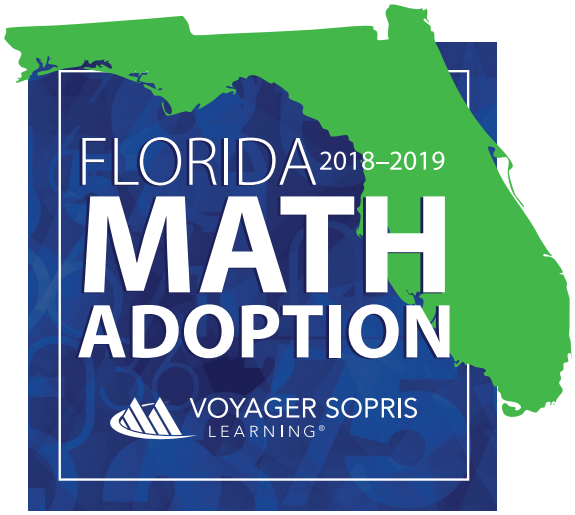

Third Edition

TRANSMATH®

STANDARDS

Third Edition
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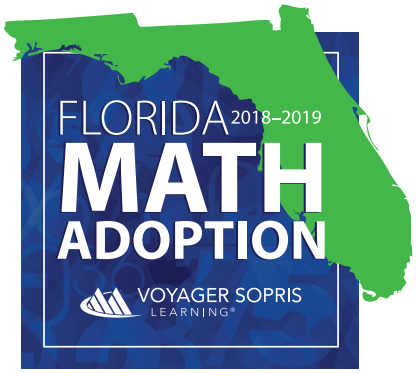
STANDARDS

Table of Contents

TransMath Roadmap for Grade 8 3
Standards Alignment 8



TransMath Roadmap for Grade 8

Course 1205070 Version Requirements outline the three critical areas where students should focus their instructional time:

(1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;

(2) grasping the concept of a function and using functions to describe quantitative relationships;

(3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Upon completion of *Transmath*, students will master the course standards for MJ Pre-Algebra course and be ready for successful entry into Algebra. Unlike most core Pre-Algebra programs, *TransMath* takes a scaffolded approach to mastering the grade-level standards to address the needs of students who struggle in math.

This scaffolded instructional approach meets students where they are in relation to the grade-level standard, and accelerates their learning path toward mastery. Once instruction shifts to directly teaching the grade-level standard, the student has already reinforced the foundational knowledge and the momentum that is needed to reach mastery.

Major Cluster	TransMath Progression	Course Focus		
		1	2	3
		Expressions and Equations	Functions	Two- and Three-Dimensional Space and Figures
MAFS.8.EE.1: Work with radicals and integer exponents.	Level 1: Volume 2: Unit 7: 751–755, 759–762, 766–770 Level 3: Volume 2: Unit 10: 1169–1175, 1194–1198, 1210–1214, 1228–1232 Level 1: Volume 2: Unit 6: 705–708, 709–711, 713–717 Level 1: Volume 1: Unit 1: 17–21, Unit 3: 261–264, 269–272 Level 1: Volume 2: Unit 7: 751–755, 759–762 Level 1: Volume 1: Unit 1: 17–21, Unit 3: 261–264, 269–272 Level 1: Volume 2: Unit 7: 751–755, 759–762	✔		
MAFS.8.EE.2: Understand the connections between proportional relationships, lines, and linear equations.	Level 3: Volume 2: Unit 9: 1061–1065, 1066–1067, 1070–1074, 1075–1076, 1078–1082, 1083–1085 Level 3: Volume 2: Unit 9: 1061–1065, 1066–1067, 1070–1074, 1075–1076, 1078–1082, 1083–1085, 1087–1093, 1097–1100, 1101–1105	✔	✔	

Major Cluster	TransMath Progression	Course Focus		
		1	2	3
		Expressions and Equations	Functions	Two- and Three-Dimensional Space and Figures
MAFS.8.EE.3: Analyze and solve linear equations and pairs of simultaneous linear equations.	Level 3: Volume 2: Unit 7: 750–754, 772–777, 779–785, 800–804, 810–815, 821–825, 826–828, 830–833, 834–836, Unit 8: 862–868, 869–871, 873–877, 878–880, 882–886, 887–891, 893–898, 901–904, 908–911, 917–920, 927–932, 937–941, 942–943, 953–956, 961–964, 969–974, 980–983, 984–986 Level 3: Volume 2: Unit 9: 1121–1123, 1133–1134 provide some opportunities to address this standard.	✔		
MAFS.8.F.1: Define, evaluate, and compare functions.	Level 3: Volume 2: Unit 9: 1008–1012, 1018–1021, 1027–1031, 1037–1041, 1043–1048, 1052–1055, 1056–1059 Level 3: Volume 2: Unit 9: 1121–1123, 1133–1134 provide some opportunities to address this standard. Level 3: Volume 2: Unit 9: 1078–1082, 1083–1085, 1087–1093, 1097–1100, 1101–1104, 1121–1123, Unit 10: 1187–1192, 1202–1208	✔	✔	

Major Cluster	TransMath Progression	Course Focus		
		1	2	3
		Expressions and Equations	Functions	Two- and Three-Dimensional Space and Figures
MAFS.8.F.2: Use functions to model relationships between quantities.	Level 3: Volume 2: Unit 9: 1008–1012, 1018–1021, 1027–1031, 1037–1041, 1043–1048, 1052–1055, 1056–1059, 1061–1065, 1075–1076, 1097–1100, 1118–1120 Level 3: Volume 2: Unit 9: 1027–1031, 1056–1059, 1101–1105, 1118–1120, 1121–1123, 1126–1132		✔	
MAFS.8.G.1: Understand congruence and similarity using physical models, transparencies, or geometry software.	Level 1: Volume 2: Unit 7: 763–764, 799–803 Level 2: Volume 1: Unit 4: 432–435, 457–459 Level 2: Volume 2: Unit 5: 541–542, Unit 9: 1049–1053, 1055–1060, 1071–1076 Level 1: Volume 2: Unit 6: 677–678, 692–693 Level 2: Volume 2: Unit 9: 1049–1053, 1055–1060, 1071–1076 Level 1: Volume 2: Unit 7: 763–764, 799–803 Level 2: Volume 1: Unit 4: 432–435,457–459 Level 2: Volume 2: Unit 5: 541–542 Level 1: Volume 2: Unit 6: 701–704 Level 3: Volume 1: Unit 2: 238–240 Level 3: Volume 2: Unit 7: 766–769, 786–790, 792–796, 805–808, 826–828 Level 2: Volume 1: Unit 3: 322–324, 349–354, 365–366, Unit 4: 464–465 Level 2: Volume 2: Unit 6: 695–697			✔

Major Cluster	TransMath Progression	Course Focus		
		1 Expressions and Equations	2 Functions	3 Two- and Three-Dimensional Space and Figures
MAFS.8.G.2: Understand and apply the Pythagorean Theorem.	Level 3: Volume 2: Unit 10: 1158–1167, 1177–1185 Level 3: Volume 2: Unit 10: 1158–1167, 1177–1185			✔
MAFS.8.G.3: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	Level 3: Volume 2: Unit 6: 651–653, 655–661, 671–675, 693–700, 711–714, 716–724			✔
MAFS.8.NS.1: Know that there are numbers that are not rational, and approximate them by rational numbers. (Supporting Cluster)	Level 3: Volume 1: Unit 1: 71–75, 82–87 Level 3: Volume 2: Unit 10: 1194–1198, 1228–1232 Level 3: Volume 1: Unit 1: 71–75, 82–87 Level 3: Volume 2: Unit 10: 1194-1198, 1228-1232, 1234–1240	✔		
MAFS.8.SP.1: Investigate patterns of association in bivariate data. (Supporting Cluster)	Level 3: Volume 1: Unit 1: 98–101 Level 3: Volume 1: Unit 1: 98–101, 132–135 Level 3: Volume 1: Unit 1: 132–135 supports understanding of this standard. Level 3: Volume 1: Unit 1: 98–101	✔	✔	

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

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Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
MAFS.8.EE.1.1:	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	TE Level 3: Volume 1: 570–575, 561–564 ST Level 3: 399–403, 393–395 SI Level 3: 199–200, 196 *See also Prerequisites: TE Level 1: Volume 2: 751–755, 759–762, 766–770*
MAFS.8.EE.1.2:	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	TE Level 3: Volume 2: 1194–1198, 1228–1232, 1169–1175, 1210–1214 ST Level 3: 837–839 SI Level 3: 436 *See also Prerequisites: TE Level 1: Volume 2: Unit 6: 705–708, 709–711, 713–717*
MAFS.8.EE.1.3:	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3 × and the population of the world as 7 ×, and determine that the world population is more than 20 times larger.*	TE Level 1: Volume 1: 269–272, 17–21, 261–264 TE Level 1: Volume 2: 751–755, 759–762 ST Level 1: 148–149, 431–433, 436–437 SI Level 1: 102, 284, 287

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
MAFS.8.EE.1.4:	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	TE Level 1: Volume 2: 751–755, 759–762 TE Level 1: Volume 1: 17–21, 261–264, 269–272 ST Level 1: 431–433, 436–437, 9–11, 143–144 SI Level 1: 284, 287, 6–7, 98
MAFS.8.EE.2.5:	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance–time graph to a distance–time equation to determine which of two moving objects has greater speed.*	TE Level 3: Volume 2: 1078–1082, 1083–1085, 1087–1093, 1061–1065, 1066–1067, 1070–1074, 1075–1076 ST Level 3: 756–758, 759–760, 763–767, 745–747, 748, 751–753, 754 SI Level 3: 394, 395–396,398–399, 385–386, 387, 389–390, 391–392

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
MAFS.8.EE.2.6:	Use similar triangles to explain why the slope m is the same between any two distinct points on a non–vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	TE Level 3: Volume 2: 1070–1074, 1101–1105, 1066–1067, 1075–1076, 1078–1082, 1083–1085, 1087–1093, 1097–1100 ST Level 3: 751–753, 772–775, 748, 754, 756–758, 759–760, 770–771 SI Level 3: 389–399, 403–404, 387, 391–392, 394, 395–396, 401–402
MAFS.8.EE.3.7:	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	TE Level 3: Volume 2: 862–868, 869–871, 873–877, 878–880, 882–886, 887–891, 893–898, 901–904, 908–911, 917–920, 927–932, 937–941, 942–943, 953–956, 961–964, 969–974, 980–983, 984–986, 750–754, 772–777, 779–785, 800–804, 810–815, 821–825, 826–828, 830–833, 834–836 ST Level 3: 603–607, 608–609, 612–614, 615–616, 618–620, 621–624, 627–631,634–637, 640–641, 647–648, 655–658, 663–665, 666, 673–674, 679–680, 685–687, 693–694, 695–696, 527–529, 544–548, 551–555, 565–567, 571–574, 579–581, 582–583 SI Level 3: 299, 300, 302, 303–304, 306, 307–308, 310–311, 313, 315–316, 319–320, 324, 328, 329–330, 335, 339, 343, 349, 350–351, 260–261, 268–269, 271, 278, 283, 287, 288–289

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
MAFS.8.EE.3.8:	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.* c. Solve real–world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*	TE Level 3: Volume 2: 1121–1123, 1133–1134 ST Level 3: 786–787, 795 SI Level 3: 410, 413
MAFS.8.F.1.1:	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	TE Level 3: Volume 2: 1008–1012, 1043–1048, 1056–1057, 1027–1031, 1037–1041 ST Level 3: 707–708, 732–735, 740–742, 720–722, 727–729 SI Level 3: 360, 378–379, 382–383, 371, 375–376

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
MAFS.8.F.1.2:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*	TE Level 3: Volume 2: 1121–1123, 1133–1134, 1018–1021, 1027–1031, 1037–1041 ST Level 3: 786–787, 795, 714–715, 720–722, 727–729 SI Level 3: 410, 413, 366–367, 371, 375–376
MAFS.8.F.1.3:	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ *giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*	TE Level 3: Volume 2: 1187–1192, 1202–1208, 1078–1082, 1083–1085, 1087–1093, 1097–1100, 1101–1104, 1121–1123 ST Level 3: 831–834, 842–845, 756–758, 763–767, 770–771, 786–787 SI Level: 433–434, 438–439, 394, 398–399, 401–402, 410

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
MAFS.8.F.2.4:	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	TE Level 3: Volume 2: 1008–1012, 1018–1021, 1027–1031, 1037–1041, 1043–1048, 1052–1055, 1056–1059, 1061–1065, 1075–1076, 1097–1100, 1118–1120 ST Level 3: 707–708, 714–715, 720–722, 727–729, 732–775, 738–739, 745–747, 754, 770–771, 785 SI Level 3: 360, 366–367, 371, 375–376, 378–379, 381, 385–386, 391–392, 401–402, 409
MAFS.8.F.2.5:	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	TE Level 3: Volume 2: 1027–1031, 1056–1059, 1101–1105, 1118–1120, 1121–1123, 1126–1132 ST Level 3: 720–722, 740–742, 772–775, 785, 786–787, 790–794 SI Level 3: 371, 382–383, 403–404, 409, 410, 412

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MAFS.8.G.1.1:	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	TE Level 1: Volume 2: 763–764, 799–803 TE Level 2: Volume 1: 432–435, 457–459 TE Level 2: Volume 2: 541–542, 1049–1053, 1055–1060, 1071–1076 ST Level 1: 438, 460–462 SI Level 1: 289–290, 304, 171–172 ST Level 2: 268–270, 283–284, 330, 657–659, 661–663, 671–674 SI Level 2: 176, 185, 213, 382–383, 385–386, 392–393
MAFS.8.G.1.2:	Understand that a two–dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	TE Level 1: Volume 2: 677–678, 692–693 ST Level 1: 389, 397 SI Level 1: 257, 263–264
MAFS.8.G.1.3:	Describe the effect of dilations, translations, rotations, and reflections on two–dimensional figures using coordinates.	TE Level 2: Volume 2: 1049–1053, 1055–1060, 1071–1076 TE Level 1: Volume 2: 763–764, 800–803 ST Level 2: 657–659, 661–663, 671–674 SI Level 2: 382–383, 385–386, 392–393 ST Level 1: 438, 460–462 SI Level 1: 289, 304

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MAFS.8.G.1.4:	Understand that a two–dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two–dimensional figures, describe a sequence that exhibits the similarity between them.	TE Level 3: Volume 1: Unit 2: 238–240 ST Level 3: 167–168 SI Level 3: 77 *See also Prerequisites: TE Level 1: Volume 2: 701–704*
MAFS.8.G.1.5:	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle–angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*	TE Level 3: Volume 2: 766–769, 786–790, 792–796, 805–808, 826–828 ST Level 3: 539–541, 556–559, 561–563, 568–569, 582–583 SI Level 3: 266, 272–273, 275–276, 279–280, 288–289 *See also Prerequisites: TE Level 2: Volume 1: 322–324, 349–354, 365–366, 464–465; Level 2: Volume 2: 695–697*
MAFS.8.G.2.6:	Explain a proof of the Pythagorean Theorem and its converse.	TE Level 3: Volume 2: 1158–1167, 1177–1185 ST Level 3: 809–815, 823–828 SI Level 3: 420–422, 428–431

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MAFS.8.G.2.7:	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real–world and mathematical problems in two and three dimensions.	TE Level 3: Volume 2: 1158–1167, 1177–1185 ST Level 3: 809–815, 823–828 SI Level 3: 420–422, 428–431
MAFS.8.G.2.8:	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	TE Level 3: Volume 2: 1158–1167, 1177–1185 ST Level 3: 809–815, 823–828 SI Level 3: 420–422, 428–431
MAFS.8.G.3.9:	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real–world and mathematical problems.	TE Level 3: Volume 2: 651–653, 655–661, 671–675, 693–700, 711–714, 716–724 ST Level 3: 456–457, 459–463, 472–475, 488–492, 503–504, 506–511 SI Level 3: 225, 227–228, 232–233, 242–243, 249, 252–253
MAFS.8.NS.1.1:	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	TE Level 3: Volume 1: 71–75, 82–87 TE Level 3: Volume 2: 1194–1198, 1228–1232 ST Level 3: 48–50, 57–60, 837–839, 860–862 SI Level 3: 19, 22, 436, 449

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MAFS.8.NS.1.2:	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*	TE Level 3: Volume 1: 71–75, 82–87 TE Level 3: Volume 2: 1194-1198, 1228-1232, 1234–1240 ST Level 3: 48–50, 57–60, 837–839, 860–862 SI Level 3: 19, 22, 436, 449
MAFS.8.SP.1.1:	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	TE Level 3: Volume 1: 98–101 ST Level 3: 69–71 SI Level 3: 26
MAFS.8.SP.1.2:	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	TE Level 3: Volume 1: 98–101, 132–135 ST Level 3: 69–71, 94–96 SI Level 3: 26, 37

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MAFS.8.SP.1.3:	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*	TE Level 3: Volume 1: 132–135 supports understanding of this standard. ST Level 3: 94–96 SI Level 3: 37
MAFS.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two–way table. Construct and interpret a two–way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*	TE Level 3: Volume 1: 98–101 ST Level 3: 69–71 SI Level 3: 26

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MAFS.K12.MP.1.1:	Make sense of problems and persevere in solving them.	Each unit includes problem–solving lesson sections that meet this standard. See for example: Level 3: Volume 2: 1071–1072.
MAFS.K12.MP.2.1:	Reason abstractly and quantitatively.	Each lesson, in the discuss section, includes opportunities for students to demonstrate abstract or quantitative reasoning skills.
MAFS.K12.MP.3.1:	Construct viable arguments and critique the reasoning of others.	Throughout the program, Performance Assessments are used after each Lesson 10 or 15. The Performance Assessment model encourages a model, guided practice, and independent work encouraging students to participate in discourse about thinking, critiquing their thinking, and writing responses. Throughout the program, engagement strategies are called out in the Teacher Edition to encourage student to student conversations: pair/share, look about, and think tank.
MAFS.K12.MP.4.1:	Model with mathematics.	Each lesson includes a Demonstrate section in which the teacher models the concept. See for example: Level 3: Volume 1: 271–278, Volume 2: 639–643, 649–652, 657–660
MAFS.K12.MP.5.1:	Use appropriate tools strategically.	Students are taught to use tools strategically throughout the program. See for example: Level 3: Volume 2: 739, 783–787, 793–794, 869–872, 998–1002, 1019–1023, 1045

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MAFS.K12.MP.6.1:	Attend to precision.	Opportunities throughout. See for example: Level I, Volume 1: 431–434, 439–441, 445; Level 3: Volume 1: 8–18, 324, 382
MAFS.K12.MP.7.1:	Look for and make use of structure.	Opportunities throughout. See for example: Level 3: Volume 1: 349–353, Volume 2: 544–550, 597–600, 809–817
MAFS.K12.MP.8.1:	Look for and express regularity in repeated reasoning.	Opportunities throughout: Level 3: Volume 2: 580–587, 732–739
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Students follow multistep instructions throughout the program, especially in the homework assignments.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain–specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Each lesson includes vocabulary development necessary to understand the lesson content.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	TE Level 3: Volume 1: 479–496 TE Level 3: Volume 2: 1043–1051, 1118–1125

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
LAFS.68.WHST.1.1:	Write arguments focused on *discipline–specific content*.	Throughout the program, Performance Assessments are used after each Lesson 10 or 15. The Performance Assessment model encourages a model, guided practice, and independent work encouraging students to participate in discourse about thinking, critiquing their thinking, and writing responses. Throughout the program, engagement strategies are called out in the Teacher Edition to encourage student to student conversations: pair/share, look about, and think tank.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Throughout the program, Performance Assessments are used after each Lesson 10 or 15. The Performance Assessment model encourages a model, guided practice, and independent work encouraging students to participate in discourse about thinking, critiquing their thinking, and writing responses. Rubrics can be used to help evaluate writing. Throughout the program, engagement strategies are called out in the Teacher Edition to encourage student to student conversations: pair/share, look about, and think tank.

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
LAFS.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher–led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	In each lesson, students and teachers discuss the new lesson content, providing opportunities to meet this standard.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Level 3: Volume 1: 80–81, 392–393
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Level 3: Volume 2: 933–934

Benchmark Code	Benchmark	Lessons Where Standard/Benchmark Is Directly Addressed In Major Tool (Most In–Depth Coverage Listed First) Teacher Edition = TE Student Text = ST Student Interactive Text = SI
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well–chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Throughout the program, Performance Assessments are used after each Lesson 10 or 15. The Performance Assessment model encourages a model, guided practice, and independent work encouraging students to participate in discourse about thinking, critiquing their thinking, and writing responses. Rubrics can be used to help evaluate writing. Throughout the program, engagement strategies are called out in the Teacher Edition to encourage student to student conversations: pair/share, look about, and think tank.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	The online Teacher Talk Tutorials provide students with an additional review of lesson concepts, supporting their ability to understand lesson ideas and concepts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.	Students have the opportunity to demonstrate their communication skills at the beginning of each lesson as they connect the lesson content to prior knowledge.