B, Lesson 3-2 89A–92B, Lesson 3-3 93A–96B, Lesson 3-4 97A–100B, Lesson 3-5 101A–104B, Lesson 3-6 105A–108B, Lesson 3-7 109A–112B, Lesson 3-8 113A–116B, Lesson 3-9 489A–492B, Lesson 12-1 493A–496B, Lesson 12-2 497A–500B, Lesson 12-3 513A–516B, Lesson 12-7 517A–520B, Lesson 12-8 521A–524B, Lesson 12-9
MAFS.5.NBT.2.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-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> 181–184, Lesson 5-1 185–188, Lesson 5-2 189–192, Lesson 5-3 193–196, Lesson 5-4 197–200, Lesson 5-5 201–204, Lesson 5-6 205–208, Lesson 5-7 209–212, Lesson 5-8 180, 3-ACT Math 215–218, Reteaching Sets A-H 487–488, Pick a Project 179, Pick a Project	<b>TE:</b> 181A–184B, Lesson 5-1 185A–188B, Lesson 5-2 189A–192B, Lesson 5-3 193A–196B, Lesson 5-4 197A–200B, Lesson 5-5 201A–204B, Lesson 5-6 205A–208B, Lesson 5-7 209A–212B, Lesson 5-8 180–180C, 3-ACT Math 215–218, Reteaching Sets A-H 487–488A, Pick a Project 179–179A, Pick a Project

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MAFS.5.NBT.2.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<b>SE:</b> 45–48, Lesson 2-1 49–52, Lesson 2-2 61–64, Lesson 2-5 65–68, Lesson 2-6 137–140, Lesson 4-3 141–144, Lesson 4-4 145–148, Lesson 4-5 149–152, Lesson 4-6 153–156, Lesson 4-7 157–160, Lesson 4-8 161–164, Lesson 4-9 233–236, Lesson 6-2 241–244, Lesson 6-4 245–248, Lesson 6-5 249–252, Lesson 6-6	<b>TE:</b> 45A–48B, Lesson 2-1 49A–52B, Lesson 2-2 61A–64B, Lesson 2-5 65A–68B, Lesson 2-6 137A–140B, Lesson 4-3 141A–144B, Lesson 4-4 145A–148B, Lesson 4-5 149A–152B, Lesson 4-6 153A–156B, Lesson 4-7 157A–160B, Lesson 4-8 161A–164B, Lesson 4-9 233A–236B, Lesson 6-2 241A–244B, Lesson 6-4 245A–248B, Lesson 6-5 249A–252B, Lesson 6-6
MAFS.5.NF.1.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i>	<b>SE:</b> 273–276, Lesson 7-2 277–280, Lesson 7-3 281–284, Lesson 7-4 285–288, Lesson 7-5 297–300, Lesson 7-8 301–304, Lesson 7-9 305–308, Lesson 7-10 309–312, Lesson 7-11 269–272, Lesson 7-1 289–292, Lesson 7-6 293–296, Lesson 7-7 268, 3-ACT Math 319–322, Reteaching Sets A-G	<b>TE:</b> 273A–276B, Lesson 7-2 277A–280B, Lesson 7-3 281A–284B, Lesson 7-4 285A–288B, Lesson 7-5 297A–300B, Lesson 7-8 301A–304B, Lesson 7-9 305A–308B, Lesson 7-10 309A–312B, Lesson 7-11 269A–272B, Lesson 7-1 289A–292B, Lesson 7-6 293A–296B, Lesson 7-7 268–268C, 3-ACT Math 319–322, Reteaching Sets A-G

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MAFS.5.NF.1.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i>	<b>SE:</b> 269–272, Lesson 7-1 289–292, Lesson 7-6 293–296, Lesson 7-7 313–316, Lesson 7-12 272–276, Lesson 7-2 277–280, Lesson 7-3 281–284, Lesson 7-4 285–288, Lesson 7-5 297–300, Lesson 7-8 301–304, Lesson 7-9 305–308, Lesson 7-10 309–312, Lesson 7-11 437–440, Lesson 10-3 441–444, Lesson 10-4	<b>TE:</b> 269A–272B, Lesson 7-1 289A–292B, Lesson 7-6 293A–296B, Lesson 7-7 313A–316B, Lesson 7-12 272A–276B, Lesson 7-2 277A–280B, Lesson 7-3 281A–284B, Lesson 7-4 285A–288B, Lesson 7-5 297A–300B, Lesson 7-8 301A–304B, Lesson 7-9 305A–308B, Lesson 7-10 309A–312B, Lesson 7-11 437A–440B, Lesson 10-3 441A–444B, Lesson 10-4

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MAFS.5.NF.2.3	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	<b>SE:</b> 385–388, Lesson 9-1 389–392, Lesson 9-2 384, 3-ACT Math 419, Reteaching Set A	<b>TE:</b> 385A–388B, Lesson 9-1 389A–392B, Lesson 9-2 384–384C, 3-ACT Math 419, Reteaching Set A
MAFS.5.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	<b>SE:</b> 333–336, Lesson 8-1 337–340, Lesson 8-2 341–344, Lesson 8-3 345–348, Lesson 8-4 349–352, Lesson 8-5 353–356, Lesson 8-6 371–372, Reteaching Sets A–D 331–332, Pick a Project	<b>TE:</b> 333A–336B, Lesson 8-1 337A–340B, Lesson 8-2 341A–344B, Lesson 8-3 345A–348B, Lesson 8-4 349A–352B, Lesson 8-5 353A–356B, Lesson 8-6 371–372, Reteaching Sets A–D 331–332A, Pick a Project

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a.	Interpret the product $(a/b) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ . (In general, $(a/b) \times (c/d) = ac/bd$ .)	<b>SE:</b> 333–336, Lesson 8-1 337–340, Lesson 8-2 341–344, Lesson 8-3 345–348, Lesson 8-4 349–352, Lesson 8-5 371–372, Reteaching Sets A–D 331–332, Pick a Project	<b>TE:</b> 333A–336B, Lesson 8-1 337A–340B, Lesson 8-2 341A–344B, Lesson 8-3 345A–348B, Lesson 8-4 349A–352B, Lesson 8-5 371–372, Reteaching Sets A–D 331–332A, Pick a Project
b.	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	<b>SE:</b> 353–356, Lesson 8-6 372, Reteaching Set E 331–332, Pick a Project	<b>TE:</b> 353A–356B, Lesson 8-6 372, Reteaching Set E 331–332A, Pick a Project
<b>MAFS.5.NF.2.5</b> Interpret multiplication as scaling (resizing), by			
a.	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	<b>SE:</b> 361–364, Lesson 8-8 374, Reteaching Set G 331–332, Pick a Project	<b>TE:</b> 361A–364B, Lesson 8-8 374, Reteaching Set G 331–332A, Pick a Project

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b.	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.	<b>SE:</b> 361–364, Lesson 8-8 374, Reteaching Set G	<b>TE:</b> 361A–364B, Lesson 8-8 374, Reteaching Set G
MAFS.5.NF.2.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	<b>SE:</b> 357–360, Lesson 8-7 365–368, Lesson 8-9 333–336, Lesson 8-1 337–340, Lesson 8-2 384, 3-ACT Math 371, 373-374, Reteaching Sets A, B, F, H	<b>TE:</b> 357A–360B, Lesson 8-7 365A–368B, Lesson 8-9 333A–336B, Lesson 8-1 337A–340B, Lesson 8-2 384-384C, 3-ACT Math 371, 373-374, Reteaching Sets A, B, F, H
MAFS.5.NF.2.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	<b>SE:</b> 384, 3-ACT Math	<b>TE:</b> 384–384C, 3-ACT Math

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a.	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i>	<b>SE:</b> 401–404, Lesson 9-5 405–408, Lesson 9-6 413–416, Lesson 9-8 419–420, Reteaching Sets C, E 383, Pick a Project	<b>TE:</b> 401A–404B, Lesson 9-5 405A–408B, Lesson 9-6 413A–416B, Lesson 9-8 419–420, Reteaching Sets C, E 383–383A, Pick a Project
b.	Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i>	<b>SE:</b> 393–396, Lesson 9-3 397–400, Lesson 9-4 405–408, Lesson 9-6 409–412, Lesson 9-7 419–420, Reteaching Sets B, C, D 383, Pick a Project	<b>TE:</b> 393A–396B, Lesson 9-3 397A–400B, Lesson 9-4 405A–408B, Lesson 9-6 409A–412B, Lesson 9-7 419–420, Reteaching Sets B, C, D 383–383A, Pick a Project
c.	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?</i>	<b>SE:</b> 409–412, Lesson 9-7 393–396, Lesson 9-3 397–400, Lesson 9-4 401–404, Lesson 9-5 405–408, Lesson 9-6 419–420, Reteaching Sets B, C, D 383, Pick a Project	<b>TE:</b> 409A–412B, Lesson 9-7 393A–396B, Lesson 9-3 397A–400B, Lesson 9-4 401A–404B, Lesson 9-5 405A–408B, Lesson 9-6 419–420, Reteaching Sets B, C, D 383–383A, Pick a Project

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MAFS.5.OA.1.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	<b>SE:</b> 537-540, Lesson 13-1 549-552, Lesson 13-4 541-544, Lesson 13-2 536, 3-ACT Math 555-556, Reteaching Sets A, B, D 535, Pick a Project	<b>TE:</b> 537A-540B, Lesson 13-1 549A-552B, Lesson 13-4 541A-544B, Lesson 13-2 536-536C, 3-ACT Math 555-556B, Reteaching Sets A, B, D 535-535A, Pick a Project
MAFS.5.OA.1.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>	<b>SE:</b> 541-544, Lesson 13-2 545-548, Lesson 13-3 536, 3-ACT Math 556, Reteaching Sets C, D 535, Pick a Project	<b>TE:</b> 541A-544, Lesson 13-2 545A-548, Lesson 13-3 536-536C, 3-ACT Math 556, Reteaching Sets C, D 535-535A, Pick a Project



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MAFS.5.OA.2.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	<b>SE:</b> 593–596, Lesson 15-1 597–600, Lesson 15-2 601–604, Lesson 15-3 605–608, Lesson 15-4 592, 3-ACT Math 611–612, Reteaching Sets A, B, C, D 591, Pick a Project	<b>TE:</b> 593A–596B, Lesson 15-1 597A–600B, Lesson 15-2 601A–604B, Lesson 15-3 605A–608B, Lesson 15-4 592–592C, 3-ACT Math 611–612, Reteaching Sets A, B, C, D 591–591A, Pick a Project

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MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	<p>enVision® Florida Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b>SE:</b> 25–28, Lesson 1-6 53–56, Lesson 2-3 61–64, Lesson 2-5 65–68, Lesson 2-6 97–100, Lesson 3-5 101–104, Lesson 3-6 109–112, Lesson 3-8 113–116, Lesson 3-9 137–140, Lesson 4-3 149–152, Lesson 4-6 153–156, Lesson 4-7 161–164, Lesson 4-9 185–188, Lesson 5-2 209–212, Lesson 5-8 605–608, Lesson 15-4</p> </td> <td style="vertical-align: top; width: 50%;"> <p><b>TE:</b> 25A–28B, Lesson 1-6 53A–56B, Lesson 2-3 61A–64B, Lesson 2-5 65A–68B, Lesson 2-6 97A–100B, Lesson 3-5 101A–104B, Lesson 3-6 109A–112B, Lesson 3-8 113A–116B, Lesson 3-9 137A–140B, Lesson 4-3 149A–152B, Lesson 4-6 153A–156B, Lesson 4-7 161A–164B, Lesson 4-9 185A–188B, Lesson 5-2 209A–212B, Lesson 5-8 605A–608B, Lesson 15-4</p> </td> </tr> </table>	<p><b>SE:</b> 25–28, Lesson 1-6 53–56, Lesson 2-3 61–64, Lesson 2-5 65–68, Lesson 2-6 97–100, Lesson 3-5 101–104, Lesson 3-6 109–112, Lesson 3-8 113–116, Lesson 3-9 137–140, Lesson 4-3 149–152, Lesson 4-6 153–156, Lesson 4-7 161–164, Lesson 4-9 185–188, Lesson 5-2 209–212, Lesson 5-8 605–608, Lesson 15-4</p>	<p><b>TE:</b> 25A–28B, Lesson 1-6 53A–56B, Lesson 2-3 61A–64B, Lesson 2-5 65A–68B, Lesson 2-6 97A–100B, Lesson 3-5 101A–104B, Lesson 3-6 109A–112B, Lesson 3-8 113A–116B, Lesson 3-9 137A–140B, Lesson 4-3 149A–152B, Lesson 4-6 153A–156B, Lesson 4-7 161A–164B, Lesson 4-9 185A–188B, Lesson 5-2 209A–212B, Lesson 5-8 605A–608B, Lesson 15-4</p>
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MAFS.K12.MP.2.1	Reason abstractly and quantitatively.	<p>enVision® Florida Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <table border="0"> <tr> <td><b>SE:</b> 13–16, Lesson 1-3 45–48, Lesson 2-1 49–52, Lesson 2-2 85–88, Lesson 3-2 97–100, Lesson 3-5 105–108, Lesson 3-7 113–116, Lesson 3-9 133–136, Lesson 4-2 197–200, Lesson 5-5 201–204, Lesson 5-6 205–208, Lesson 5-7 209–212, Lesson 5-8 249–252, Lesson 6-6 549–552, Lesson 13-4 577–580, Lesson 14-4</td> <td><b>TE:</b> 13A–16B, Lesson 1-3 45A–48B, Lesson 2-1 49A–52B, Lesson 2-2 85A–88B, Lesson 3-2 97A–100B, Lesson 3-5 105A–108B, Lesson 3-7 113A–116B, Lesson 3-9 133A–136B, Lesson 4-2 197A–200B, Lesson 5-5 201A–204B, Lesson 5-6 205A–208B, Lesson 5-7 209A–212B, Lesson 5-8 249A–252B, Lesson 6-6 549A–552B, Lesson 13-4 577A–580B, Lesson 14-4</td> </tr> </table>	<b>SE:</b> 13–16, Lesson 1-3 45–48, Lesson 2-1 49–52, Lesson 2-2 85–88, Lesson 3-2 97–100, Lesson 3-5 105–108, Lesson 3-7 113–116, Lesson 3-9 133–136, Lesson 4-2 197–200, Lesson 5-5 201–204, Lesson 5-6 205–208, Lesson 5-7 209–212, Lesson 5-8 249–252, Lesson 6-6 549–552, Lesson 13-4 577–580, Lesson 14-4	<b>TE:</b> 13A–16B, Lesson 1-3 45A–48B, Lesson 2-1 49A–52B, Lesson 2-2 85A–88B, Lesson 3-2 97A–100B, Lesson 3-5 105A–108B, Lesson 3-7 113A–116B, Lesson 3-9 133A–136B, Lesson 4-2 197A–200B, Lesson 5-5 201A–204B, Lesson 5-6 205A–208B, Lesson 5-7 209A–212B, Lesson 5-8 249A–252B, Lesson 6-6 549A–552B, Lesson 13-4 577A–580B, Lesson 14-4
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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" data-bbox="1066 743 1835 1279"> <tr> <td><b>SE:</b> 9–12, Lesson 1-2</td> <td><b>TE:</b> 9A–12B, Lesson 1-2</td> </tr> <tr> <td>13–16, Lesson 1-3</td> <td>13A–16B, Lesson 1-3</td> </tr> <tr> <td>21–24, Lesson 1-5</td> <td>21A–24B, Lesson 1-5</td> </tr> <tr> <td>25–28, Lesson 1-6</td> <td>25A–28B, Lesson 1-6</td> </tr> <tr> <td>45–48, Lesson 2-1</td> <td>45A–48B, Lesson 2-1</td> </tr> <tr> <td>49–52, Lesson 2-2</td> <td>49A–52B, Lesson 2-2</td> </tr> <tr> <td>57–60, Lesson 2-4</td> <td>57A–60B, Lesson 2-4</td> </tr> <tr> <td>65–68, Lesson 2-6</td> <td>65A–68B, Lesson 2-6</td> </tr> <tr> <td>81–84, Lesson 3-1</td> <td>81A–84B, Lesson 3-1</td> </tr> <tr> <td>85–88, Lesson 3-2</td> <td>85A–88B, Lesson 3-2</td> </tr> <tr> <td>89–92, Lesson 3-3</td> <td>89A–92B, Lesson 3-3</td> </tr> <tr> <td>93–96, Lesson 3-4</td> <td>93A–96B, Lesson 3-4</td> </tr> <tr> <td>113–116, Lesson 3-9</td> <td>113A–116B, Lesson 3-9</td> </tr> <tr> <td>441–444, Lesson 10-4</td> <td>441A–444B, Lesson 10-4</td> </tr> <tr> <td>633–636, Lesson 16-4</td> <td>633A–636B</td> </tr> </table>	<b>SE:</b> 9–12, Lesson 1-2	<b>TE:</b> 9A–12B, Lesson 1-2	13–16, Lesson 1-3	13A–16B, Lesson 1-3	21–24, Lesson 1-5	21A–24B, Lesson 1-5	25–28, Lesson 1-6	25A–28B, Lesson 1-6	45–48, Lesson 2-1	45A–48B, Lesson 2-1	49–52, Lesson 2-2	49A–52B, Lesson 2-2	57–60, Lesson 2-4	57A–60B, Lesson 2-4	65–68, Lesson 2-6	65A–68B, Lesson 2-6	81–84, Lesson 3-1	81A–84B, Lesson 3-1	85–88, Lesson 3-2	85A–88B, Lesson 3-2	89–92, Lesson 3-3	89A–92B, Lesson 3-3	93–96, Lesson 3-4	93A–96B, Lesson 3-4	113–116, Lesson 3-9	113A–116B, Lesson 3-9	441–444, Lesson 10-4	441A–444B, Lesson 10-4	633–636, Lesson 16-4	633A–636B
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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 border="0"> <tr> <td><b>SE:</b> 5–8, Lesson 1-1 65–68, Lesson 2-6 89–92, Lesson 3-3 93–96, Lesson 3-4 101–104, Lesson 3-6 105–108, Lesson 3-7 109–112, Lesson 3-8 145–148, Lesson 4-5 161–164, Lesson 4-9 185–188, Lesson 5-2 193–196, Lesson 5-4 197–200, Lesson 5-5 209–212, Lesson 5-8 313–316, Lesson 7-12 365–368, Lesson 8-9</td> <td><b>TE:</b> 5A–8B, Lesson 1-1 65A–68B, Lesson 2-6 89A–92B, Lesson 3-3 93A–96B, Lesson 3-4 101A–104B, Lesson 3-6 105A–108B, Lesson 3-7 109A–112B, Lesson 3-8 145A–148B, Lesson 4-5 161A–164B, Lesson 4-9 185A–188B, Lesson 5-2 193A–196B, Lesson 5-4 197A–200B, Lesson 5-5 209A–212B, Lesson 5-8 313A–316B, Lesson 7-12 365A–368B, Lesson 8-9</td> </tr> </table>	<b>SE:</b> 5–8, Lesson 1-1 65–68, Lesson 2-6 89–92, Lesson 3-3 93–96, Lesson 3-4 101–104, Lesson 3-6 105–108, Lesson 3-7 109–112, Lesson 3-8 145–148, Lesson 4-5 161–164, Lesson 4-9 185–188, Lesson 5-2 193–196, Lesson 5-4 197–200, Lesson 5-5 209–212, Lesson 5-8 313–316, Lesson 7-12 365–368, Lesson 8-9	<b>TE:</b> 5A–8B, Lesson 1-1 65A–68B, Lesson 2-6 89A–92B, Lesson 3-3 93A–96B, Lesson 3-4 101A–104B, Lesson 3-6 105A–108B, Lesson 3-7 109A–112B, Lesson 3-8 145A–148B, Lesson 4-5 161A–164B, Lesson 4-9 185A–188B, Lesson 5-2 193A–196B, Lesson 5-4 197A–200B, Lesson 5-5 209A–212B, Lesson 5-8 313A–316B, Lesson 7-12 365A–368B, Lesson 8-9
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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><b>SE:</b> 5–8, Lesson 1-1 61–64, Lesson 2-5 81–84, Lesson 3-1 149–152, Lesson 4-6 189–192, Lesson 5-3 197–200, Lesson 5-5 237–240, Lesson 6-3 273–276, Lesson 7-2 293–296, Lesson 7-7 301–304, Lesson 7-9 353–356, Lesson 8-6 397–400, Lesson 9-4 401–404, Lesson 9-5 457–460, Lesson 11-1 473–476, Lesson 11-5</td> <td><b>TE:</b> 5A–8B, Lesson 1-1 61A–64B, Lesson 2-5 81A–84B, Lesson 3-1 149A–152B, Lesson 4-6 189A–192B, Lesson 5-3 197A–200B, Lesson 5-5 237A–240B, Lesson 6-3 273A–276B, Lesson 7-2 293A–296B, Lesson 7-7 301A–304B, Lesson 7-9 353A–356B, Lesson 8-6 397A–400B, Lesson 9-4 401A–404B, Lesson 9-5 457A–460B, Lesson 11-1 473A–476B, Lesson 11-5</td> </tr> </table>	<b>SE:</b> 5–8, Lesson 1-1 61–64, Lesson 2-5 81–84, Lesson 3-1 149–152, Lesson 4-6 189–192, Lesson 5-3 197–200, Lesson 5-5 237–240, Lesson 6-3 273–276, Lesson 7-2 293–296, Lesson 7-7 301–304, Lesson 7-9 353–356, Lesson 8-6 397–400, Lesson 9-4 401–404, Lesson 9-5 457–460, Lesson 11-1 473–476, Lesson 11-5	<b>TE:</b> 5A–8B, Lesson 1-1 61A–64B, Lesson 2-5 81A–84B, Lesson 3-1 149A–152B, Lesson 4-6 189A–192B, Lesson 5-3 197A–200B, Lesson 5-5 237A–240B, Lesson 6-3 273A–276B, Lesson 7-2 293A–296B, Lesson 7-7 301A–304B, Lesson 7-9 353A–356B, Lesson 8-6 397A–400B, Lesson 9-4 401A–404B, Lesson 9-5 457A–460B, Lesson 11-1 473A–476B, Lesson 11-5
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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><b>SE:</b> 17–20, Lesson 1-4 21–24, Lesson 1-5 29–32, Lesson 1-7 105–108, Lesson 3-7 113–116, Lesson 3-9 133–136, Lesson 4-2 145–148, Lesson 4-5 161–164, Lesson 4-9 181–184, Lesson 5-1 209–212, Lesson 5-8 249–252, Lesson 6-6 305–308, Lesson 7-10 309–312, Lesson 7-11 341–344, Lesson 8-3 521–524, Lesson 12-9</td> <td><b>TE:</b> 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 29A–32B, Lesson 1-7 105A–108B, Lesson 3-7 113A–116B, Lesson 3-9 133A–136B, Lesson 4-2 145A–148B, Lesson 4-5 161A–164B, Lesson 4-9 181A–184B, Lesson 5-1 209A–212B, Lesson 5-8 249A–252B, Lesson 6-6 305A–308B, Lesson 7-10 309A–312B, Lesson 7-11 341A–344B, Lesson 8-3 521A–524B, Lesson 12-9</td> </tr> </table>	<b>SE:</b> 17–20, Lesson 1-4 21–24, Lesson 1-5 29–32, Lesson 1-7 105–108, Lesson 3-7 113–116, Lesson 3-9 133–136, Lesson 4-2 145–148, Lesson 4-5 161–164, Lesson 4-9 181–184, Lesson 5-1 209–212, Lesson 5-8 249–252, Lesson 6-6 305–308, Lesson 7-10 309–312, Lesson 7-11 341–344, Lesson 8-3 521–524, Lesson 12-9	<b>TE:</b> 17A–20B, Lesson 1-4 21A–24B, Lesson 1-5 29A–32B, Lesson 1-7 105A–108B, Lesson 3-7 113A–116B, Lesson 3-9 133A–136B, Lesson 4-2 145A–148B, Lesson 4-5 161A–164B, Lesson 4-9 181A–184B, Lesson 5-1 209A–212B, Lesson 5-8 249A–252B, Lesson 6-6 305A–308B, Lesson 7-10 309A–312B, Lesson 7-11 341A–344B, Lesson 8-3 521A–524B, Lesson 12-9
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MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <table 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 25–28, Lesson 1-6 29–32, Lesson 1-7 61–64, Lesson 2-5 101–104, Lesson 3-6 129–132, Lesson 4-1 153–156, Lesson 4-7 181–184, Lesson 5-1 201–204, Lesson 5-6 229–232, Lesson 6-1 245–248, Lesson 6-5 297–300, Lesson 7-8</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 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 61A–64B, Lesson 2-5 101A–104B, Lesson 3-6 129A–132B, Lesson 4-1 153A–156B, Lesson 4-7 181A–184B, Lesson 5-1 201A–204B, Lesson 5-6 229A–232B, Lesson 6-1 245A–248B, Lesson 6-5 297A–300B, Lesson 7-8</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 25–28, Lesson 1-6 29–32, Lesson 1-7 61–64, Lesson 2-5 101–104, Lesson 3-6 129–132, Lesson 4-1 153–156, Lesson 4-7 181–184, Lesson 5-1 201–204, Lesson 5-6 229–232, Lesson 6-1 245–248, Lesson 6-5 297–300, Lesson 7-8	<b>TE:</b> 5A–8B, Lesson 1-1 9A–12B, Lesson 1-2 13A–16B, Lesson 1-3 17A–20B, Lesson 1-4 25A–28B, Lesson 1-6 29A–32B, Lesson 1-7 61A–64B, Lesson 2-5 101A–104B, Lesson 3-6 129A–132B, Lesson 4-1 153A–156B, Lesson 4-7 181A–184B, Lesson 5-1 201A–204B, Lesson 5-6 229A–232B, Lesson 6-1 245A–248B, Lesson 6-5 297A–300B, Lesson 7-8
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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><b>SE:</b> 17–20, Lesson 1-4 29–32, Lesson 1-7 57–60, Lesson 2-4 133–136, Lesson 4-2 141–144, Lesson 4-4 145–148, Lesson 4-5 157–160, Lesson 4-8 281–284, Lesson 7-4 289–292, Lesson 7-6 301–304, Lesson 7-9 357–360, Lesson 8-7 413–416, Lesson 9-8 433–436, Lesson 10-2 289–492, Lesson 12-1 493–496, Lesson 12-2</p> <p><b>TE:</b> 17A–20B, Lesson 1-4 29A–32B, Lesson 1-7 57A–60B, Lesson 2-4 133A–136B, Lesson 4-2 141A–144B, Lesson 4-4 145A–148B, Lesson 4-5 157A–160B, Lesson 4-8 281A–284B, Lesson 7-4 289A–292B, Lesson 7-6 301A–304B, Lesson 7-9 357A–360B, Lesson 8-7 413A–416B, Lesson 9-8 433A–436B, Lesson 10-2 289A–492B, Lesson 12-1 493A–496B, Lesson 12-2</p>

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LAFS.5.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 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</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, 181, 269, 385 Avatar speech bubbles (model conversations) 6, 10, 14, 18</p> <p><b>TE:</b> Solve &amp; Share 5, 81, 181, 269, 385 Avatar speech bubbles (model conversations) 6, 10, 14, 18 Classroom Conversation 82, 182, 270, 386</p>

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LAFS.5.SL.1.2	Summarize a written 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 summarize 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, 190, 278, 394, 466, 546, 602 Guided Practice 10, 86, 186, 274, 390, 462, 542</p> <p><b>TE:</b> Convince Me! and Revisit the Essential Question 14, 90, 190, 278, 394, 466, 546, 602 Guided Practice 10, 86, 186, 274, 390, 462, 542</p>
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<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 summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SE:</b> Solve &amp; Share 49, 133, 229, 333, 433, 493, 569, 625</p> <p><b>TE:</b> Solve &amp; Share 49, 133, 229, 333, 433, 493, 569, 625 Classroom Conversation 50, 134, 230, 334, 434, 494, 570</p>

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LAFS.5.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, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</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, 41, 77 Pick a Project 3, 43-44, 79 Solve &amp; Share 17, 97, 197, 201 Convince Me! 18, 98, 198, 202</p> <p><b>TE:</b> enVision® STEM Project 1, 41, 77 Pick a Project 3, 43-44, 79 Solve &amp; Share 17, 97, 197, 201 Convince Me! 18, 98, 198, 202</p>

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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 &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 337, 389, 429, 457, <b>TE:</b> Solve &amp; Share 337, 389, 429, 457, 489            Convince Me! 338, 398, 430, 458, 490      Convince Me! 338, 398, 430, 458, 490            ELL Activity 81A, 82, 129A, 130, 181A, 182</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 341, 397, 437, 461, 497            Convince Me! 342, 402, 438, 470, 498      <b>TE:</b> Solve &amp; Share 341, 397, 437, 461, 497            Convince Me! 342, 402, 438, 470, 498            Classroom Conversations 346, 406, 442, 474, 502</p>