

A Correlation of
Scott Foresman•Addison Wesley
enVisionMATH
Common Core
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To the
Florida MAFS Mathematics
Standards (2014)

Grades Kindergarten-6

A Correlation of enVisionMATH Common Core, ©2012 to the Florida MAFS Mathematics Standards (2014)

Introduction

This document demonstrates how **Scott Foresman• Addison Wesley enVisionMATH Common Core, ©2012**, aligns to the Florida MAFS Mathematics Standards (2014), Grades K-6. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

Scott Foresman• Addison Wesley enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent. **Scott Foresman• Addison Wesley enVisionMATH Common Core** teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

Scott Foresman• Addison Wesley enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The **Scott Foresman• Addison Wesley enVisionMATH Common Core** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The **Scott Foresman• Addison Wesley enVisionMATH Common Core** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in **Scott Foresman• Addison Wesley enVisionMATH Common Core** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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Florida MAFS Mathematics Standards (2014) Kindergarten	Scott Foresman•Addison Wesley enVisionMATH Common Core, ©2012 Kindergarten
Domain: COUNTING AND CARDINALITY	
Cluster 1: Know number names and the count sequence.	
Standards	
<p>MAFS.K.CC.1.1 Count to 100 by ones and by tens.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 6: 109-110, 113-114, 115-116, 117-118, 119-120</p> <p>TE: Topic 6: 109A-110C, 113A-114C, 115A-116C, 117A-118C, 119A-120C</p>
<p>MAFS.K.CC.1.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 4: 81-82, 83-84; Topic 5: 101-102; Topic 6: 109-110, 119-120</p> <p>TE: Topic 4: 81A-82C, 83A-84C; Topic 5: 101A-102C; Topic 6: 109A-110C, 119A-120C</p>
<p>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).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 1: 7-8, 13-14; Topic 2: 29-30, 31-32; Topic 3: 49-50, 53-54, 57-58; Topic 5: 93-94, 95-96, 97-98, 99-100</p> <p>TE: Topic 1: 7A-8C, 13A-14C; Topic 2: 29A-30C, 31A-32C; Topic 3: 49A-50C, 53A-54C, 57A-58C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C</p>
Cluster 2: Count to tell the number of objects.	
Standards	
<p>MAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 1: 7-8, 13-14; Topic 2: 31-32, 37-38; Topic 3: 49-50, 53-54, 57-58</p> <p>TE: Topic 1: 7A-8C, 13A-14C; Topic 2: 31A-32C, 37A-38C; Topic 3: 49A-50C, 53A-54C, 57A-58C</p>
<p>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.</p>	<p>SE/TE: Topic 1: 3-4, 9-10; Topic 3: 59-60</p> <p>TE: Topic 1: 3A-4C, 9A-10C; Topic 3: 59A-60C</p>

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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/TE: Topic 1: 5-6, 11-12, 15-16; Topic 2: 39-40; Topic 3: 47-48, 51-52, 55-56, 59-60; Topic 5: 93-94, 95-96, 97-98, 99-100; Topic 6: 109-110 TE: Topic 1: 5A-6C, 11A-12C, 15A-16C; Topic 2: 39A-40C; Topic 3: 47A-48C, 51A-52C, 55A-56C, 59A-60C; Topic 5: 93A-94C, 95A-96C, 97A-98C, 99A-100C; Topic 6: 109A-110C
c. Understand that each successive number name refers to a quantity that is one larger.	SE/TE: Topic 2: 35-36, 37-38, 39-40; Topic 4: 81-82 TE: Topic 2: 35A-36C, 37A-38C, 39A-40C; Topic 4: 81A-82C
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. <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 1: 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16; Topic 2: 31-32; Topic 3: 47-48, 49-50, 51-52, 53-54, 55-56, 57-58; Topic 6: 111-112 TE: Topic 1: 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; Topic 2: 31A-32C; Topic 3: 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C; Topic 6: 111A-112C
Cluster 3: Compare numbers.	
Standards	
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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 2: 23-24, 25-26, 27-28, 33-34, 39-40; Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80 TE: Topic 2: 23A-24C, 25A-26C, 27A-28C, 33A-34C, 39A-40C; Topic 4: 67A-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C
MAFS.K.CC.3.7 Compare two numbers between 1 and 10 presented as written numerals. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 4: 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86 TE: Topic 4: 67A-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C

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Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
Standards	
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 4: 73-74, 75-76, 77-78, 79-80; Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p>TE: Topic 4: 73A-74C, 75A-76C, 77A-78C, 79A-80C; Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C</p>
<p>MAFS.K.OA.1.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (Students are not required to independently read the word problems.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162</p> <p>TE: Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C</p>
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 181-182</p> <p>TE: Topic 9: 181A-182C</p>
<p>MAFS.K.OA.1.5 Fluently add and subtract within 5.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 7: 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140; Topic 8: 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160</p> <p>TE: Topic 7: 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C</p>

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<p>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.)</p>	<p>SE/TE: Topic 7: 127-128, 137-138, 139-140; Topic 8: 147-148, 149-150, 153-154, 161-162; Topic 9: 171-172, 175-176, 179-180, 183-184</p> <p>TE: Topic 7: 127A-128C, 137A-138C, 139A-140C; Topic 8: 147A-148C, 149A-150C, 153A-154C, 161A-162C; Topic 9: 171A-172C, 175A-176C, 179A-180C, 183A-184C</p>
Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Work with numbers 11–19 to gain foundations for place value.	
Standards	
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 10: 193-194, 195-196, 197-198, 199-200; Topic 11: 207-208, 209-210, 211-212, 213-214, 215-216</p> <p>TE: Topic 10: 193A-194C, 195A-196C, 197A-198C, 199A-200C; Topic 11: 207A-208C, 209A-210C, 211A-212C, 213A-214C, 215A-216C</p>
Domain: MEASUREMENT AND DATA	
Cluster 1: Describe and compare measurable attributes.	
Standards	
<p>MAFS.K.MD.1.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 12: 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238</p> <p>TE: Topic 12: 223A-224C, 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C</p>

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<p>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></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 12: 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238</p> <p>TE: Topic 12: 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C</p>
<p>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></p>	<p>For related content, please see: SE/TE: Topic 12: 225-226, 227-228, 229-230</p> <p>TE: Topic 12: 225A-226C, 227A-228C, 229A-230C</p>
Cluster 2: Classify objects and count the number of objects in each category.	
Standards	
<p>MAFS.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 185-186; Topic 13: 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258</p> <p>TE: Topic 9: 185A-186C; Topic 13: 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C</p>
Domain: GEOMETRY	
Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
Standards	
<p>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, below, beside, in front of, behind, and next to.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 13: 253-254; Topic 15: 287-288, 289-290, 291-292, 293-294, 295-296</p> <p>TE: SE/TE: Topic 13: 253A-254C; Topic 15: 287A-288C, 289A-290C, 291A-292C, 293A-294C, 295A-296C</p>

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<p>MAFS.K.G.1.2 Correctly name shapes regardless of their orientations or overall size.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 14: 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280; Topic 16: 303-304, 307-308, 309-310</p> <p>TE: Topic 14: 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C; Topic 16: 303A-304C, 307A-308C, 309A-310C</p>
<p>MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 14: 275-276, 277-278; Topic 16: 311-312</p> <p>TE: Topic 14: 275A-276C, 277A-278C; Topic 16: 311A-312C</p>
Cluster 2: Analyze, compare, create, and compose shapes.	
Standards	
<p>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).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 16: 303-304, 305-306, 307-308, 311-312</p> <p>TE: Topic 16: 303A-304C, 305A-306C, 307A-308C, 311A-312C</p>
<p>MAFS.K.G.2.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 309-310</p> <p>TE: Topic 16: 309A-310C</p>
<p>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></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 305-306</p> <p>TE: Topic 16: 305A-306C</p>

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Florida MAFS Mathematics Standards (2014) Grade 1	Scott Foresman•Addison Wesley enVisionMATH Common Core, ©2012 Grade 1
Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Represent and solve problems involving addition and subtraction.	
Standards	
<p>MAFS.1.OA.1.1 Use addition and subtraction within 20 to solve word problems¹ involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (¹Students are not required to independently read the word problems.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 31-34; Topic 2: 53-56, 57-60, 61-64, 65-68, 69-72, 81-84; Topic 4: 137-140, 153-156; Topic 5: 163-166, 167-170, 171-174, 175-178; Topic 6: 205-208, 209-212, 229-232</p> <p>TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 31A-34B; Topic 2: 53A-56B, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 81A-84B; Topic 4: 137A-140B, 153A-156B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 175A-178B; Topic 6: 205A-208B, 209A-212B, 229A-232B</p>
<p>MAFS.1.OA.1.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 5: 191-194, 195-198</p> <p>TE: Topic 5: 191A-194B, 195A-198B</p>
Cluster 2: Understand and apply properties of operations and the relationship between addition and subtraction.	
Standards	
<p>MAFS.1.OA.2.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 27-30; Topic 4: 117-120; Topic 5: 179-182, 183-186, 187-190, 191-194, 195-198</p> <p>TE: Topic 1: 27A-30B; Topic 4: 117A-120B; Topic 5: 179A-182B, 183A-186B, 187A-190B, 191A-194B, 195A-198B</p>

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<p>MAFS.1.OA.2.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72; Topic 3: 103-106; Topic 4: 141-144, 145-148, 149-152; Topic 6: 213-216, 217-220, 221-224, 225-228</p> <p>TE: Topic 2: 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 65A-68B, 69A-72B; Topic 3: 103A-106B; Topic 4: 141A-144B, 145A-148B, 149A-152B; Topic 6: 213A-216B, 217A-220B, 221A-224B, 225A-228B</p>
Cluster 3: Add and subtract within 20.	
Standards	
<p>MAFS.1.OA.3.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 3: 91-94, 95-98; Topic 4: 117-120, 137-140</p> <p>TE: Topic 3: 91A-94B, 95A-98B; Topic 4: 117A-120B, 137A-140B</p>
<p>MAFS.1.OA.3.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 2: 41-44, 45-48, 53-56, 65-68, 73-76; Topic 3: 99-102, 103-106, 107-110; Topic 4: 117-120, 121-124, 129-132, 137-140, 149-152; Topic 5: 167-170, 171-174, 183-186, 187-190; Topic 6: 209-212, 213-216, 221-224</p> <p>TE: Topic 2: 41A-44B, 45A-48B, 53A-56B, 65A-68B, 73A-76B; Topic 3: 99A-102B, 103A-106B, 107A-110B; Topic 4: 117A-120B, 121A-124B, 129A-132B, 137A-140B, 149A-152B; Topic 5: 167A-170B, 171A-174B, 183A-186B, 187A-190B; Topic 6: 209A-212B, 213A-216B, 221A-224B</p>
Cluster 4: Work with addition and subtraction equations.	
Standards	
<p>MAFS.1.OA.4.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 19-22, 31-34; Topic 2: 77-80; Topic 4: 117-120; Topic 5: 167-170, 171-174; Topic 6: 205-208, 225-228</p> <p>TE: Topic 1: 19A-22B, 31A-34B; Topic 2: 77A-80B; Topic 4: 117A-120B; Topic 5: 167A-170B, 171A-174B; Topic 6: 205A-208B, 225A-228B</p>

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<p>MAFS.1.OA.4.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = [] - 3$, $6 + 6 = []$.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 19-22; Topic 2: 61-64, 77-80, 103-106; Topic 4: 121-124, 125-128, 129-132, 133-136, 141-144, 145-148, 149-152; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190; Topic 6: 205-508, 209-212, 217-220, 221-224, 225-228</p> <p>TE: Topic 1: 19A-22B; Topic 2: 61A-64B, 77A-80B, 103A-106B; Topic 4: 121A-124B, 125A-128B, 129A-132B, 133A-136B, 141A-144B, 145A-148B, 149A-152B; Topic 5: 163A-166B, 167A-170B, 171A-174B, 179A-182B, 183A-186B, 187A-190B; Topic 6: 205A-508B, 209A-212B, 217A-220B, 221A-224B, 225A-228B</p>
Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Extend the counting sequence.	
Standards	
<p>MAFS.1.NBT.1.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 7: 243-246, 251-254, 255-258, 259-262; Topic 9: 315-318</p> <p>TE: Topic 7: 243A-246B, 251A-254B, 255A-258B, 259A-262B; Topic 9: 315A-318B</p>
Cluster 2: Understand place value.	
Standards	
<p>MAFS.1.NBT.2.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 7: 243-246; Topic 8: 269-272, 273-276, 277-280, 281-284, 285-288, 289-292; Topic 9: 303-306</p> <p>TE: Topic 7: 243A-246B; Topic 8: 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B; Topic 9: 303A-306B</p>

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a. 10 can be thought of as a bundle of ten ones — called a “ten.”	SE/TE: Topic 7: 239-242, 255-258; Topic 8: 269-272, 277-280, 281-284, 285-288, 289-292 TE: Topic 7: 239A-242B, 255A-258B; Topic 8: 269A-272B, 277A-280B, 281A-284B, 285A-288B, 289A-292B
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	SE/TE: Topic 7: 239-242 TE: Topic 7: 239A-242B
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	SE/TE: Topic 7: 247-250; Topic 8: 273-276, 277-280, 285-288, 289-292 TE: Topic 7: 247A-250B; Topic 8: 273A-276B, 277A-280B, 285A-288B, 289A-292B
d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).	SE/TE: Topic 4: 149-152; Topic 6: 209-212, 213-216, 217-220; Topic 7: 239-242; Topic 8: 269-272, 285-288 TE: Topic 4: 149A-152B; Topic 6: 209A-212B, 213A-216B, 217A-220B; Topic 7: 239A-242B; Topic 8: 269A-272B, 285A-288B
MAFS.1.NBT.2.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 9: 307-310, 311-314 TE: Topic 9: 307A-310B, 311A-314B

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Cluster 3: Use place value understanding and properties of operations to add and subtract.	
Additional Cluster	
Standards	
<p>MAFS.1.NBT.3.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 299-212, 303-306; Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344, 345-348</p> <p>TE: Topic 9: 299A-212B, 303A-306B; Topic 10: 325A-328B, 329A-332B, 333A-336B, 337A-340B, 341A-344B, 345A-348B</p>
<p>MAFS.1.NBT.3.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 299-302; Topic 10: 329-332, 333-336, 337-340; Topic 11: 359-362, 363-366, 367-370</p> <p>TE: Topic 9: 299A-302B; Topic 10: 329A-332B, 333A-336B, 337A-340B; Topic 11: 359A-362B, 363A-366B, 367A-370B</p>
<p>MAFS.1.NBT.3.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 11: 355-358, 359-362, 363-366, 367-370, 371-374, 375-378</p> <p>TE: Topic 11: 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375A-378B</p>

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Domain: MEASUREMENT AND DATA	
Cluster 1: Measure lengths indirectly and by iterating length units.	
Standards	
<p>MAFS.1.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 12: 385-388, 389-392</p> <p>TE: Topic 12: 385A-388B, 389A-392B</p>
<p>MAFS.1.MD.1.a Understand how to use a ruler to measure length to the nearest inch.</p>	<p>SE/TE: Step Up: 555-556, 557-558, 559-560 For additional related content, please see: SE/TE: Topic 12: 393-396, 397-400, 401-404, 405-408</p> <p>For related content, please see: TE: Topic 12: 393A-396B, 397A-400B, 401A-404B, 405A-408B</p>
<p>a. Recognize that the ruler is a tool that can be used to measure the attribute of length.</p>	<p>SE/TE: Step Up: 555-556, 557-558, 559-560 For additional related content, please see: SE/TE: Topic 12: 393-396, 397-400, 401-404, 405-408</p> <p>For related content, please see: TE: Topic 12: 393A-396B, 397A-400B, 401A-404B, 405A-408B</p>
<p>b. Understand the importance of the zero point and end point and that the length measure is the span between two points.</p>	<p>SE/TE: Step Up: 555-556, 557-558, 559-560 For additional related content, please see: SE/TE: Topic 12: 393-396, 397-400, 401-404, 405-408</p> <p>For related content, please see: TE: Topic 12: 393A-396B, 397A-400B, 401A-404B, 405A-408B</p>

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c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.	SE/TE: Step Up: 555-556, 557-558, 559-560 For additional related content, please see: SE/TE: Topic 12: 393-396, 397-400, 401-404, 405-408 For related content, please see: TE: Topic 12: 393A-396B, 397A-400B, 401A-404B, 405A-408B
Cluster 2: Tell and write time.	
Standards	
MAFS.1.MD.2.3 Tell and write time in hours and half-hours using analog and digital clocks. <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 13: 415-418, 419-422, 423-426, 427-430 TE: Topic 13: 415A-418B, 419A-422B, 423A-426B, 427A-430B
MAFS.1.MD.2.a Identify and combine values of money in cents up to one dollar working with a single unit of currency.	For related content, please see Grade 2 SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438 TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B
a. Identify the value of coins (pennies, nickels, dimes, quarters).	For related content, please see Grade 2 SE/TE: Topic 13: 419-422, 427-430 TE: Topic 13: Topic 13: 419A-422B, 427A-430B
b. Compute the value of combinations of coins (pennies and/or dimes).	For related content, please see Grade 2 SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438 TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B
c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies <i>or</i> ten dimes <i>or</i> four quarters in one dollar.) (Students are not expected to understand the decimal notation for combinations of dollars and cents.)	For related content, please see Grade 2 SE/TE: Introduced in 2nd Grade Curriculum: Topic 13: 431-434 TE: Introduced in 2nd Grade Curriculum: Topic 13: 431A-434B

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Cluster 3: Represent and interpret data.	
Supporting Cluster	
Standards	
<p>MAFS.1.MD.3.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464</p> <p>TE: Topic 14: 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B, 461A-464B</p>
Domain: GEOMETRY	
Cluster 1: Reason with shapes and their attributes.	
Supporting Cluster	
Standards	
<p>MAFS.1.G.1.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 471-474, 479-482, 491-494, 495-498, 499-502, 507-510</p> <p>TE: Topic 15: 471A-474B, 479A-482B, 491A-494B, 495A-498B, 499A-502B, 507A-510B</p>
<p>MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 475-478, 483-486, 487-490, 503-506</p> <p>TE: Topic 15: 475A-478B, 483A-486B, 487A-490B, 503A-506B</p>

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<p>MAFS.1.G.1.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 517-520, 521-524, 525-528, 529-532</p> <p>TE: Topic 16: 517A-520B, 521A-524B, 525A-528B, 529A-532B</p>

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Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Represent and solve problems involving addition and subtraction.	
Standards	
<p>MAFS.2.OA.1.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 19-22, 23-26, 27-30; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 91-94; Topic 4: 113-116; Topic 5: 147-150; Topic 6: 173-176; Topic 7: 199-202; Topic 8: 245-248; Topic 9: 287-290</p> <p>TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 19A-22B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 61A-64B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B; Topic 4: 113A-116B; Topic 5: 147A-150B; Topic 6: 173A-176B; Topic 7: 199A-202B; Topic 8: 245A-248B; Topic 9: 287A-290B</p>
<p>MAFS.2.OA.1.a Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \underline{\hspace{2cm}} + 18$, $? - 6 = 13 - 4$, and $15 - 9 = 6 + \underline{\hspace{1cm}}$.</p>	<p>Fore related content, please see: SE/TE: Topic 2: 53-56</p> <p>TE: Topic 2: 53A-56B</p>
Cluster 2: Add and subtract within 20.	
Standards	
<p>MAFS.2.OA.2.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 2: 37-40, 41-44, 45-48, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90</p> <p>TE: Topic 2: 37A-40B, 41A-44B, 45A-48B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B</p>

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Cluster 3: Work with equal groups of objects to gain foundations for multiplication.	
Standards	
<p>MAFS.2.OA.3.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 5: 143-146</p> <p>TE: Topic 5: 143A-146B</p>
<p>MAFS.2.OA.3.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116</p> <p>TE: Topic 4: 101A-104B, 105A-108B, 109A-112B, 113A-116B</p>
Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Understand place value.	
Standards	
<p>MAFS.2.NBT.1.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 5: 123-126, 127-130; Topic 10: 301-304</p> <p>TE: Topic 5: 123A-126B, 127A-130B; Topic 10: 301A-304B</p>
<p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p>	<p>SE/TE: Topic 5: 123-126; Topic 10: 297-300, 305-308</p> <p>TE: Topic 5: 123A-126B; Topic 10: 297A-300B, 305A-308B</p>
<p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p>SE/TE: Topic 10: 297-300, 301-304, 305-308</p> <p>TE: Topic 10: 297A-300B, 301A-304B, 305A-308B</p>

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<p>MAFS.2.NBT.1.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 5: 135-138; Topic 6: 177-180; Topic 10: 297-300, 313-316, 317-320, 329-332</p> <p>TE: Topic 5: 135A-138B; Topic 6: 177A-180B; Topic 10: 297A-300B, 313A-316B, 317A-320B, 329A-332B</p>
<p>MAFS.2.NBT.1.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 5: 123-126, 127-130; Topic 10: 301-304, 305-308</p> <p>TE: Topic 5: 123A-126B, 127A-130B; Topic 10: 301A-304B, 305A-308B</p>
<p>MAFS.2.NBT.1.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 5: 131-134; Topic 10: 321-324, 325-328, 329-332</p> <p>TE: Topic 5: 131A-134B; Topic 10: 321A-324B, 325A-328B, 329A-332B</p>
Cluster 2: Use place value understanding and properties of operations to add and subtract.	
Standards	
<p>MAFS.2.NBT.2.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 1: 23-26; Topic 2: 37-40, 41-44, 45-48, 57-60; Topic 3: 71-74, 79-82, 87-90; Topic 5: 139-142, 147-150; Topic 6: 157-160, 165-168, 173-176; Topic 7: 187-190, 195-198, 199-202; Topic 8: 213-216, 225-228, 233-236, 241-244; Topic 9: 259-262, 267-270, 275-278; Topic 14: 445-448, 449-452, 453-456</p> <p>TE: Topic 1: 23A-26B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 57A-60B; Topic 3: 71A-74B, 79A-82B, 87A-90B; Topic 5: 139A-142B, 147A-150B; Topic 6: 157A-160B, 165A-168B, 173A-176B; Topic 7: 187A-190B, 195A-198B, 199A-202B; Topic 8: 213A-216B, 225A-228B, 233A-236B, 241A-244B; Topic 9: 259A-262B, 267A-270B, 275A-278B; Topic 14: 445A-448B, 449A-452B, 453A-456B</p>

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<p>MAFS.2.NBT.2.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 5: 139-142; Topic 8: 225-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 275-278, 283-286</p> <p>TE: Topic 5: 139A-142B; Topic 8: 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B; Topic 9: 275A-278B, 283A-286B</p>
<p>MAFS.2.NBT.2.7 Add and subtract within 1000, 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. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 7: 203-206; Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370, 371-374</p> <p>TE: Topic 7: 203A-206B; Topic 11: 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B</p>
<p>MAFS.2.NBT.2.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 173-176; Topic 7: 187-190, 199-202; Topic 10: 309-312, 313-316; Topic 11: 339-342, 343-346, 359-362</p> <p>TE: Topic 6: 157A-160B, 161A-164B, 165A-168B, 173A-176B; Topic 7: 187A-190B, 199A-202B; Topic 10: 309A-312B, 313A-316B; Topic 11: 339A-342B, 343A-346B, 359A-362B</p>

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<p>MAFS.2.NBT.2.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 2: 41-44, 49-52, 57-60; Topic 3: 71-74, 75-78, 79-82; Topic 5: 143-146; Topic 6: 157-160, 161-164, 169-172; Topic 7: 187-190, 191-194; Topic 8: 217-220, 225-228, 233-236; Topic 9: 259-262, 267-270, 275-278; Topic 11: 343-346, 351-354, 359-362; Topic 14: 445-448, 449-452</p> <p>TE: Topic 2: 41A-44B, 49A-52B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B; Topic 5: 143A-146B; Topic 6: 157A-160B, 161A-164B, 169A-172B; Topic 7: 187A-190B, 191A-194B; Topic 8: 217A-220B, 225A-228B, 233A-236B; Topic 9: 259A-262B, 267A-270B, 275A-278B; Topic 11: 343A-346B, 351A-354B, 359A-362B; Topic 14: 445A-448B, 449A-452B</p>
Domain: MEASUREMENT AND DATA	
Cluster 1: Measure and estimate lengths in standard units.	
Standards	
<p>MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 467A-470B, 471A-474B, 475A-478B, 479A-482B, 483A-486B, 499A-502B</p>
<p>MAFS.2.MD.1.2 Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. <i>Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 487-490</p> <p>TE: Topic 15: 487A-490B</p>

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<p>MAFS.2.MD.1.3 Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 471A-474B, 475A-478B, 479A-482B, 483A-486B, 499A-502B</p>
<p>MAFS.2.MD.1.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 495-498</p> <p>TE: Topic 15: 495A-498B</p>
Cluster 2: Relate addition and subtraction to length.	
Standards	
<p>MAFS.2.MD.2.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 491-494, 499-502</p> <p>TE: Topic 15: 491A-494B, 499A-502B</p>
<p>MAFS.2.MD.2.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 8: 233-236, 275-278</p> <p>TE: Topic 8: 233A-236B, 275A-278B</p>

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Cluster 3: Work with time and money.	
Standards	
<p>MAFS.2.MD.3.7 Tell and write time from analog and digital clocks to the nearest five minutes.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 16: 509-512, 513-516</p> <p>TE: Topic 16: 509A-512B, 513A-516B</p>
<p>MAFS.2.MD.3.8 Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations¹. <i>Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438; Topic 14: 445-448, 449-452, 453-456, 457-460</p> <p>TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B; Topic 14: 445A-448B, 449A-452B, 453A-456B, 457A-460B</p>
<p>a. Identify the value of coins and paper currency.</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434</p> <p>TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B</p>
<p>b. Compute the value of any combination of coins within one dollar.</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434</p> <p>TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B</p>
<p>c. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).</p>	<p>SE/TE: Topic 13: 431-434</p> <p>TE: Topic 13: 431A-434B</p>

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d. Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).	SE/TE: Topic 13: 431-434 TE: Topic 13: 431A-434B
Cluster 4: Represent and interpret data.	
Major Cluster	
Standards	
MAFS.2.MD.4.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 16: 517-520, 525-528, 529-532 TE: Topic 16: 517A-520B, 525A-528B, 529A-532B
MAFS.2.MD.4.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole- number units. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 16: 521-524 TE: Topic 16: 521A-524B
Domain: GEOMETRY	
Cluster 1: Reason with shapes and their attributes.	
Supporting Cluster	
Standards	
MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 12: 381-384, 385-388, 389-392, 393-396, 397-400, 409-412 TE: Topic 12: 381A-384B, 385A-388B, 389A-392B, 393A-396B, 397A-400B, 409A-412B

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<p>MAFS.2.G.1.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 12: 401-404</p> <p>TE: Topic 12: 401A-404B</p>
<p>MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 12: 405-408</p> <p>TE: Topic 12: 405A-408B</p>

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Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Represent and solve problems involving multiplication and division.	
Major Cluster	
Standards	
<p>MAFS.3.OA.1.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109</p> <p>TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-107B, 108A-109B</p>
<p>MAFS.3.OA.1.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 7: 172-173, 174-175</p> <p>TE: Topic 7: 172A-173B, 174A-175B</p>
<p>MAFS.3.OA.1.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 4: 102-103, 104-105, 106-107; Topic 5: 118-121, 124-125, 126-127, 128-129; Topic 6: 144-145, 146-147, 148-151, 154-155, 158-159; Topic 7: 174-175, 180-181; Topic 8: 194-197, 198-199, 202-203, 206-207, 210-213; Topic 9: 236-237</p> <p>TE: Topic 4: 102A-103B, 104A-105B, 106A-107B; Topic 5: 118A-121B, 124A-125B, 126A-127B, 128A-129B; Topic 6: 144A-145B, 146A-147B, 148A-151B, 154A-155B, 158A-159B; Topic 7: 174A-175B, 180A-181B; Topic 8: 194A-197B, 198A-199B, 202A-203B, 206A-207B, 210A-213B; Topic 9: 236A-237B</p>

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<p>MAFS.3.OA.1.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = [] \div 3$, $6 \times 6 = ?$.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 7: 172-173, 174-175, 176-177, 178-179, 180-181, 182-183; Topic 8: 192-193, 194-197, 202-203, 204-205, 206-207, 208-209</p> <p>TE: Topic 7: 172-173, 174-175, 176-177, 178-179, 180-181, 182-183; Topic 8: 192-193, 194-197, 202-203, 204-205, 206-207, 208-209</p>
<p>Cluster 2: Understand properties of multiplication and the relationship between multiplication and division.</p>	
<p>Major Cluster</p>	
<p>Standards</p>	
<p>MAFS.3.OA.2.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 6: 142-143, 146-147, 154-155; Topic 8: 206-207</p> <p>TE: Topic 4: 100A-101B, 102A-103B, 104A-105B, 106A-107B, 108A-109B; Topic 6: 142A-143B, 146A-147B, 154A-155B; Topic 8: 206A-207B</p>
<p>Domain: NUMBER AND OPERATIONS IN BASE TEN</p>	
<p>Cluster 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	
<p>Additional Cluster</p>	
<p>MAFS.3.OA.2.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 7: 176-177, 178-179, 182-183</p> <p>TE: Topic 7: 176A-177B, 178A-179B, 182A-183B</p>

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Cluster 3: Multiply and divide within 100.	
Major Cluster	
Standards	
<p>MAFS.3.OA.3.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 5: 122-123; Topic 8: 192-193, 194-197, 198-199, 200-201, 208-209</p> <p>TE: Topic 5: 122A-123B; Topic 8: 192A-193B, 194A-197B, 198A-199B, 200A-201B, 208A-209B</p>
Cluster 4: Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
Major Cluster	
Standards	
<p>MAFS.3.OA.4.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 2: 46-49, 50-53, 56-57; Topic 3: 72-73, 74-75, 76-77, 80-81, 82-85, 88-91; Topic 5: 122-123, 124-125, 126-127, 128-129, 130-133; Topic 6: 144-145, 146-147, 148-151, 154-155, 156-157; Topic 8: 202-203</p> <p>TE: Topic 2: 46A-49B, 50A-53B, 56A-57B; Topic 3: 72A-73B, 74A-75B, 76A-77B, 80A-81B, 82A-85B, 88A-91B; Topic 5: 122A-123B, 124A-125B, 126A-127B, 128A-129B, 130A-133B; Topic 6: 144A-145B, 146A-147B, 148A-151B, 154A-155B, 156A-157B; Topic 8: 202A-203B</p>

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<p>MAFS.3.OA.4.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 2: 32-33; Topic 4: 108-109; Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129; Topic 7: 176-177</p> <p>TE: Topic 2: 32A-33B; Topic 4: 108A-109B; Topic 5: 118A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-129B; Topic 7: 176A-177B</p>
Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.	
Additional Cluster	
Standards	
<p>MAFS.3.NBT.1.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 1: 6-7, 8-9, 10-11, 12-13, 14-15, 16-19, 20-21; Topic 2: 42-45, 46-49, 50-53; Topic 3: 72-73, 82-85</p> <p>TE: Topic 1: 6A-7B, 8A-9B, 10A-11B, 12A-13B, 14A-15B, 16A-19B, 20A-21B; Topic 2: 42A-45B, 46A-49B, 50A-53B; Topic 3: 72A-73B, 82A-85B</p>
<p>MAFS.3.NBT.1.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 1: 6-7, 10-11, 22-23; Topic 2: 32-33, 34-35, 36-39, 40-41, 46-49, 50-53, 54-55; Topic 3: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 86-87, 88-91</p> <p>TE: Topic 1: 6A-7B, 10A-11B, 22A-23B; Topic 2: 32A-33B, 34A-35B, 36A-39B, 40A-41B, 46A-49B, 50A-53B, 54A-55B; Topic 3: 66A-67B, 68A-71B, 72A-73B, 74A-75B, 76A-77B, 78A-79B, 80A-81B, 82A-85B, 86A-87B, 88A-91B</p>

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<p>MAFS.3.NBT.1.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 5: 118-121, 128-129, 130-131</p> <p>TE: Topic 5: 118A-121B, 128A-129B, 130A-131B</p>
Domain: NUMBER AND OPERATIONS - FRACTIONS	
Cluster 1: Develop understanding of fractions as numbers.	
Major Cluster	
Standards	
<p>MAFS.3.NF.1.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 222A-223B, 224A-225B, 226A-227B, 228A-229B</p>
<p>MAFS.3.NF.1.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 230-231; Topic 10: 264-265</p> <p>TE: Topic 9: 230A-231B; Topic 10: 264A-265B</p>
<p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>	<p>SE/TE: Topic 9: 230-231, 232-233</p> <p>TE: Topic 9: 230A-231B, 232A-233B</p>
<p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>	<p>SE/TE: Topic 9: 230-231</p> <p>TE: Topic 9: 230A-231B</p>

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<p>MAFS.3.NF.1.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 10: 262-263</p> <p>TE: Topic 10: 262A-263B</p>
<p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>SE/TE: Topic 10: 246-247, 248-249, 252-253, 254-257, 258-259</p> <p>TE: Topic 10: 246A-247B, 248A-249B, 252A-253B, 254A-257B, 258A-259B</p>
<p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 254A-257B, 258A-259B</p>
<p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p>	<p>SE/TE: Topic 10: 258-259, 260-261</p> <p>TE: Topic 10: 258A-259B, 260A-261B</p>
<p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253</p> <p>TE: Topic 10: 246A-247B, 248A-249B, 250A-251B, 252A-253B</p>

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Domain: MEASUREMENT AND DATA	
Cluster 1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Major Cluster	
Standards	
<p>MAFS.3.MD.1.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 12: 304-307, 308-309, 310-311, 312-313, 314-315</p> <p>TE: Topic 12: 304A-307B, 308A-309B, 310A-311B, 312A-313B, 314A-315B</p>
<p>MAFS.3.MD.1.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381, 382-383</p> <p>TE: Topic 15: 374A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B</p>
Cluster 2: Represent and interpret data.	
Supporting Cluster	
Standards	
<p>MAFS.3.MD.2.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 396-399, 400-401, 402-403, 404-405</p> <p>TE: Topic 16: 396A-399B, 400A-401B, 402A-403B, 404A-405B</p>

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<p>MAFS.3.MD.2.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 392-393, 394-395</p> <p>TE: Topic 16: 392A-393B, 394A-395B</p>
<p>Cluster 3: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Major Cluster</p> <p>Standards</p>	
<p>MAFS.3.MD.3.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 14: 342-343, 360-361, 362-363</p> <p>TE: Topic 14: 342A-343B, 360A-361B, 362A-363B</p>
<p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p>	<p>SE/TE: Topic 14: 344-345, 352-353</p> <p>TE: Topic 14: 344A-345B, 352A-353B</p>
<p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>	<p>SE/TE: Topic 14: 344-345</p> <p>TE: Topic 14: 344A-345B</p>
<p>MAFS.3.MD.3.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 14: 342-343, 346-347, 352-353</p> <p>TE: Topic 14: 342A-343B, 346A-347B, 352A-353B</p>
<p>MAFS.3.MD.3.7 Relate area to the operations of multiplication and addition.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 14: 352-353</p> <p>TE: Topic 14: 352A-353B</p>

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Florida MAFS Mathematics Standards (2014) Grade 3	Scott Foresman•Addison Wesley enVisionMATH Common Core, ©2012 Grade 3
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	SE/TE: Topic 14: 348-349 TE: Topic 14: 348A-349B
b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.	SE/TE: Topic 14: 348-349, 358-359 TE: Topic 14: 348A-349B, 358A-359B
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	SE/TE: Topic 6: 144-145, 146-147, 148-151, 152-153; Topic 14: 350-351 TE: Topic 6: 144A-145B, 146A-147B, 148A-151B, 152A-153B; Topic 14: 350A-351B
d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	SE/TE: Topic 14: 354-357 TE: Topic 14: 354A-357B
Cluster 4: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
Additional Cluster	
Standards	
MAFS.3.MD.4.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 6: 160-163; Topic 13: 324-325, 326-327, 328-329, 330-331, 332-333; Topic 14: 358-359 TE: Topic 6: 160A-163B; Topic 13: 324A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-333B; Topic 14: 358A-359B

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Florida MAFS Mathematics Standards (2014) Grade 3	Scott Foresman•Addison Wesley enVisionMATH Common Core, ©2012 Grade 3
Domain: GEOMETRY	
Cluster 1: Reason with shapes and their attributes.	
Supporting Cluster	
Standards	
<p>MAFS.3.G.1.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 11: 276-277, 278-279, 280-283, 284-285, 286-287, 288-289, 290-291, 294-295</p> <p>TE: Topic 11: 276A-277B, 278A-279B, 280A-283B, 284A-285B, 286A-287B, 288A-289B, 290A-291B, 294A-295B</p>
<p>MAFS.3.G.1.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 11: 288-289, 290-291, 292-293; Topic 14: 360-361</p> <p>TE: Topic 11: 288A-289B, 290A-291B, 292A-293B; Topic 14: 360A-361B</p>

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Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Use the four operations with whole numbers to solve problems.	
Major Cluster	
Standards	
<p>MAFS.4.OA.1.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 1: 6-9, 12-13, 24-25</p> <p>TE: Topic 1: 6A-9B, 12A-13B, 24A-25B</p>
<p>MAFS.4.OA.1.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 6-9, 20-23, 26-27, 28-29; Topic 9: 218-219</p> <p>TE: Topic 1: 6A-9B, 20A-23B, 26A-27B, 28A-29B; Topic 9: 218A-219B</p>
<p>MAFS.4.OA.1.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 18-19, 26-27, 28-29, 30-31; Topic 2: 54-57; Topic 4: 90-93, 94-95, 104-104; Topic 5: 122-123, 126-129; Topic 6: 142-143, 144-147, 152-153, 154-157; Topic 7: 170-171, 172-173, 174-175, 176-177; Topic 8: 196-197; Topic 9: 206-207, 208-209, 210-211, 218-219; Topic 10: 246-247</p> <p>TE: Topic 1: 18A-19B, 26A-27B, 28A-29B, 30A-31B; Topic 2: 54A-57B; Topic 4: 90A-93B, 94A-95B, 104A-107B; Topic 5: 122A-123B, 126A-129B; Topic 6: 142A-143B, 144A-147B, 152A-153B, 154A-157B; Topic 7: 170A-171B, 172A-173B, 174A-175B, 176A-177B; Topic 8: 196A-197B; Topic 9: 206A-207B, 208A-209B, 210A-211B, 218A-219B; Topic 10: 246A-247B</p>

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MAFS.4.OA.1.a Determine whether an equation is true or false by using comparative relational thinking. <i>For example, without adding 60 and 24, determine whether the equation $60 + 24 = 57 + 27$ is true or false.</i>	SE/TE: Topic 1: 24-25, 28-29; Topic 3: 73; Topic 4: 90-93 TE: Topic 1: 24A-25B, 28A-29B; Topic 4: 90A-93B
MAFS.4.OA.1.b Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. <i>For example, solve $76 + 9 = n + 5$ for n by arguing that nine is four more than five, so the unknown number must be four greater than 76.</i>	SE/TE: Topic 1: 23, 24-25, 28-29; Topic 4: 90-93 TE: Topic 1: 24A-25B, 28A-29B; Topic 4: 90A-93B
Cluster 2: Gain familiarity with factors and multiples.	
Supporting Cluster	
Standards	
MAFS.4.OA.2.4 Investigate factors and multiples. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 1: 14-15; Topic 11: 258-259, 260-261, 262-263 TE: Topic 1: 14A-15B; Topic 11: 258A-259B, 260A-261B, 262A-263B
a. Find all factor pairs for a whole number in the range 1–100.	SE/TE: Topic 1: 14-15; Topic 11: 258-259, 260-261, 262-263 TE: Topic 1: 14A-15B; Topic 11: 258A-259B, 260A-261B, 262A-263B
b. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.	SE/TE: Topic 1: 14-15; Topic 11: 258-259, 260-261, 262-263 TE: Topic 1: 14A-15B; Topic 11: 258A-259B, 260A-261B, 262A-263B
c. Determine whether a given whole number in the range 1–100 is prime or composite.	SE/TE: Topic 1: 14-15; Topic 11: 258-259, 260-261, 262-263 TE: Topic 1: 14A-15B; Topic 11: 258A-259B, 260A-261B, 262A-263B

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Cluster 3: Generate and analyze patterns.	
Additional Cluster	
Standards	
<p>MAFS.4.OA.3.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 10-11, 18-19; Topic 2: 40-41, 42-43, 44-45, 46-49, 50-51, 54-57; Topic 11: 258-259, 262-263; Topic 16: 442-443</p> <p>TE: Topic 1: 10A-11B, 18A-19B; Topic 2: 40A-41B, 42A-43B, 44A-45B, 46A-49B, 50A-51B, 54A-57B; Topic 11: 258A-259B, 262A-263B; Topic 16: 442A-443B</p>
Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Generalize place value understanding for multi-digit whole numbers.	
Major Cluster	
Standards	
<p>MAFS.4.NBT.1.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 80-81; Topic 10: 232-235</p> <p>TE: Topic 3: 66A-67B, 68A-69B, 80A-81B; Topic 10: 232A-235B</p>
<p>MAFS.4.NBT.1.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 3: 66-67, 68-69, 70-73, 74-75</p> <p>TE: Topic 3: 66A-67B, 68A-69B, 70A-73B, 74A-75B</p>

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<p>MAFS.4.NBT.1.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 3: 78-79; Topic 4: 90-93, 94-95; Topic 5: 122-123, 124-125, 126-129; Topic 6: 152-153; Topic 7: 172-173, 174-175</p> <p>TE: Topic 3: 78A-79B; Topic 4: 90A-93B, 94A-95B; Topic 5: 122A-123B, 124A-125B, 126A-129B; Topic 6: 152A-153B; Topic 7: 172A-173B, 174A-175B</p>
<p>Cluster 2: Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	
<p>Major Cluster</p>	
<p>Standards</p>	
<p>MAFS.4.NBT.2.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 4: 94-95, 96-99, 100-101, 102-103, 104-107</p> <p>TE: Topic 4: 94A-95B, 96A-99B, 100A-101B, 102A-103B, 104A-107B</p>
<p>MAFS.4.NBT.2.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 5: 116-117, 118-119, 120-121, 122-123, 124-125, 126-129; Topic 6: 138-141, 142-143, 144-147, 148-151, 152-153, 154-157; Topic 7: 166-169, 170-171, 174-175, 176-177; Topic 8: 186-189, 190-191, 192-193, 194-195, 196-197; Topic 9: 214-217; Topic 10: 246-247</p> <p>TE: Topic 5: 116A-117B, 118A-119B, 120A-121B, 122A-123B, 124A-125B, 126A-129B; Topic 6: 138A-141B, 142A-143B, 144A-147B, 148A-151B, 152A-153B, 154A-157B; Topic 7: 166A-169B, 170A-171B, 174A-175B, 176A-177B; Topic 8: 186A-189B, 190A-191B, 192A-193B, 194A-195B, 196A-197B; Topic 9: 214A-217B; Topic 10: 246A-247B</p>

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<p>MAFS.4.NBT.2.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 206-207, 208-209, 210-211, 212-213, 214-217, 218-219; Topic 10: 228-229, 230-231, 232-235, 236-237, 240-241, 242-243, 244-245</p> <p>TE: Topic 9: 206A-207B, 208A-209B, 210A-211B, 212A-213B, 214A-217B, 218A-219B; Topic 10: 228A-229B, 230A-231B, 232A-235B, 236A-237B, 240A-241B, 242A-243B, 244A-245B</p>
Domain: NUMBER AND OPERATIONS - FRACTIONS	
Cluster 1: Extend understanding of fraction equivalence and ordering.	
Major Cluster	
Standards	
<p>MAFS.4.NF.1.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 276-279</p> <p>TE: Topic 11: 264A-267B, 268A-269B, 276A-279B</p>
<p>MAFS.4.NF.1.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 11: 264-267, 268-269, 270-273, 274-275, 276-279</p> <p>TE: Topic 11: 264A-267B, 268A-269B, 270A-273B, 274A-275B, 276A-279B</p>

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Cluster 2: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
Major Cluster	
Standards	
MAFS.4.NF.2.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 12: 290-291 TE: Topic 12: 290A-291B
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	SE/TE: Topic 12: 290-291, 292-293, 294-295, 296-297, 298-301, 316-319 TE: Topic 12: 290A-291B, 292A-293B, 294A-295B, 296A-297B, 298A-301B, 316A-319B
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	SE/TE: Topic 12: 302-305, 306-309 TE: Topic 12: 302A-305B, 306A-309B
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	SE/TE: Topic 12: 302-305, 306-309, 310-311, 312-313 TE: Topic 12: 302A-305B, 306A-309B, 310A-311B, 312A-313B
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	SE/TE: Topic 12: 292-293, 294-295, 296-297, 298-301, 316-319 TE: Topic 12: 292A-293B, 294A-295B, 296A-297B, 298A-301B, 316A-319B
MAFS.4.NF.2.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 13: 332-333, 334-335 TE: Topic 13: 332A-333B, 334A-335B

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a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	SE/TE: Topic 13: 330-331 TE: Topic 13: 330A-331B
b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>	SE/TE: Topic 13: 332-333, 334-335 TE: Topic 13: 332A-333B, 334A-335B
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>	SE/TE: Topic 13: 334-335 TE: Topic 13: 334A-335B
Cluster 3: Understand decimal notation for fractions, and compare decimal fractions.	
Major Cluster	
Standards	
MAFS.4.NF.3.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i> <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 13: 336-337, 338-341, 342-345 TE: Topic 13: 336A-337B, 338A-341B, 342A-345B
MAFS.4.NF.3.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 13: 336-337, 338-341, 342-345, 354-355 TE: Topic 13: 336A-337B, 338A-341B, 342A-345B, 354A-355B

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<p>MAFS.4.NF.3.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 13: 346-347, 348-351, 352-353</p> <p>TE: Topic 13: 346A-347B, 348A-351B, 352A-353B</p>
Domain: MEASUREMENT AND DATA	
Cluster 1: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
Supporting Cluster	
Standards	
<p>MAFS.4.MD.1.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 13: 354-355; Topic 14: 366-367, 368-369, 370-371, 372-375, 376-377, 378-379, 380-381, 382-383, 384-387, 388-389, 390-391</p> <p>TE: Topic 13: 354A-355B; Topic 14: 366A-367B, 368A-369B, 370A-371B, 372A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B, 384A-387B, 388A-389B, 390A-391B</p>
<p>MAFS.4.MD.1.2 Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models. (Computational fluency with fractions and decimals is not the goal for students at this grade level.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 13: 352-353, 354-355; Topic 14: 380-381, 382-383, 388-389, 390-391; Topic 15: 404-405, 406-407, 410-413</p> <p>TE: Topic 13: 352A-353B, 354A-355B; Topic 14: 380A-381B, 382A-383B, 388A-389B, 390A-391B; Topic 15: 404A-405B, 406A-407B, 410A-413B</p>

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<p>MAFS.4.MD.1.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 402-403</p> <p>TE: Topic 15: 402A-403B</p>
<p>Cluster 2: Represent and interpret data.</p>	
<p>Supporting Cluster Standards</p>	
<p>MAFS.4.MD.2.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 408-409</p> <p>TE: Topic 15: 408A-409B</p>
<p>Cluster 3: Geometric measurement: understand concepts of angle and measure angles.</p>	
<p>Additional Cluster Standards</p>	
<p>MAFS.4.MD.3.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 16: 426-427, 428-429</p> <p>TE: Topic 16: 426A-427B, 428A-429B</p>

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<p>a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>	<p>SE/TE: Topic 16: 426-427, 428-429, 430-431, 432-433</p> <p>TE: Topic 16: 426A-427B, 428A-429B, 430A-431B, 432A-433B</p>
<p>b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>	<p>SE/TE: Topic 16: 428-429, 430-431, 432-433</p> <p>TE: Topic 16: 428A-429B, 430A-431B, 432A-433B</p>
<p>MAFS.4.MD.3.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 430-431, 432-433</p> <p>TE: Topic 16: 430A-431B, 432A-433B</p>
<p>MAFS.4.MD.3.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 432-433</p> <p>TE: Topic 16: 432A-433B</p>

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Domain: GEOMETRY	
Cluster 1: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
Additional Cluster Standards	
<p>MAFS.4.G.1.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 16: 422-423, 424-425, 426-427, 428-429, 430-431</p> <p>TE: Topic 16: 422A-423B, 424A-425B, 426A-427B, 428A-429B, 430A-431B</p>
<p>MAFS.4.G.1.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 434-435, 436-437, 438-439, 442-443</p> <p>TE: Topic 16: 434A-435B, 436A-437B, 438A-439B, 442A-443B</p>
<p>MAFS.4.G.1.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 440-441</p> <p>TE: Topic 16: 440A-441B</p>

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Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Write and interpret numerical expressions.	
Additional Cluster	
Standards	
<p>MAFS.5.OA.1.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 3: 72-73; Topic 8: 196-199, 200-201, 202-203</p> <p>TE: Topic 3: 72A-73B; Topic 8: 196A-199B, 200A-201B, 202A-203B</p>
<p>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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 3: 82-83; Topic 4: 110-111; Topic 8: 194-195, 210-211, 212-213</p> <p>TE: Topic 3: 82A-83B; Topic 4: 110A-111B; Topic 8: 194A-195B, 210A-211B, 212A-213B</p>
Cluster 2: Analyze patterns and relationships.	
Additional Cluster	
Standards	
<p>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></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 8: 204-205, 206-207, 208-209; Topic 16: 402-403</p> <p>TE: Topic 8: 204A-205B, 206A-207B, 208A-209B; Topic 16: 402A-403B</p>

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Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Understand the place value system.	
Major Cluster	
Standards	
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 1: 6-7, 8-11, 12-13; Topic 6: 146-147; Topic 7: 170-171</p> <p>TE: Topic 1: 6A-7B, 8A-11B, 12A-13B; Topic 6: 146A-147B; Topic 7: 170A-171B</p>
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 3: 66-67, 70-71; Topic 6: 146-147; Topic 7: 170-171</p> <p>TE: Topic 3: 66A-67B, 70A-71B; Topic 6: 146A-147B; Topic 7: 170A-171B</p>
<p>MAFS.5.NBT.1.3 Read, write, and compare decimals to thousandths.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 1: 18-21</p> <p>TE: Topic 1: 18A-21B</p>
<p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p>	<p>SE/TE: Topic 1: 8-11, 12-13, 14-15</p> <p>TE: Topic 1: 8A-11B, 12A-13B, 14A-15B</p>
<p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>SE/TE: Topic 1: 16-17</p> <p>TE: Topic 1: 16A-17B</p>
<p>MAFS.5.NBT.1.4 Use place value understanding to round decimals to any place.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 2: 34-35</p> <p>TE: Topic 2: 34A-35B</p>

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Cluster 2: Perform operations with multi-digit whole numbers and with decimals to hundredths.	
Major Cluster	
Standards	
<p>MAFS.5.NBT.2.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 3: 68-69, 72-73, 74-77, 78-79, 80-81, 82-83</p> <p>TE: Topic 3: 68A-69B, 72A-73B, 74A-77B, 78A-79B, 80A-81B, 82A-83B</p>
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 3: 64-65; Topic 4: 92-93, 94-95, 96-97, 98-101, 102-105, 106-109, 110-111; Topic 5: 120-121, 122-123, 124-125, 126-127, 128-131, 132-133, 134-135, 136-137</p> <p>TE: Topic 3: 64A-65B; Topic 4: 92A-93B, 94A-95B, 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-111B; Topic 5: 120A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-131B, 132A-133B, 134A-135B, 136A-137B</p>
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 2: 30-33, 36-39, 40-43, 44-45, 46-47, 48-49, 50-53; Topic 6: 146-147, 148-149, 150-151, 152-155, 156-157, 158-159, 160-161; Topic 7: 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-185</p> <p>TE: Topic 2: 30A-33B, 36A-39B, 40A-43B, 44A-45B, 46A-47B, 48A-49B, 50A-53B; Topic 6: 146A-147B, 148A-149B, 150A-151B, 152A-155B, 156A-157B, 158A-159B, 160A-161B; Topic 7: 170A-171B, 172A-173B, 174A-175B, 176A-177B, 178A-179B, 180A-181B, 182A-185B</p>

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Domain: NUMBER AND OPERATIONS - FRACTIONS	
Cluster 1: Use equivalent fractions as a strategy to add and subtract fractions.	
Major Cluster	
Standards	
<p>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, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-255, 256-259, 260-261, 262-263, 264-265, 266-267</p> <p>TE: Topic 9: 222A-223B, 224A-225B, 228A-229B, 230A-231B, 232A-233B, 234A-235B, 236A-237B, 238A-239B, 240A-243B; Topic 10: 252A-253B, 254A-255B, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B</p>
<p>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 $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 224-225, 226-227, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-243; Topic 10: 252-253, 254-254, 256-259, 260-261, 262-263, 264-265, 266-267</p> <p>TE: Topic 9: 224A-225B, 226A-227B, 228A-229B, 230A-231B, 232A-233B, 234A-235B, 236A-237B, 238A-239B, 240A-243B; Topic 10: 252A-253B, 254A-254B, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B</p>

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Cluster 2: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	
Major Cluster	
Standards	
<p>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 $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. 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></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 11: 276-277</p> <p>TE: Topic 11: 276A-277B</p>
<p>MAFS.5.NF.2.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 11: 278-279, 282-285, 286-287, 288-289</p> <p>TE: Topic 11: 278A-279B, 282A-285B, 286A-287B, 288A-289B</p>
<p>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 $a \times q \div b$. <i>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, $(a/b) \times (c/d) = ac/bd$.)</i></p>	<p>SE/TE: Topic 11: 278-279, 282-285, 288-289</p> <p>TE: Topic 11: 278A-279B, 282A-285B, 288A-289B</p>

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<p align="center">Florida MAFS Mathematics Standards (2014) Grade 5</p>	<p align="center">Scott Foresman•Addison Wesley enVisionMATH Common Core, ©2012 Grade 5</p>
<p>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.</p>	<p>SE/TE: Topic 11: 286-287 TE: Topic 11: 286A-287B</p>
<p>MAFS.5.NF.2.5 Interpret multiplication as scaling (resizing), by: <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i></p>	<p>SE/TE: Topic 11: 290-291 TE: Topic 11: 290A-291B</p>
<p>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.</p>	<p>SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B</p>
<p>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.</p>	<p>SE/TE: Topic 11: 280-281, 290-291 TE: Topic 11: 280A-281B, 290A-291B</p>
<p>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. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i></p>	<p>SE/TE: Topic 11: 292-293 TE: Topic 11: 292A-293B</p>

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<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 11: 294-295, 296-297, 298-299</p> <p>TE: Topic 11: 294A-295B, 296A-297B, 298A-299B</p>
<p>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 $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p>	<p>SE/TE: Topic 11: 298-299</p> <p>TE: Topic 11: 298A-299B</p>
<p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p>	<p>SE/TE: Topic 11: 294-295</p> <p>TE: Topic 11: 294A-295B</p>
<p>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 $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p>	<p>SE/TE: Topic 11: 296-297</p> <p>TE: Topic 11: 296A-297B</p>
Domain: MEASUREMENT AND DATA	
Cluster 1: Convert like measurement units within a given measurement system.	
Supporting Cluster	
Standards	
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 13: 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345</p> <p>TE: Topic 13: 332A-333B, 334A-335B, 336A-337B, 338A-339B, 340A-341B, 342A-343B, 344A-345B</p>

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Cluster 2: Represent and interpret data.	
Supporting Cluster	
Standards	
<p>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></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 14: 354-355, 356-357, 358-359, 360-361, 362-363</p> <p>TE: Topic 14: 354A-355B, 356A-357B, 358A-359B, 360A-361B, 362A-363B</p>
Cluster 3: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	
Major Cluster	
Standards	
<p>MAFS.5.MD.3.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 12: 308-309</p> <p>TE: Topic 12: 308A-309B</p>
<p>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.</p>	<p>SE/TE: Topic 12: 310-311, 314-315</p> <p>TE: Topic 12: 310A-311B, 314A-315B</p>
<p>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.</p>	<p>SE/TE: Topic 12: 310-311, 314-315</p> <p>TE: Topic 12: 310A-311B, 314A-315B</p>

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<p>MAFS.5.MD.3.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 12: 310-311, 314-315, 322-323</p> <p>TE: Topic 12: 310A-311B, 314A-315B, 322A-323B</p>
<p>MAFS.5.MD.3.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 12: 312-313, 316-319</p> <p>TE: Topic 12: 312A-313B, 316A-319B</p>
<p>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.</p>	<p>SE/TE: Topic 12: 314-315, 316-319</p> <p>TE: Topic 12: 314A-315B, 316A-319B</p>
<p>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.</p>	<p>SE/TE: Topic 12: 316-319, 320-321</p> <p>TE: Topic 12: 316A-319B, 320A-321B</p>
<p>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.</p>	<p>SE/TE: Topic 12: 320-321</p> <p>TE: Topic 12: 320A-321B</p>

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Domain: GEOMETRY	
Cluster 1: Graph points on the coordinate plane to solve real-world and mathematical problems.	
Additional Cluster	
Standards	
<p>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).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 16: 392-395, 396-397, 398-399, 400-401, 404-405</p> <p>TE: Topic 16: 392A-395B, 396A-397B, 398A-399B, 400A-401B, 404A-405B</p>
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 16: 400-401, 402-403, 404-405</p> <p>TE: Topic 16: 400A-401B, 402A-403B, 404A-405B</p>

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Cluster 2: Classify two-dimensional figures into categories based on their properties.	
Additional Cluster	
Standards	
<p>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></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 372-373, 374-375, 376-377, 378-379, 382-383</p> <p>TE: Topic 15: 372A-373B, 374A-375B, 376A-377B, 378A-379B, 382A-383B</p>
<p>MAFS.5.G.2.4 Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 376-377, 378-379, 380-381, 382-383</p> <p>TE: Topic 15: 376A-377B, 378A-379B, 380A-381B, 382A-383B</p>

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Domain: RATIOS & PROPORTIONAL RELATIONSHIPS	
Cluster 1: Understand ratio concepts and use ratio reasoning to solve problems.	
Major Cluster	
Standards	
<p>MAFS.6.RP.1.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 7: 178-179; Topic 12: 300-301</p> <p>TE: Topic 7: 178A-179B; Topic 12: 300A-301B</p>
<p>MAFS.6.RP.1.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 12: 306-307, 314-315; Topic 13: 324-325</p> <p>TE: Topic 12: 306A-307B, 314A-315B; Topic 13: 324A-325B</p>
<p>MAFS.6.RP.1.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 12: 302-305; Topic 13: 322-323, 326-327, 328-329; Topic 14: 344-347, 348-349, 352-353</p> <p>TE: Topic 12: 302A-305B; Topic 13: 322A-323B, 326A-327B, 328A-329B; Topic 14: 344A-347B, 348A-349B, 352A-353B</p>
<p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>	<p>SE/TE: Topic 13: 322-323, 330-333</p> <p>TE: Topic 13: 322A-323B, 330A-333B</p>

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b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	SE/TE: Topic 12: 308-309; Topic 13: 324-325 TE: Topic 12: 308A-309B; Topic 13: 324A-325B
c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	SE/TE: Topic 14: 350-351, 354-357, 358-361, 362-363 TE: Topic 14: 350A-351B, 354A-357B, 358A-361B, 362A-363B
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	SE/TE: Topic 16: 400-403, 404-407, 412-413, 414-417, 418-419 TE: Topic 16: 400A-403B, 404A-407B, 412A-413B, 414A-417B, 418A-419B
e. Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.	SE/TE: Topic 17: 438-441, 442-443 TE: Topic 17: 438A-441B, 442A-443B
Domain: THE NUMBER SYSTEM	
Cluster 1: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
Major Cluster	
Standards	
MAFS.6.NS.1.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 7: 166-169; Topic 9: 202-203, 204-205, 206-207, 208-209, 210-211 TE: Topic 7: 166A-169B; Topic 9: 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B

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Cluster 2: Compute fluently with multi-digit numbers and find common factors and multiples.	
Additional Cluster	
Standards	
MAFS.6.NS.2.2 Fluently divide multi-digit numbers using the standard algorithm. <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 2: 46-47; Topic 3: 74-75; Topic 4: 106-109 TE: Topic 2: 46A-47B; Topic 3: 74A-75B; Topic 4: 106A-109B
MAFS.6.NS.2.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 1: 18-21; Topic 3: 62-63, 64-65, 66-69, 70-73, 76-77, 78-79, 84-87; Topic 6: 154-155 TE: Topic 1: 18A-21B; Topic 3: 62A-63B, 64A-65B, 66A-69B, 70A-73B, 76A-77B, 78A-79B, 84A-87B; Topic 6: 154A-155B
MAFS.6.NS.2.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 5: 126-127 TE: Topic 5: 126A-127B
Cluster 3: Apply and extend previous understandings of numbers to the system of rational numbers.	
Major Cluster	
Standards	
MAFS.6.NS.3.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 10: 222-223 TE: Topic 10: 222A-223B

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<p>MAFS.6.NS.3.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 9: 214-215; Topic 10: 222-223, 226-229, 246-249</p> <p>TE: Topic 9: 214A-215B; Topic 10: 222A-223B, 226A-229B, 246A-249B</p>
<p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>	<p>SE/TE: Topic 10: 222-223, 243-245</p> <p>TE: Topic 10: 222A-223B, 243A-245B</p>
<p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	<p>SE/TE: Topic 10: 243-245, 246-249</p> <p>TE: Topic 10: 243A-245B, 246A-249B</p>
<p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>SE/TE: Topic 10: 222-223, 226-229, 246-249</p> <p>TE: Topic 10: 222A-223B, 226A-229B, 246A-249B</p>
<p>MAFS.6.NS.3.7 Understand ordering and absolute value of rational numbers.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 10: 222-223, 224-225, 226-229, 242-245</p> <p>TE: Topic 10: 222A-223B, 224A-225B, 226A-229B, 242A-245B</p>
<p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p>	<p>SE/TE: Topic 10: 224-225, 226-229</p> <p>TE: Topic 10: 224A-225B, 226A-229B</p>
<p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.</i></p>	<p>SE/TE: Topic 10: 224-225, 226-229</p> <p>TE: Topic 10: 224A-225B, 226A-229B</p>

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c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of –30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	SE/TE: Topic 10: 222-223, 242-245 TE: Topic 10: 222A-223B, 242A-245B
d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.</i>	SE/TE: Topic 10: 242-245 TE: Topic 10: 242A-245B
MAFS.6.NS.3.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 10: 246-249, 250-253 TE: Topic 10: 246A-249B, 250A-253B
Domain: EXPRESSIONS & EQUATIONS	
Cluster 1: Apply and extend previous understandings of arithmetic to algebraic expressions.	
Major Cluster	
Standards	
MAFS.6.EE.1.1 Write and evaluate numerical expressions involving whole-number exponents. <i>Cognitive Complexity:</i> Level 1: Recall	SE/TE: Topic 1: 10-13 TE: Topic 1: 10A-13B
MAFS.6.EE.1.2 Write, read, and evaluate expressions in which letters stand for numbers. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Topic 2: 32-33, 46-47, 48-49 TE: Topic 2: 32A-33B, 46A-47B, 48A-49B
a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i>	SE/TE: Topic 2: 32-33, 46-47 TE: Topic 2: 32A-33B, 46A-47B

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<p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i></p>	<p>SE/TE: Topic 2: 32-33, 46-47 TE: Topic 2: 32A-33B, 46A-47B</p>
<p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i></p>	<p>SE/TE: Topic 2: 46-47; Topic 3: 80-81; Topic 17: 426-429, 430-433, 434-437 TE: Topic 2: 46A-47B; Topic 3: 80A-81B; Topic 17: 426A-429B, 430A-433B, 434A-437B</p>
<p>MAFS.6.EE.1.3 Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i> <i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 2: 34-35, 36-39, 40-41, 46-47; Topic 4: 96-97 TE: Topic 2: 34A-35B, 36A-39B, 40A-41B, 46A-47B; Topic 4: 96A-97B</p>
<p>MAFS.6.EE.1.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 4: 96-97 TE: Topic 4: 96A-97B</p>

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Cluster 2: Reason about and solve one-variable equations and inequalities.	
Major Cluster	
Standards	
<p>MAFS.6.EE.2.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 3: 82-83; Topic 4: 98-101, 106-109; Topic 15: 386-389, 390-391</p> <p>TE: Topic 3: 82A-83B; Topic 4: 98A-101B, 106A-109B; Topic 15: 386A-389B, 390A-391B</p>
<p>MAFS.6.EE.2.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 2: 32-33, 50-53; Topic 3: 82-83; Topic 4: 98-101, 106-109</p> <p>TE: Topic 2: 32A-33B, 50A-53B; Topic 3: 82A-83B; Topic 4: 98A-101B, 106A-109B</p>
<p>MAFS.6.EE.2.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 4: 98-101, 102-105, 106-109, 110-113; Topic 9: 212-213; Topic 17: 426-429, 430-433, 434-437</p> <p>TE: Topic 4: 98A-101B, 102A-105B, 106A-109B, 110A-113B; Topic 9: 212A-213B; Topic 17: 426A-429B, 430A-433B, 434A-437B</p>
<p>MAFS.6.EE.2.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 15: 386-389</p> <p>TE: Topic 15: 386A-389B</p>

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Cluster 3: Represent and analyze quantitative relationships between dependent and independent variables.	
Major Cluster	
Standards	
<p>MAFS.6.EE.3.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 11: 290-291; Topic 12: 310-313; Topic 15: 376-377, 380-381</p> <p>TE: Topic 11: 290A-291B; Topic 12: 310A-313B; Topic 15: 376A-377B, 380A-381B</p>
Domain: GEOMETRY	
Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume.	
Supporting Cluster	
Standards	
<p>MAFS.6.G.1.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 17: 430-433, 434-437</p> <p>TE: Topic 17: 430A-433B, 434A-437B</p>

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<p>MAFS.6.G.1.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 18: 462-463, 464-465 TE: Topic 18: 462A-463B, 464A-465B</p>
<p>MAFS.6.G.1.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 10: 250-253 TE: Topic 10: 250A-253B</p>
<p>MAFS.6.G.1.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 17: 444-447; Topic 18: 454-455, 458-461, 466-469 TE: Topic 17: 444A-447B; Topic 18: 454A-455B, 458A-461B, 466A-469B</p>

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Domain: STATISTICS & PROBABILITY	
Cluster 1: Develop understanding of statistical variability.	
Additional Cluster	
Standards	
<p>MAFS.6.SP.1.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i> <i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 19: 476-477 TE: Topic 19: 476A-477B</p>
<p>MAFS.6.SP.1.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 19: 478-479 TE: Topic 19: 478A-479B</p>
<p>MAFS.6.SP.1.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. <i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>SE/TE: Topic 19: 480-481, 490-493, 500-501 TE: Topic 19: 480A-481B, 490A-493B, 500A-501B</p>
Cluster 2: Summarize and describe distributions.	
Additional Cluster	
Standards	
<p>MAFS.6.SP.2.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Topic 19: 484-487, 488-489 TE: Topic 19: 484A-487B, 488A-489B</p>

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<p>MAFS.6.SP.2.5 Summarize numerical data sets in relation to their context, such as by:</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Topic 19: 494-497, 498-499</p> <p>TE: Topic 19: 494A-497B, 498A-499B</p>
<p>a. Reporting the number of observations.</p>	<p>SE/TE: Topic 19: 484-487, 498-499</p> <p>TE: Topic 19: 484A-487B, 498A-499B</p>
<p>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p>	<p>SE/TE: Topic 19: 476-477, 498-499</p> <p>TE: Topic 19: 476A-477B, 498A-499B</p>
<p>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>	<p>SE/TE: Topic 19: 480-481, 482-483, 490-493, 498-499</p> <p>TE: Topic 19: 480A-481B, 482A-483B, 490A-493B, 498A-499B</p>
<p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	<p>SE/TE: Topic 19: 494-497, 498-499</p> <p>TE: Topic 19: 494A-497B, 498A-499B</p>