

A Correlation of

enVision[®] Mathematics

South Carolina, ©2021



To the

South Carolina College- and Career-Ready Standards for Mathematics 2015 Grade 1

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<p align="center">South Carolina College- and Career-Ready Standards for Mathematics Grade 1</p>	<p align="center">enVision Mathematics South Carolina, ©2021 Grade 1</p>
<p>Mathematical Process Standards</p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p>enVision 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>
<p>a. Relate a problem to prior knowledge.</p>	<p>SE/TE: 12, 34, 136, 195, 212A, 234, 386, 498, 500, 524</p>
<p>b. Recognize there may be multiple entry points to a problem and more than one path to a solution.</p>	<p>SE/TE: 38, 136, 172, 188, 271, 312, 376, 588, 591</p>
<p>c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.</p>	<p>SE/TE: 36, 38, 138, 190, 271, 312, 387, 478, 480, 500</p>
<p>d. Evaluate the success of an approach to solve a problem and refine it if necessary.</p>	<p>SE/TE: 88, 271, 386, 387</p>

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<p>2. Reason both contextually and abstractly.</p>	<p>enVision 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>
<p>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p>	<p>SE/TE: 16, 68, 122, 138, 162, 216, 224, 308, 432, 623</p>
<p>b. Describe a given situation using multiple mathematical representations.</p>	<p>SE/TE: 6, 10, 224, 346, 435, 470, 471</p>
<p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p>	<p>SE/TE: 6, 28, 30, 178, 224, 428, 432, 435, 544, 580</p>
<p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>	<p>SE/TE: 20, 68, 192, 194, 196</p>

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<p>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p>
<p>a. Construct and justify a solution to a problem.</p>	<p>SE/TE: 40, 62, 108C, 118, 284B, 351, 388, 498, 562, 624</p>
<p>b. Compare and discuss the validity of various reasoning strategies.</p>	<p>SE/TE: 108B, 110, 112, 114, 134, 284B, 348, 418, 430</p>
<p>c. Make conjectures and explore their validity.</p>	<p>SE/TE: 108A, 212C, 284A, 348, 364C, 452A, 452C, 520C, 608A, 608C</p>
<p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>	<p>SE/TE: 38, 108B, 142, 212B, 284B, 348, 364B, 418, 452B, 608B</p>
<p>4. Connect mathematical ideas and real-world situations through modeling.</p>	<p>Students using enVision 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>
<p>a. Identify relevant quantities and develop a model to describe their relationships.</p>	<p>SE/TE: 26, 140, 143, 212B, 230, 364B, 384, 420, 570, 624</p>

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<p>b. Interpret mathematical models in the context of the situation.</p>	<p>SE/TE: 86, 91, 114, 262, 296, 346, 406, 410, 544, 622</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p>SE/TE: 4B, 108B, 212B, 284B, 364B, 452B, 520B, 608B</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p>SE/TE: 4C, 108C, 212C, 284C, 364C, 452B, 452C, 452C, 520C, 608C</p>
<p>5. Use a variety of mathematical tools effectively and strategically.</p>	<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>
<p>a. Select and use appropriate tools when solving a mathematical problem.</p>	<p>SE/TE: 6, 18, 84, 108B, 168, 212B, 364A, 480, 506, 608C</p>
<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>	<p>SE/TE: 18, 116, 212C, 214, 382, 412, 462, 476, 502, 570</p>

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<p>6. Communicate mathematically and approach mathematical situations with precision.</p>	<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>
<p>a. Express numerical answers with the degree of precision appropriate for the context of a situation.</p>	<p>SE/TE: 40, 86, 258, 264, 306, 330, 432, 454, 540, 560</p>
<p>b. Represent numbers in an appropriate form according to the context of the situation.</p>	<p>SE/TE: 40, 86, 218, 220, 239, 264, 290, 432, 454, 540</p>
<p>c. Use appropriate and precise mathematical language.</p>	<p>SE/TE: 40, 190, 239, 240, 256, 374, 496, 530, 560, 614</p>
<p>d. Use appropriate units, scales, and labels.</p>	<p>SE/TE: 528, 592</p>

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<p>7. Identify and utilize structure and patterns.</p>	<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. 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>
<p>a. Recognize complex mathematical objects as being composed of more than one simple object.</p>	<p>SE/TE: 576, 586</p>
<p>b. Recognize mathematical repetition in order to make generalizations.</p>	<p>SE/TE: 62, 166, 180, 284C, 302, 368, 402, 470, 562, 619</p>
<p>c. Look for structures to interpret meaning and develop solution strategies.</p>	<p>SE/TE: 78, 91, 132, 176, 266, 326, 364C, 466, 532, 610</p>

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Content Standards for Mathematics	
Number Sense and Base Ten	
1.NSBT.1 Extend the number sequence to:	
a. count forward by ones to 120 starting at any number;	<p>SE: 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588, S9–S14 Lesson SC-2</p> <p>TE: 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B, S9A–S14B Lesson SC-2</p>
b. count by fives and tens to 100, starting at any number;	<p>SE: 297–300, 305–308, 309–312, 329–332, 365–368, 369–372, S9–S14 Lesson SC-2</p> <p>TE: 297A–300B, 305A–308B, 309A–312B, 329A–332B, 365A–368B, 369A–372B, S9A–S14B Lesson SC-2</p>
c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;	<p>SE: 305–308, 309–312, 333–336, 337–340, S17–S22 Lesson SC-3, S23–S28 Lesson SC-4</p> <p>TE: 305A–308B, 309A–312B, 333A–336B, 337A–340B, S17A–S22B Lesson SC-3, S23A–S28B Lesson SC-4</p>
d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.	<p>SE: 285–288, 325–328, 329–332, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588, S17–S22 Lesson SC-3</p> <p>TE: 285A–288B, 325A–328B, 329A–332B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B, S17A–S22B Lesson SC-3</p>

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<p>1.NSBT.2 Understand place value through 99 by demonstrating that:</p>	
<p>a. ten ones can be thought of as a bundle (group) called a “ten”;</p>	<p>SE: 285–288, 305–308, 309–312, 325–328, 329–332, 333–336, 337–340, 341–344, 345–348, 349–352, 401–404, 405–408, 421–424, 425–428, 433–436, 573–576</p> <p>TE: 285A–288B, 305A–308B, 309A–312B, 325A–328B, 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 401A–404B, 405A–408B, 421A–424B, 425A–428B, 433A–436B, 573A–576B</p>
<p>b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;</p>	<p>SE: 297–300, 305–308, 309–312, 325–328, 329–332, 333–336, 337–340, 341–344, 345–348, 349–352, 401–404, 405–408, 409–412, 413–416, 417–420, 421–424, 425–428, 433–436, 453–456, 457–460, 461–464, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540</p> <p>TE: 297A–300B, 305A–308B, 309A–312B, 325A–328B, 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 433A–436B, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B</p>
<p>c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.</p>	<p>SE: 285–288, 345–348, 349–352, S23–S28 Lesson SC-4</p> <p>TE: 285A–288B, 345A–348B, 349A–352B, S23A–S28B Lesson SC-4</p>
<p>1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.</p>	<p>SE: 365–368, 369–372, 373–376, 377–380, 381–384, 385–388</p> <p>TE: 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B</p>

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1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:	SE: 425–428, 429–432, 433–436 TE: 425A–428B, 429A–432B, 433A–436B
a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);	SE: 409–412, 413–416, 417–420, 421–424 TE: 409A–412B, 413A–416B, 417A–420B, 421A–424B
b. add a two-digit number and a multiple of 10.	SE: 401–404 TE: 401A–404B
1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.	SE: 365–368, 369–372, 405–408, 429–432, 453–456, 457–460, 461–464, 469–472, 473–476, 477–480 TE: 365A–368B, 369A–372B, 405A–408B, 429A–432B, 453A–456B, 457A–460B, 461A–464B, 469A–472B, 473A–476B, 477A–480B
1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.	SE: 453–456, 457–460, 461–464, 465–468, 473–476, 477–480 TE: 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B
Algebraic Thinking and Operations	
1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.	SE: 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 57–60, 61–64, 81–84, 85–88, 113–116, 117–120, 121–124, 137–140, 141–144, 161–164, 189–192, 193–196, 233–236, 261–264, 265–268, 269–272 TE: 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, 57A–60B, 61A–64B, 81A–84B, 85A–88B, 113A–116B, 117A–120B, 121A–124B, 137A–140B, 141A–144B, 161A–164B, 189A–192B, 193A–196B, 233A–236B, 261A–264B, 265A–268B, 269A–272B

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<p>1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.</p>	<p>SE: 225–228, 229–232, 261–264, 569–572</p> <p>TE: 225A–228B, 229A–232B, 261A–264B, 569A–572B</p>
<p>1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p>	<p>SE: 73–76, 89–92, 109–112, 141–144, 225–228, 229–232</p> <p>TE: 73A–76B, 89A–92B, 109A–112B, 141A–144B, 225A–228B, 229A–232B</p>
<p>1.ATO.4 Understand subtraction as an unknown addend problem.</p>	<p>SE: 29–32, 33–36, 81–84, 173–176, 177–180, 181–184, 185–188</p> <p>TE: 29A–32B, 33A–36B, 81A–84B, 173A–176B, 177A–180B, 181A–184B, 185A–188B</p>
<p>1.ATO.5 Recognize how counting relates to addition and subtraction.</p>	<p>SE: 57–60, 61–64, 65–68, 77–80, 109–112, 113–116, 117–120, 121–124, 161–164, 185–188, 213–216, 217–220, 221–224, 253–256, 257–260, 533–538, 537–540, S1–S6 Lesson SC-1, S9–S14 Lesson SC-2</p> <p>TE: 57A–60B, 61A–64B, 65A–68B, 77A–80B, 109A–112B, 113A–116B, 117A–120B, 121A–124B, 161A–164B, 185A–188B, 213A–216B, 217A–220B, 221A–224B, 253A–256B, 257A–260B, 533A–538B, 537A–540B, S1A–S6B Lesson SC-1, S9A–S14B Lesson SC-2</p>

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1.ATO.6 Demonstrate:	
a. addition and subtraction through 20;	<p>SE: 57–60, 61–64, 65–68, 69–72, 77–80, 81–84, 85–88, 89–92, 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 165–168, 169–172, 173–176, 177–180, 181–184, 185–188, 213–216</p> <p>TE: 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, 213A–216B</p>
b. fluency with addition and related subtraction facts through 10.	<p>SE: 57–60, 61–64, 65–68, 69–72, 77–80, 81–84, 85–88, 89–92</p> <p>TE: 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B</p>
1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.	<p>SE: 5–8, 9–12, 13–16, 17–20, 217–220, 221–224, 237–240, S23–S28</p> <p>TE: 5A–8B, 9A–12B, 13A–16B, 17A–20B, 217A–220B, 221A–224B, 237A–240B, S23A–S28B</p>
1.ATO.8 Determine the missing number in addition and subtraction equations within 20.	<p>SE: 213–216, 221–224, 237–240</p> <p>TE: 213A–216B, 221A–224B, 237A–240B</p>
1.ATO.9 Create, extend and explain using pictures and words for:	
a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);	<p>SE: S1–S6 Lesson SC-1</p> <p>TE: S1A–S6B Lesson SC-1</p>
b. growing patterns (between 2 and 4 terms/figures).	<p>SE: S1–S6 Lesson SC-1</p> <p>TE: S1A–S6B Lesson SC-1</p>

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Geometry	
1.G.1 Distinguish between a two-dimensional shape's defining (e.g., number of sides) and non-defining attributes (e.g., color).	SE: 557–560, 561–564, 565–568, 577–580, 581–584, 589–592 TE: 557A–560B, 561A–564B, 565A–568B, 577A–580B, 581A–584B, 589A–592B
1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.	SE: 569–572, 573–576, 585–588, 589–592 TE: 569A–572B, 573A–576B, 585A–588B, 589A–592B
1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts.	SE: 609–612, 613–616, 617–620, 621–624 TE: 609A–612B, 613A–616B, 617A–620B, 621A–624B
1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle).	SE: 557–560, 561–564, 565–568, 577–580, 581–584, 589–592 TE: 557A–560B, 561A–564B, 565A–568B, 577A–580B, 581A–584B, 589A–592B
Measurement and Data Analysis	
1.MDA.1 Order three objects by length using indirect comparison.	SE: 493–496, 497–500, 505–508 TE: 493A–496B, 497A–500B, 505A–508B
1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.	SE: 501–504, 505–508, 557–560, 561–564, 581–584 TE: 501A–504B, 505A–508B, 557A–560B, 561A–564B, 581A–584B
1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.	SE: 529–532, 533–536, 537–540, 541–544 TE: 529A–532B, 533A–536B, 537A–540B, 541A–544B

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1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.	SE: 253–256, 257–260, 261–264, 265–268, 269–272 TE: 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B
1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.	SE: 253–256, 257–260, 261–264, 265–268, 269–272 TE: 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B
1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.	SE: 521–524 Lesson 13-1 TE: 521A–524B Lesson 13-1

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