

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



To
Florida Mathematics Grade K
Standards Course Code 5012020

SAVVAS

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

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SUBMISSION TITLE: enVision Florida Mathematics, Grade K
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lessons, a link to lesson, or other identifier for easy lookup by reviewers.)	
MAFS.K.CC.1.1	Count to 100 by ones and by tens.	SE: 433-436, Lesson 11-1 437-440, Lesson 11-2 441-444, Lesson 11-3 445-448, Lesson 11-4 449-452, Lesson 11-5 469-472, Lesson 12-2 473-476, Lesson 12-3 477-480, Lesson 12-4 432, 3-Act Math 455, Reteaching Sets A, B 456, Reteaching Set C 431, Pick a Project	TE: 433A-436B, Lesson 11-1 437A-440B, Lesson 11-2 441A-444B, Lesson 11-3 445A-448B, Lesson 11-4 449A-452B, Lesson 11-5 469A-472B, Lesson 12-2 473A-476B, Lesson 12-3 477A-480B, Lesson 12-4 432-432C, 3-Act Math 455, Reteaching Sets A, B 456, Reteaching Set C 431-431A, Pick a Project

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MAFS.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	SE: 117-120, Lesson 3-7 157-160, Lesson 4-5 365-368, Lesson 9-5 373-376, Lesson 9-7 445-448, Lesson 11-4 449-452, Lesson 11-5 149-152, Lesson 4-3 433-436, Lesson 11-1 437-440, Lesson 11-2 441-444, Lesson 11-3 432, 3-Act Math 380, Reteaching Set D	TE: 117A-120B, Lesson 3-7 157A-160B, Lesson 4-5 365A-368B, Lesson 9-5 373A-376B, Lesson 9-7 445A-448B, Lesson 11-4 449A-452B, Lesson 11-5 149A-152B, Lesson 4-3 433A-436B, Lesson 11-1 437A-440B, Lesson 11-2 441A-444B, Lesson 11-3 432-432C, 3-Act Math 380, Reteaching Set D
MAFS.K.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	SE: 13-16, Lesson 1-3 25-28, Lesson 1-6 33-36, Lesson 1-8 97-100, Lesson 3-2 105-108, Lesson 3-4 113-116, Lesson 3-6 349-352, Lesson 9-1 353-356, Lesson 9-2 357-360, Lesson 9-3 361-364, Lesson 9-4 201-204, Lesson 6-1 261-264, Lesson 7-4	TE: 13A-16B, Lesson 1-3 25A-28B, Lesson 1-6 33A-36B, Lesson 1-8 97A-100B, Lesson 3-2 105A-108B, Lesson 3-4 113A-116B, Lesson 3-6 349A-352B, Lesson 9-1 353A-356B, Lesson 9-2 357A-360B, Lesson 9-3 361A-364B, Lesson 9-4 201A-204B, Lesson 6-2 261A-264B, Lesson 7-4

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MAFS.K.CC.2.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	SE: 369-372, Lesson 9-6 4, 3-Act Math	TE: 369A-372B, Lesson 9-6 4, 3-Act Math
a.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	SE: 5-8, Lesson 1-1 17-20, Lesson 1-4 29-32, Lesson 1-7 41-44, Lesson 1-10 93-96, Lesson 3-1 101-104, Lesson 3-3 109-112, Lesson 3-5 37-40, Lesson 1-9 4, 3-Act Math 92, 3-Act Math 47, Reteaching Set A 48, Reteaching Set C 50, Reteaching Set F 127, Reteaching Set B 128, Reteaching Set D	TE: 5A-8B, Lesson 1-1 17A-20B, Lesson 1-4 29A-32B, Lesson 1-7 41A-44B, Lesson 1-10 93A-96B, Lesson 3-1 101A-104B, Lesson 3-3 109A-112B, Lesson 3-5 37A-40B, Lesson 1-9 4-4C, 3-Act Math 92-92C, 3-Act Math 47-50, Reteaching Sets A, C, F 91-91A, Pick a Project 127-128, Reteaching Set B, D

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b.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	SE: 9-12, Lesson 1-2 21-24, Lesson 1-5 41-44, Lesson 1-10 109-112, Lesson 3-5 121-124, Lesson 3-8 4, 3-Act Math 92, 3-Act Math 50, Reteaching Set F 127-128, Reteaching Sets B, D 3, Pick a Project 91, Pick a Project	TE: 9A-12B, Lesson 1-2 21A-24B, Lesson 1-5 41A-44B, Lesson 1-10 109A-112B, Lesson 3-5 121A-124B, Lesson 3-8 4-4C, 3-Act Math 92-92C, 3-Act Math 50, Reteaching Set F 127-128, Reteaching Sets B, D 3-3A, Pick a Project 91-91A, Pick a Project
c.	Understand that each successive number name refers to a quantity that is one larger.	SE: 37-40, Lesson 1-9 117-120, Lesson 3-7 157-160, Lesson 4-5 365-368, Lesson 9-5 4, 3-Act Math 91, Pick a Project 139-140, Pick a Project 347, Pick a Project 3, Pick a Project	TE: 37A-40B, Lesson 1-9 117A-120B, Lesson 3-7 157A-160B, Lesson 4-5 365A-368B, Lesson 9-5 4-4C, 3-Act Math 91-91A, Pick a Project 139-140A, Pick a Project 347-347A, Pick a Project 3-3A, Pick a Project

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MAFS.K.CC.2.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	SE: 369-372, Lesson 9-6 9-12, Lesson 1-2 113-116, Lesson 3-6 141-144, Lesson 4-1 177-180, Lesson 5-2 201-204, Lesson 6-1 249-252, Lesson 7-1 373-376, Lesson 9-7 405-408, Lesson 10-5 513-516, Lesson 13-2	TE: 369A-372B, Lesson 9-6 9A-12B, Lesson 1-2 113A-116B, Lesson 3-6 141A-144B, Lesson 4-1 177A-180B, Lesson 5-2 201A-204B, Lesson 6-1 249A-252B, Lesson 7-1 373A-376B, Lesson 9-7 405A-408B, Lesson 10-5 513A-516B, Lesson 13-2
MAFS.K.CC.3.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	SE: 61-64, Lesson 2-1 65-68, Lesson 2-2 69-72, Lesson 2-3 73-76, Lesson 2-4 77-80, Lesson 2-5 141-144, Lesson 4-1 149-152, Lesson 4-3 117-120, Lesson 3-7 145-148, Lesson 4-2 153-156, Lesson 4-4 181-184, Lesson 5-3 185-188, Lesson 5-4	TE: 61A-64B, Lesson 2-1 65A-68B, Lesson 2-2 69A-72B, Lesson 2-3 73A-76B, Lesson 2-4 77A-80B, Lesson 2-5 141A-144B, Lesson 4-1 149A-152B, Lesson 4-3 117A-120B, Lesson 3-7 145A-148B, Lesson 4-2 153A-156B, Lesson 4-4 181A-184B, Lesson 5-3 185A-188B, Lesson 5-4

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MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals.	SE: 145-148, Lesson 4-2 153-156, Lesson 4-4 181-184, Lesson 5-3 185-188, Lesson 5-4 149-152, Lesson 4-3 172, 3-Act Math 163, Reteaching Set B 164, Reteaching Set C 171, Pick a Project 139-140, Pick a Project	TE: 145A-148B, Lesson 4-2 153A-156B, Lesson 4-4 149A-152B, Lesson 4-3 181A-184B, Lesson 5-3 185A-188B, Lesson 5-4 172-172C, 3-Act Math 163, Reteaching Set B 164, Reteaching Set C 171-171A, Pick a Project 139-140A, Pick a Project
MAFS.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	SE: 485-488, Lesson 12-6 489-492, Lesson 12-7 469-472, Lesson 12-2 473-476, Lesson 12-3 477-480, Lesson 12-4 481-484, Lesson 12-5 525-528, Lesson 13-5 497-498, Reteaching Sets F, G 463-464, Pick a Project 507, Pick a Project	TE: 485A-488B, Lesson 12-6 489A-492B, Lesson 12-7 469A-472B, Lesson 12-2 473A-476B, Lesson 12-3 477A-480B, Lesson 12-4 481A-484B, Lesson 12-5 525A-528B, Lesson 13-5 497-498, Reteaching Sets F, G 463-464A, Pick a Project 507-507A, Pick a Project

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MAFS.K.G.1.2	Correctly name shapes regardless of their orientations or overall size.	SE: 469-472, Lesson 12-2 473-476, Lesson 12-3 477-480, Lesson 12-4 481-484, Lesson 12-5 485-488, Lesson 12-6 489-492, Lesson 12-7 508, 3-Act Math 495, Reteaching Set B 496, Reteaching Sets C, D 497, Reteaching Set E 463-464, Pick a Project	TE: 469A-472B, Lesson 12-2 473A-476B, Lesson 12-3 477A-480B, Lesson 12-4 481A-484B, Lesson 12-5 485A-488B, Lesson 12-6 489A-492B, Lesson 12-7 508-508C, 3-Act Math 495-496, Reteaching Sets B-D 497-498, Reteaching Set E 463-464, Pick a Project
MAFS.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	SE: 465-468, Lesson 12-1 485-488, Lesson 12-6 521-524, Lesson 13-4 495, Reteaching Set A 507, Pick a Project	TE: 465A-468B, Lesson 12-1 485A-488B, Lesson 12-6 521A-524B, Lesson 13-4 495-496, Reteaching Set A 507-507A, Pick a Project

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MAFS.K.G.2.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	SE: 509-512, Lesson 13-1 513-516, Lesson 13-2 517-520, Lesson 13-3 521-524, Lesson 13-4 473-476, Lesson 12-3 477-480, Lesson 12-4 481-484, Lesson 12-5 529-532, Lesson 13-6 508, 3-Act Math 539, Reteaching Sets A, B 540, Reteaching Sets C, D 463-464, Pick a Project	TE: 509A-512B, Lesson 13-1 513A-516B, Lesson 13-2 517A-520B, Lesson 13-3 521A-524B, Lesson 13-4 473A-476B, Lesson 12-3 477A-480B, Lesson 12-4 481A-484B, Lesson 12-5 529A-532B, Lesson 13-6 508-508C, 3-Act Math 539, Reteaching Sets A, B 540, Reteaching Sets C, D 463-464A, Pick a Project
MAFS.K.G.2.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	SE: 529-532, Lesson 13-6 533-536, Lesson 13-7 525-528, Lesson 13-5 508, 3-Act Math 540, Reteaching Set D 507, Pick a Project	TE: 529A-532B, Lesson 13-6 533A-536B, Lesson 13-7 525A-528B, Lesson 13-5 508-508C, 3-Act Math 540, Reteaching Set D 507-507A, Pick a Project
MAFS.K.G.2.6	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	SE: 525-528, Lesson 13-5 533-536, Lesson 13-7 508, 3-Act Math 463-464, Pick a Project 507, Pick a Project	TE: 525A-528B, Lesson 13-5 533A-536B, Lesson 13-7 508-508C, 3-Act Math 463-464A, Pick a Project 507-507A, Pick a Project

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MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	SE: 561-564, Lesson 14-4 549-552, Lesson 14-1 553-556, Lesson 14-2 557-560, Lesson 14-3 565-568, Lesson 14-5 547-548, Pick a Project	TE: 561A-564B, Lesson 14-4 549A-552B, Lesson 14-1 553A-556B, Lesson 14-2 557A-560B, Lesson 14-3 565A-568B, Lesson 14-5 547-548A, Pick a Project
MAFS.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	SE: 549-552, Lesson 14-1 553-556, Lesson 14-2 557-560, Lesson 14-3 569-572, Lesson 14-6 575, Reteaching Sets A, B 576, Reteaching Sets C, D 547-548, Pick a Project	TE: 549A-552B, Lesson 14-1 553A-556B, Lesson 14-2 557A-560B, Lesson 14-3 569A-572B, Lesson 14-6 575, Reteaching sets A-B 576, Reteaching set D 547-548A, Pick a Project
MAFS.K.MD.1.a	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	SE: 565-568, Lesson 14-5 576, Reteaching Set C 547-548, Pick a Project	TE: 565A-568B, Lesson 14-5 576, Reteaching Set C 547-548A, Pick a Project

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MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	SE: 173-176, Lesson 5-1 177-180, Lesson 5-2 181-184, Lesson 5-3 185-188, Lesson 5-4 172, 3-Act Math 191, Reteaching Sets A, B 192, Reteaching Sets C, D 171, Pick a Project	TE: 173A-176B, Lesson 5-1 177A-180B, Lesson 5-2 181A-184B, Lesson 5-3 185A-188B, Lesson 5-4 172-172C, 3-Act Math 191, Reteaching Sets A, B 192, Reteaching Sets C, D 171-171A, Pick a Project
MAFS.K.NBT.1.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	SE: 389-392, Lesson 10-1 393-396, Lesson 10-2 397-400, Lesson 10-3 401-404, Lesson 10-4 405-408, Lesson 10-5 409-412, Lesson 10-6 413-416, Lesson 10-7 419, Reteaching Sets A, B 420, Reteaching Sets C, D 421, Reteaching Sets E, F 422, Reteaching Set G 387-388, Pick a Project	TE: 389A-392B, Lesson 10-1 393A-396B, Lesson 10-2 397A-400B, Lesson 10-3 401A-404B, Lesson 10-4 405A-408B, Lesson 10-5 409A-412B, Lesson 10-6 413A-416B, Lesson 10-7 419, Reteaching Sets A, B 420, Reteaching Sets C, D 421-422, Reteaching Sets E-G 387-388A, Pick a Project

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MAFS.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	SE: 201-204, Lesson 6-1 205-208, Lesson 6-2 209-212, Lesson 6-3 213-216, Lesson 6-4 249-252, Lesson 7-1 253-256, Lesson 7-2 257-260, Lesson 7-3 261-264, Lesson 7-4 301-304, Lesson 8-3 317-320, Lesson 8-7 313-316, Lesson 8-6 321-324, Lesson 8-8	TE: 201A-204B, Lesson 6-1 205A-208B, Lesson 6-2 209A-212B, Lesson 6-3 213A-216B, Lesson 6-4 249A-252B, Lesson 7-1 253A-256B, Lesson 7-2 257A-260B, Lesson 7-3 261A-264B, Lesson 7-4 301A-304B, Lesson 8-3 317A-320B, Lesson 8-7 313A-316B, Lesson 8-6 321A-324B, Lesson 8-8
MAFS.K.OA.1.2	Solve addition and subtraction word problems ¹ , and add and subtract within 10, e.g., by using objects or drawings to represent the problem (¹ Students are not required to independently read the word problems.)	SE: 217-220, Lesson 6-5 221-224, Lesson 6-6 229-232, Lesson 6-8 265-268, Lesson 7-5 273-276, Lesson 7-7 205-208, Lesson 6-2 209-212, Lesson 6-3 253-256, Lesson 7-2 257-260, Lesson 7-3 280, Reteaching Set C 281-282, Reteaching Sets E, F, H	TE: 217A-220B, Lesson 6-5 221A-224B, Lesson 6-6 229A-232B, Lesson 6-8 265A-268B, Lesson 7-5 273A-276B, Lesson 7-7 205A-208B, Lesson 6-2 209A-212B, Lesson 6-3 253A-256B, Lesson 7-2 257A-260B, Lesson 7-3 279-280, Reteaching Set C 281-282, Reteaching Sets E, F, H

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MAFS.K.OA.1.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	SE: 325-328, Lesson 8-9 329-332, Lesson 8-10 517-520, Lesson 13-3 521-524, Lesson 13-4 338, Reteaching Set H 291-292, Pick a Project	TE: 325A-328B, Lesson 8-9 329A-332B, Lesson 8-10 517A-520B, Lesson 13-3 521A-524B, Lesson 13-4 337-338, Reteaching Set H 291-292A, Pick a Project
MAFS.K.OA.1.5	Fluently add and subtract within 5.	SE: 225-228, Lesson 6-7 269-272, Lesson 7-6 297-300, Lesson 8-2 305-308, Lesson 8-4 301-304, Lesson 8-3 248, 3-Act Math 238, Reteaching Set H 282, Reteaching Set G 335-336, Reteaching Sets B, D 199-200, Pick a Project 291-292, Pick a Project	TE: 225A-228B, Lesson 6-7 269A-272B, Lesson 7-6 297A-300B, Lesson 8-2 305A-308B, Lesson 8-4 301A-304B, Lesson 8-3 248-248C, 3-Act Math 237-238, Reteaching Set H 281-282, Reteaching Set G 335-336, Reteaching Sets B, D 199-200A, Pick a Project 291-292A, Pick a Project
MAFS.K.OA.1.a	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)	SE: 293-296, Lesson 8-1 309-312, Lesson 8-5 313-316, Lesson 8-6 321-324, Lesson 8-8 335, Reteaching Set A 337, Reteaching Sets E, F	TE: 293A-296B, Lesson 8-1 309A-312B, Lesson 8-5 313A-316B, Lesson 8-6 321A-324B, Lesson 8-8 335-336, Reteaching Set A 337-338, Reteaching Sets E, F

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MAFS.K12.MP.1.1	Make sense of problems and persevere in solving them.	<p>enVision® Florida Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> SE: 21-24, Lesson 1-5 29-32, Lesson 1-7 77-80, Lesson 2-5 145-148, Lesson 4-2 157-160, Lesson 4-5 173-176, Lesson 5-1 181-184, Lesson 5-3 205-208, Lesson 6-2 217-220, Lesson 6-5 225-228, Lesson 6-7 265-268, Lesson 7-5 273-276, Lesson 7-7 297-300, Lesson 8-2 305-308, Lesson 8-4 521-524, Lesson 13-4 </td> <td style="width: 50%; vertical-align: top;"> TE: 21A-24B, Lesson 1-5 29A-32B, Lesson 1-7 77A-80B, Lesson 2-5 145A-148B, Lesson 4-2 157A-160B, Lesson 4-5 173A-176B, Lesson 5-1 181A-184B, Lesson 5-3 205A-208B, Lesson 6-2 217A-220B, Lesson 6-5 225A-228B, Lesson 6-7 265A-268B, Lesson 7-5 273A-276B, Lesson 7-7 297A-300B, Lesson 8-2 305A-308B, Lesson 8-4 521A-524B, Lesson 13-4 </td> </tr> </table>	SE: 21-24, Lesson 1-5 29-32, Lesson 1-7 77-80, Lesson 2-5 145-148, Lesson 4-2 157-160, Lesson 4-5 173-176, Lesson 5-1 181-184, Lesson 5-3 205-208, Lesson 6-2 217-220, Lesson 6-5 225-228, Lesson 6-7 265-268, Lesson 7-5 273-276, Lesson 7-7 297-300, Lesson 8-2 305-308, Lesson 8-4 521-524, Lesson 13-4	TE: 21A-24B, Lesson 1-5 29A-32B, Lesson 1-7 77A-80B, Lesson 2-5 145A-148B, Lesson 4-2 157A-160B, Lesson 4-5 173A-176B, Lesson 5-1 181A-184B, Lesson 5-3 205A-208B, Lesson 6-2 217A-220B, Lesson 6-5 225A-228B, Lesson 6-7 265A-268B, Lesson 7-5 273A-276B, Lesson 7-7 297A-300B, Lesson 8-2 305A-308B, Lesson 8-4 521A-524B, Lesson 13-4
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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>SE: 5-8, Lesson 1-1</td> <td>TE: 5A-8B, Lesson 1-1</td> </tr> <tr> <td>9-12, Lesson 1-2</td> <td>9A-12B, Lesson 1-2</td> </tr> <tr> <td>25-28, Lesson 1-6</td> <td>25A-28B, Lesson 1-6</td> </tr> <tr> <td>33-36, Lesson 1-8</td> <td>33A-36B, Lesson 1-8</td> </tr> <tr> <td>61-64, Lesson 2-1</td> <td>61A-64B, Lesson 2-1</td> </tr> <tr> <td>65-68, Lesson 2-2</td> <td>65A-68B, Lesson 2-2</td> </tr> <tr> <td>93-96, Lesson 3-1</td> <td>93A-96B, Lesson 3-1</td> </tr> <tr> <td>97-100, Lesson 3-2</td> <td>97A-100B, Lesson 3-2</td> </tr> <tr> <td>101-104, Lesson 3-3</td> <td>101A-104B, Lesson 3-3</td> </tr> <tr> <td>113-116, Lesson 3-6</td> <td>113A-116B, Lesson 3-6</td> </tr> <tr> <td>117-120, Lesson 3-7</td> <td>117A-120B, Lesson 3-7</td> </tr> <tr> <td>145-148, Lesson 4-2</td> <td>145A-148B, Lesson 4-2</td> </tr> <tr> <td>149-152, Lesson 4-3</td> <td>149A-152B, Lesson 4-3</td> </tr> <tr> <td>301-304, Lesson 8-3</td> <td>301A-304B, Lesson 8-3</td> </tr> <tr> <td>373-376, Lesson 9-7</td> <td>373A-376B, Lesson 9-7</td> </tr> </table>	SE: 5-8, Lesson 1-1	TE: 5A-8B, Lesson 1-1	9-12, Lesson 1-2	9A-12B, Lesson 1-2	25-28, Lesson 1-6	25A-28B, Lesson 1-6	33-36, Lesson 1-8	33A-36B, Lesson 1-8	61-64, Lesson 2-1	61A-64B, Lesson 2-1	65-68, Lesson 2-2	65A-68B, Lesson 2-2	93-96, Lesson 3-1	93A-96B, Lesson 3-1	97-100, Lesson 3-2	97A-100B, Lesson 3-2	101-104, Lesson 3-3	101A-104B, Lesson 3-3	113-116, Lesson 3-6	113A-116B, Lesson 3-6	117-120, Lesson 3-7	117A-120B, Lesson 3-7	145-148, Lesson 4-2	145A-148B, Lesson 4-2	149-152, Lesson 4-3	149A-152B, Lesson 4-3	301-304, Lesson 8-3	301A-304B, Lesson 8-3	373-376, Lesson 9-7	373A-376B, Lesson 9-7
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MAFS.K12.MP.3.1	Construct viable arguments and critique the reasoning of others.	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision® Florida Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> SE: 5-8, Lesson 1-1 9-12, Lesson 1-2 13-16, Lesson 1-3 17-20, Lesson 1-4 41-44, Lesson 1-10 65-68, Lesson 2-2 93-96, Lesson 3-1 101-104, Lesson 3-3 105-108, Lesson 3-4 109-112, Lesson 3-5 117-120, Lesson 3-7 141-144, Lesson 4-1 153-156, Lesson 4-4 173-176, Lesson 5-1 185-188, Lesson 5-4 </td> <td style="width: 50%; vertical-align: top;"> TE: 5A-8B, Lesson 1-1 9A-12B, Lesson 1-2 13A-16B, Lesson 1-3 17A-20B, Lesson 1-4 41A-44B, Lesson 1-10 65A-68B, Lesson 2-2 93A-96B, Lesson 3-1 101A-104B, Lesson 3-3 105A-108B, Lesson 3-4 109A-112B, Lesson 3-5 117A-120B, Lesson 3-7 141A-144B, Lesson 4-1 153A-156B, Lesson 4-4 173A-176B, Lesson 5-1 185A-188B, Lesson 5-4 </td> </tr> </table>	SE: 5-8, Lesson 1-1 9-12, Lesson 1-2 13-16, Lesson 1-3 17-20, Lesson 1-4 41-44, Lesson 1-10 65-68, Lesson 2-2 93-96, Lesson 3-1 101-104, Lesson 3-3 105-108, Lesson 3-4 109-112, Lesson 3-5 117-120, Lesson 3-7 141-144, Lesson 4-1 153-156, Lesson 4-4 173-176, Lesson 5-1 185-188, Lesson 5-4	TE: 5A-8B, Lesson 1-1 9A-12B, Lesson 1-2 13A-16B, Lesson 1-3 17A-20B, Lesson 1-4 41A-44B, Lesson 1-10 65A-68B, Lesson 2-2 93A-96B, Lesson 3-1 101A-104B, Lesson 3-3 105A-108B, Lesson 3-4 109A-112B, Lesson 3-5 117A-120B, Lesson 3-7 141A-144B, Lesson 4-1 153A-156B, Lesson 4-4 173A-176B, Lesson 5-1 185A-188B, Lesson 5-4
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MAFS.K12.MP.4.1	Model with mathematics.	<p>Students using enVision® Florida Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%; border: none;"> SE: 9-12, Lesson 1-2 17-20, Lesson 1-4 21-24, Lesson 1-5 25-28, Lesson 1-6 29-32, Lesson 1-7 69-72, Lesson 2-3 77-80, Lesson 2-5 93-96, Lesson 3-1 109-112, Lesson 3-5 141-144, Lesson 4-1 153-156, Lesson 4-4 201-204, Lesson 6-1 209-212, Lesson 6-3 229-232, Lesson 6-8 301-304, Lesson 8-3 </td> <td style="vertical-align: top; width: 50%; border: none;"> TE: 9A-12B, Lesson 1-2 17A-20B, Lesson 1-4 21A-24B, Lesson 1-5 25A-28B, Lesson 1-6 29A-32B, Lesson 1-7 69A-72B, Lesson 2-3 77A-80B, Lesson 2-5 93A-96B, Lesson 3-1 109A-112B, Lesson 3-5 141A-144B, Lesson 4-1 153A-156B, Lesson 4-4 201A-204B, Lesson 6-1 209A-212B, Lesson 6-3 229A-232B, Lesson 6-8 301A-304B, Lesson 8-3 </td> </tr> </table>	SE: 9-12, Lesson 1-2 17-20, Lesson 1-4 21-24, Lesson 1-5 25-28, Lesson 1-6 29-32, Lesson 1-7 69-72, Lesson 2-3 77-80, Lesson 2-5 93-96, Lesson 3-1 109-112, Lesson 3-5 141-144, Lesson 4-1 153-156, Lesson 4-4 201-204, Lesson 6-1 209-212, Lesson 6-3 229-232, Lesson 6-8 301-304, Lesson 8-3	TE: 9A-12B, Lesson 1-2 17A-20B, Lesson 1-4 21A-24B, Lesson 1-5 25A-28B, Lesson 1-6 29A-32B, Lesson 1-7 69A-72B, Lesson 2-3 77A-80B, Lesson 2-5 93A-96B, Lesson 3-1 109A-112B, Lesson 3-5 141A-144B, Lesson 4-1 153A-156B, Lesson 4-4 201A-204B, Lesson 6-1 209A-212B, Lesson 6-3 229A-232B, Lesson 6-8 301A-304B, Lesson 8-3
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MAFS.K12.MP.5.1	Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> SE: 5-8, Lesson 1-1 13-16, Lesson 1-3 17-20, Lesson 1-4 33-36, Lesson 1-8 97-100, Lesson 3-2 105-108, Lesson 3-4 109-112, Lesson 3-5 113-116, Lesson 3-6 149-152, Lesson 4-3 181-184, Lesson 5-3 205-208, Lesson 6-2 273-276, Lesson 7-7 293-296, Lesson 8-1 361-364, Lesson 9-4 405-408, Lesson 10-5 </td> <td style="width: 50%; vertical-align: top;"> TE: 5A-8B, Lesson 1-1 13A-16B, Lesson 1-3 17A-20B, Lesson 1-4 33A-36B, Lesson 1-8 97A-100B, Lesson 3-2 105A-108B, Lesson 3-4 109A-112B, Lesson 3-5 113A-116B, Lesson 3-6 149A-152B, Lesson 4-3 181A-184B, Lesson 5-3 205A-208B, Lesson 6-2 273A-276B, Lesson 7-7 293A-296B, Lesson 8-1 361A-364B, Lesson 9-4 405A-408B, Lesson 10-5 </td> </tr> </table>	SE: 5-8, Lesson 1-1 13-16, Lesson 1-3 17-20, Lesson 1-4 33-36, Lesson 1-8 97-100, Lesson 3-2 105-108, Lesson 3-4 109-112, Lesson 3-5 113-116, Lesson 3-6 149-152, Lesson 4-3 181-184, Lesson 5-3 205-208, Lesson 6-2 273-276, Lesson 7-7 293-296, Lesson 8-1 361-364, Lesson 9-4 405-408, Lesson 10-5	TE: 5A-8B, Lesson 1-1 13A-16B, Lesson 1-3 17A-20B, Lesson 1-4 33A-36B, Lesson 1-8 97A-100B, Lesson 3-2 105A-108B, Lesson 3-4 109A-112B, Lesson 3-5 113A-116B, Lesson 3-6 149A-152B, Lesson 4-3 181A-184B, Lesson 5-3 205A-208B, Lesson 6-2 273A-276B, Lesson 7-7 293A-296B, Lesson 8-1 361A-364B, Lesson 9-4 405A-408B, Lesson 10-5
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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 style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>SE: 13-16, Lesson 1-3 25-28, Lesson 1-6 29-32, Lesson 1-7 61-64, Lesson 2-1 65-68, Lesson 2-2 73-76, Lesson 2-4 97-100, Lesson 3-2 105-108, Lesson 3-4 153-156, Lesson 4-4 173-176, Lesson 5-1 177-180, Lesson 5-2 201-204, Lesson 6-1 213-216, Lesson 6-4 489-492, Lesson 12-7 569-572, Lesson 14-6</p> </td> <td style="vertical-align: top; width: 50%;"> <p>TE: 13A-16B, Lesson 1-3 25A-28B, Lesson 1-6 29A-32B, Lesson 1-7 61A-64B, Lesson 2-1 65A-68B, Lesson 2-2 73A-76B, Lesson 2-4 97A-100B, Lesson 3-2 105A-108B, Lesson 3-4 153A-156B, Lesson 4-4 173A-176B, Lesson 5-1 177A-180B, Lesson 5-2 201A-204B, Lesson 6-1 213A-216B, Lesson 6-4 489A-492B, Lesson 12-7 569A-572B, Lesson 14-6</p> </td> </tr> </table>	<p>SE: 13-16, Lesson 1-3 25-28, Lesson 1-6 29-32, Lesson 1-7 61-64, Lesson 2-1 65-68, Lesson 2-2 73-76, Lesson 2-4 97-100, Lesson 3-2 105-108, Lesson 3-4 153-156, Lesson 4-4 173-176, Lesson 5-1 177-180, Lesson 5-2 201-204, Lesson 6-1 213-216, Lesson 6-4 489-492, Lesson 12-7 569-572, Lesson 14-6</p>	<p>TE: 13A-16B, Lesson 1-3 25A-28B, Lesson 1-6 29A-32B, Lesson 1-7 61A-64B, Lesson 2-1 65A-68B, Lesson 2-2 73A-76B, Lesson 2-4 97A-100B, Lesson 3-2 105A-108B, Lesson 3-4 153A-156B, Lesson 4-4 173A-176B, Lesson 5-1 177A-180B, Lesson 5-2 201A-204B, Lesson 6-1 213A-216B, Lesson 6-4 489A-492B, Lesson 12-7 569A-572B, Lesson 14-6</p>
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MAFS.K12.MP.7.1	Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> SE: 37-40, Lesson 1-9 61-64, Lesson 2-1 117-120, Lesson 3-7 121-124, Lesson 3-8 181-184, Lesson 5-3 225-228, Lesson 6-7 269-272, Lesson 7-6 293-296, Lesson 8-1 317-320, Lesson 8-7 321-324, Lesson 8-8 329-332, Lesson 8-10 357-360, Lesson 9-3 361-364, Lesson 9-4 413-416, Lesson 10-7 449-452, Lesson 11-5 </td> <td style="vertical-align: top; width: 50%;"> TE: 37A-40B, Lesson 1-9 61A-64B, Lesson 2-1 117A-120B, Lesson 3-7 121A-124B, Lesson 3-8 181A-184B, Lesson 5-3 225A-228B, Lesson 6-7 269A-272B, Lesson 7-6 293A-296B, Lesson 8-1 317A-320B, Lesson 8-7 321A-324B, Lesson 8-8 329A-332B, Lesson 8-10 357A-360B, Lesson 9-3 361A-364B, Lesson 9-4 413A-416B, Lesson 10-7 449A-452B, Lesson 11-5 </td> </tr> </table>	SE: 37-40, Lesson 1-9 61-64, Lesson 2-1 117-120, Lesson 3-7 121-124, Lesson 3-8 181-184, Lesson 5-3 225-228, Lesson 6-7 269-272, Lesson 7-6 293-296, Lesson 8-1 317-320, Lesson 8-7 321-324, Lesson 8-8 329-332, Lesson 8-10 357-360, Lesson 9-3 361-364, Lesson 9-4 413-416, Lesson 10-7 449-452, Lesson 11-5	TE: 37A-40B, Lesson 1-9 61A-64B, Lesson 2-1 117A-120B, Lesson 3-7 121A-124B, Lesson 3-8 181A-184B, Lesson 5-3 225A-228B, Lesson 6-7 269A-272B, Lesson 7-6 293A-296B, Lesson 8-1 317A-320B, Lesson 8-7 321A-324B, Lesson 8-8 329A-332B, Lesson 8-10 357A-360B, Lesson 9-3 361A-364B, Lesson 9-4 413A-416B, Lesson 10-7 449A-452B, Lesson 11-5
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MAFS.K12.MP.8.1	Look for and express regularity in repeated reasoning.	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p>SE: 21-24, Lesson 1-5 37-40, Lesson 1-9 73-76, Lesson 2-4 113-116, Lesson 3-6 141-144, Lesson 4-1 157-160, Lesson 4-5 177-180, Lesson 5-2 209-212, Lesson 6-3 269-272, Lesson 7-6 293-296, Lesson 8-1 317-320, Lesson 8-7 325-328, Lesson 8-9 329-332, Lesson 8-10 353-356, Lesson 9-2 369-372, Lesson 9-6</p> <p>TE: 21A-24B, Lesson 1-5 37A-40B, Lesson 1-9 73A-76B, Lesson 2-4 113A-116B, Lesson 3-6 141A-144B, Lesson 4-1 157A-160B, Lesson 4-5 177A-180B, Lesson 5-2 209A-212B, Lesson 6-3 269A-272B, Lesson 7-6 293A-296B, Lesson 8-1 317A-320B, Lesson 8-7 325A-328B, Lesson 8-9 329A-332B, Lesson 8-10 353A-356B, Lesson 9-2 369A-372B, Lesson 9-6</p>

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LAFS.K.SL.1.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>Students participate in one-on-one and small-group conversations as they work on the Solve & Share problem. Students participate in teacher-led conversations in the “Discuss Solution Strategies and Key Ideas” part of Solve & Share, which includes questions to foster conversations about Sample Student Work. Other teacher-led conversations include the “Classroom Conversation” during the Visual Learning Bridge and Visual Learning Animation Plus. And avatar speech bubbles help model mathematics conversations. The Interactive Math Story has suggestions for conversations under the heading “Speak”.</p> <p>SE: Solve & Share 5, 93, 173, 249 Model Conversations 6, 94, 250</p> <p>TE: Solve & Share 5, 93, 173, 249 Model Conversations 6, 94, 250 Classroom Conversation 122, 174, 250, 350 Interactive Math Story 1N, 57L, 89N, 137L</p>
LAFS.K.SL.1.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>Discussions about Convince Me!, Revisit the Essential Question, and Guided Practice provide opportunities for students to confirm understanding of information presented through text, symbols, and a variety of visuals in the Visual Learning Bridge and in the online Visual Learning Animation Plus which includes audio. Discussions about the Interactive Math Story provide similar opportunities.</p> <p>SE: Convince Me! and Revisit the Essential Question 14, 102, 182, 258, 358 Guided Practice 10, 98, 178, 254, 354</p> <p>TE: Convince Me! and Revisit the Essential Question 14, 102, 182, 258, 358 Guided Practice 10, 98, 178, 254, 354 Interactive Math Story 169L, 197N, 245H, 289L, 345N</p>

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LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>The small-group and whole-class discussions in Solve & Share, as well as the Classroom Conversations during the Visual Learning Bridge and Visual Learning Animation Plus provide many opportunities for students to ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SE: Solve & Share 65, 145, 205, 297, 393, 469, 553, 557 TE: Solve & Share 65, 145, 205, 297, 393, 469, 553, 557 Classroom Conversation 66, 146, 206, 298, 394, 470, 554</p>
LAFS.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<p>In addition to lesson exercises that ask students to explain their thinking, the enVision® STEM Project, Pick a Project, Solve & Share, and Convince Me! ask students to write informative/explanatory text to convey ideas and information clearly. Also the Topic Centers set up at the start of a topic often include a Writing Center.</p> <p>SE: STEM Project 1, 57, 89, 137 Pick a Project 3, 59-60, 91 Solve & Share 13, 17, 21 Convince Me! 14, 18, 22</p> <p>TE: STEM Project 1, 57, 89, 137 Pick a Project 3, 59-60, 91 Solve & Share 13, 17, 21 Convince Me! 14, 18, 22 Writing Centers 1K, 57I, 169J, 197K</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 & Share and during Convince Me! The Teacher's Edition for every lesson provides 2 ELL activities to support English language learners—one to use with Solve & Share, the other to use with the Visual Learning Bridge. These activities use the 5 levels identified by WIDA (World-Class Instructional Design and Assessment).</p> <p>SE: Solve & Share 293, 349, 389, 433, 465 Convince Me! 294, 362, 390, 434, 466</p> <p>TE: Solve & Share 293, 349, 389, 433, 465 Convince Me! 294, 362, 390, 434, 466 ELL Activity 93A, 94, 141A, 142, 173A, 174</p>
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>In the instructional portion of each lesson, English language learners have opportunities to communicate verbally and in writing during Solve & Share, during Classroom Conversations about the Visual Learning Bridge and the Visual Learning Animation Plus, and during Convince Me!</p> <p>SE: Solve & Share 301, 353, 397, 437, 473 Convince Me! 302, 366, 398, 438, 474</p> <p>TE: Solve & Share 301, 353, 397, 437, 473 Convince Me! 302, 366, 398, 438, 474 Classroom Conversations 306, 370, 402, 442, 478</p>