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To the

**New Jersey Curricular Framework Mathematics
Kindergarten**

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Unit 1 Kindergarten Connecting Counting to Cardinality	
Unit Focus:	
<ul style="list-style-type: none"> • Know number names and the count sequence to 10 • Count to tell the number of objects • Understand addition as putting together and adding to and understand subtraction as taking apart and taking from • Identify and describe shapes 	
■ K.CC.A.1. Count to 100 by ones and by tens. *(benchmarked)	Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7
■ K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *(benchmarked)	Lesson 1-3, Lesson 1-6, Lesson 1-8, Lesson 3-2, Lesson 3-4, Lesson 3-6, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4
■ K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Lesson 1-9, Lesson 3-7
■ K.CC.B.4a. 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.	Lesson 1-1, Lesson 1-4, Lesson 1-7, Lesson 1-10, Lesson 1-11, Lesson 3-1, Lesson 3-3, Lesson 3-5, Lesson 3-8
■ K.CC.B.4b. 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.	Lesson 1-2, Lesson 1-5, Lesson 3-5, Lesson 3-8
■ K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.	Lesson 1-10, Lesson 4-5, Lesson 4-6, Lesson 9-5

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Unit 1 Kindergarten Connecting Counting to Cardinality	
<p>■ K.CC.B.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. *(benchmarked)</p>	<p>Lesson 1-1, , Lesson 1-2, , Lesson 1-4, , Lesson 1-5,, Lesson 1-7, Lesson 1-11, Lesson 3-2, Lesson 3-4,, Lesson 3-6, , Lesson 5-2, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, , Lesson 9-6, Lesson 9-7, Lesson 10-6</p>
<p>■ K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(benchmarked)</p>	<p>Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 8-3</p>
<p>□ K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked)</p>	<p>Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4</p>
<p>○ K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, and next to.</p>	<p>Lesson 12-6, Lesson 12-7, Lesson 12-8</p>

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Unit 2 Kindergarten Counting, Addition & Subtraction	
Unit Focus: <ul style="list-style-type: none"> • Know number names and the count sequence to 50 • Understand addition as putting together and adding to understand subtraction as taking apart and taking from • Count to tell the number of objects • Compare numbers 	
■ K.CC.A.1. Count to 100 by ones and by tens.*(benchmarked)	Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7
■ K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Lesson 4-5, Lesson 4-6, Lesson 6-2, Lesson 9-5, Lesson 9-7, Lesson 11-1, Lesson 11-2, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7
■ K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).*(benchmarked)	Lesson 1-3, Lesson 1-6, Lesson 1-8, Lesson 3-2, Lesson 3-4, Lesson 3-6, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4
■ K.OA.A.1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(benchmarked)	Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 8-3
■ K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, <i>e.g., by using objects or drawings to represent the problem.</i>	Lesson 6-7, Lesson 6-8, Lesson 6-10, Lesson 7-3, Lesson 7-7, Lesson 7-9, Lesson 8-8

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Unit 2 Kindergarten Counting, Addition & Subtraction	
<p>■ K.CC.B.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. *(benchmarked)</p>	<p>Lesson 1-1, , Lesson 1-2, , Lesson 1-4, , Lesson 1-5,, Lesson 1-7, Lesson 1-11, Lesson 3-2, Lesson 3-4,, Lesson 3-6, , Lesson 5-2, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, , Lesson 9-6, Lesson 9-7, Lesson 10-6</p>
<p>■ K.CC.C.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 <i>e.g. by using matching and counting strategies.</i></p>	<p>Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-6, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 5-3, Lesson 5-4</p>
<p>■ K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 5-3, Lesson 5-4</p>
<p>■ K.OA.A.5. Demonstrate fluency for addition and subtraction within 5- (by the end of Kindergarten). *(benchmarked)</p>	<p>Lesson 6-9, Lesson 7-8, Lesson 8-2, Lesson 8-3, Lesson 8-4</p>

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Unit 3 Kindergarten Place Value & Measurement	
Unit Focus:	
<ul style="list-style-type: none"> • Classify and count the number of objects in categories • Identify and describe shapes • Understand addition as putting together and adding to understand subtraction as taking apart and taking from • Work with numbers 11-19 to gain foundations for place value 	
■ K.CC.A.1. Count to 100 by ones and by tens. *(benchmarked)	Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7
○ K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Lesson 14-4, Lesson 14-5
○ K.MD.A.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 differences. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-6
▣ K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *(benchmarked)	Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4
○ K.G.A.2. Correctly name shapes regardless of their orientation or overall size.	Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6
○ K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)	Lesson 12-1, Lesson 12-6, Lesson 13-4

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Unit 3 Kindergarten Place Value & Measurement	
<p>■ K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, <i>e.g. using objects or drawings</i>, and record each decomposition by a drawing or equation (<i>e.g. $5 = 3 + 2$ and $5 = 4 + 1$</i>)</p>	Lesson 1-9, Lesson 3-7, Lesson 3-8, Lesson 8-1, Lesson 8-5, Lesson 8-6, Lesson 8-7
<p>■ K.OA.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number <i>e.g. by using objects or drawings</i>, and record the answer with a drawing or equation.</p>	Lesson 8-9, Lesson 8-10
<p>■ K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, <i>e.g. by using objects or drawings</i>, and record each composition or decomposition by a drawing or equation (<i>e.g. $18 = 10 + 8$</i>); Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. *(benchmarked)</p>	Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7
<p>■ K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten). *(benchmarked)</p>	Lesson 6-9, Lesson 7-8, Lesson 8-2, Lesson 8-3, Lesson 8-4

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Unit 4 Grade K Place Value & Geometric Shapes	
Unit Focus:	
<ul style="list-style-type: none"> • Know number names and the count sequence to 100 • Fluently add and subtract within 5 • Analyze, compare, create, and compose shapes • Work with numbers 11-19 to gain foundations for place value 	
■ K.CC.A.1. Count to 100 by ones and by tens. *(benchmarked)	Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7
■ K.OA.A.5. Demonstrate fluency for addition and subtraction within 5 (by the end of Kindergarten). *(benchmarked)	Lesson 6-9, Lesson 7-8, Lesson 8-2, Lesson 8-3, Lesson 8-4
□ K.G.B.4. Analyze and compare two- and three- dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (<i>e.g. number of sides and vertices "corners"</i>) and other attributes (<i>e.g. having sides of equal length</i>).	Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-6
□ K.G.B.5. Model shapes in the world by building shapes from components (<i>e.g., sticks and clay balls</i>) and drawing shapes.	Lesson 13-6, Lesson 13-7
□ K.G.B.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>	Lesson 13-7
■ K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, <i>e.g. by using objects or drawings</i> , and record each composition or decomposition by a drawing or equation (<i>e.g. $18 = 10 + 8$</i>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. *(benchmarked)	Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7

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MP.1 Make sense of problems and persevere in solving them.	SE/TE: Lesson 1-2, Lesson 1-5, Lesson 1-7, Lesson 1-10, Lesson 1-11, Lesson 2-4, Lesson 2-6, Lesson 3-7, Lesson 3-8, Lesson 4-2, Lesson 4-6, Lesson 5-1, Lesson 5-3, Lesson 6-2, Lesson 6-5, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 7-1, Lesson 7-3, Lesson 7-6, Lesson 7-7, Lesson 7-9, Lesson 7-9, Lesson 8-2, Lesson 8-4, Lesson 8-8, Lesson 9-4, Lesson 9-7, Lesson 10-3, Lesson 10-6, Lesson 11-1, Lesson 11-2, Lesson 11-4, Lesson 11-5, Lesson 12-6, Lesson 12-7, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 13-7, Lesson 14-4
MP.2 Reason abstractly and quantitatively.	SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-11, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-5, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-10, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-9, Lesson 8-10, Lesson 9-1, Lesson 9-3, Lesson 9-5, Lesson 9-7, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 11-1, Lesson 11-3, Lesson 11-4, Lesson 11-6, Lesson 12-2, Lesson 12-3, Lesson 12-5, Lesson 12-7, Lesson 12-8, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-6, Lesson 13-7, Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-4

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<p>MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-7, Lesson 1-10, Lesson 1-11, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-6, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 4-1, Lesson 4-3, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 5-1, Lesson 5-4, Lesson 6-1, Lesson 6-2, Lesson 6-4, Lesson 6-7, Lesson 6-8, Lesson 6-10, Lesson 6-1, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-7, Lesson 8-1, Lesson 8-4, Lesson 8-5, Lesson 8-8, Lesson 9-1, Lesson 9-2, Lesson 9-7, Lesson 10-2, Lesson 10-7, Lesson 11-3, Lesson 11-4, Lesson 12-1, Lesson 12-4, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 13-2, Lesson 13-4, Lesson 13-6, Lesson 14-2, Lesson 14-3, Lesson 14-6</p>
<p>MP.4 Model with mathematics.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-4, Lesson 1-6, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-5, Lesson 2-6, Lesson 3-1, Lesson 3-3, Lesson 3-5, Lesson 3-6, Lesson 4-1, Lesson 4-4, Lesson 4-5, Lesson 5-4, Lesson 6-1, Lesson 6-3, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 6-10, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 7-8, Lesson 8-1, Lesson 8-3, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9, Lesson 8-10, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-5, Lesson 9-7, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 12-5, Lesson 13-1, Lesson 13-5, Lesson 13-6, Lesson 13-7, Lesson 14-3, Lesson 14-5, Lesson 14-6</p>

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<p>MP.5 Use appropriate tools strategically.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-6, Lesson 1-8, Lesson 1-9, Lesson 1-10, Lesson 1-11, Lesson 2-5, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5 Lesson 3-6, Lesson 3-8, Lesson 4-3, Lesson 4-6, Lesson 5-3, Lesson 6-2, Lesson 6-3, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 7-2, Lesson 7-4, Lesson 7-9, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-5, Lesson 8-6, Lesson 8-9, Lesson 9-4, Lesson 9-6, Lesson 10-1, Lesson 10-5, Lesson 10-6, Lesson 11-5, Lesson 11-6, Lesson 12-2, Lesson 12-4, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 13-7, Lesson 14-1, Lesson 14-5, Lesson 14-6</p>
<p>MP.6 Attend to precision.</p>	<p>SE/TE: Lesson 1-3, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-11, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 3-2, Lesson 3-4, Lesson 3-6, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 6-1, Lesson 6-4, Lesson 6-5, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-9, Lesson 8-2, Lesson 8-4, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-5, Lesson 10-4, Lesson 10-6, Lesson 11-1, Lesson 11-2, Lesson 11-4, Lesson 11-6, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 13-1, Lesson 13-3, Lesson 13-4, Lesson 13-7, Lesson 14-1, Lesson 14-2, Lesson 14-4, Lesson 14-5, Lesson 14-6</p>

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<p>MP.7 Look for and make use of structure.</p>	<p>SE/TE: Lesson 1-9, Lesson 1-10, Lesson 2-1, Lesson 3-7, Lesson 3-8, Lesson 4-5, Lesson 5-1, Lesson 5-3, Lesson 6-6, Lesson 6-9, Lesson 7-4, Lesson 7-8, Lesson 8-7, Lesson 8-10, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-7, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-5, Lesson 11-6, Lesson 11-7, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 13-1, Lesson 13-2, Lesson 13-5, Lesson 13-6, Lesson 14-1, Lesson 14-5</p>
<p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>SE/TE: Lesson 1-2, Lesson 1-5, Lesson 1-9, Lesson 1-10, Lesson 2-4, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-6, Lesson 5-2, Lesson 6-3, Lesson 6-9, Lesson 7-8, Lesson 8-3, Lesson 8-7, Lesson 8-9, Lesson 8-10, Lesson 9-2, Lesson 9-4, Lesson 9-6, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 11-2, Lesson 11-5, Lesson 11-7, Lesson 12-3, Lesson 13-5, Lesson 14-2, Lesson 14-3</p>

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