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Common Core State Standards with California Additions[1]
Standards Map for a Basic Grade-Level Program

Grade Eight – Mathematics

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
	THE NUMBER SYSTEM					
	Know that there are numbers that are not rational, and approximate them by rational numbers.					
8.NS 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.	Develop Conceptual Understanding: SE: 7, 8, 9, 10, 11, 15, 16, 17 TE: 7, 8, 9, 10, 11, 15, 16, 17 Fluency: SE: 11, 12,	SE: 13, 14, 19, 20 TE: 13, 14, 19, 20			

[1] These standards were originally produced by the Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. California additions were made by the State Board of Education when it adopted the Common Core on August 2, 2010 and modified pursuant to Senate Bill 1200 located at http://tinyurl.com/CASB1200 on January 16, 2013. Additions are marked in bold and underlined.

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		17, 18 TE: 12, 18 Application: SE: 17 TE: 18				
8.NS 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., π2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*	Develop Conceptual Understanding: SE: 10, 11, 21, 22 TE: 10, 11, 21, 22, 23 Fluency: SE: 12, 23 TE: 12, 24 Application: SE: 23, 24 TE: 24	SE: 13, 14, 25, 26 TE: 13, 14, 25, 26			
	EXPRESSIONS AND EQUATIONS					
	Work with radicals and integer exponents.					
8.EE 1.	Know and apply the properties of integer exponents to generate equivalent	Develop Conceptual	SE: 38, 39, 40			

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	numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	Understanding: SE: 33, 34 TE: 33, 34, 35, 37 Fluency: SE: 35, 36, 37 TE: 36, 38	TE: 39, 40			
8.EE 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.	Develop Conceptual Understanding: SE: 10, 11 TE: 9, 10, 11 Fluency: SE: 12 TE: 12	SE: 13, 14, 28 TE: 13, 14, 28			
8.EE 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 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*	Develop Conceptual Understanding: SE: 41, 42, 47, 48, 53, 54 TE: 41, 42, 43, 47, 48, 49, 53, 54, 55	SE: 45, 46, 51, 52, 57, 58 TE: 45, 46, 51, 52, 57, 58			

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		Fluency: SE: 43, 44, 49, 50, 55, 56 TE: 44, 50, 56 Application: SE: 43, 50, 56 TE: 44, 50, 56				
8.EE 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.	Develop Conceptual Understanding: SE: 53, 54 TE: 53, 54, 55 Fluency: SE: 55, 56 TE: 56 Application: SE: 55 TE: 56	SE: 57, 58 TE: 57, 58			
	Understand the connections between proportional relationships, lines, and linear equations.					

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8.EE 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.*	Develop Conceptual Understanding: SE: 85, 86, 169, 170 TE: 85, 86, 87, 169, 170, 172 Fluency: SE: 76, 77, 87, 88, 172, 173 TE: 76, 88, 172 Application: SE: 171, 172 TE: 172	SE: 83, 84, 89, 80, 173, 174 TE: 83, 84, 89, 90, 173, 174			
8.EE 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.	Develop Conceptual Understanding: SE: 73, 74, 103, 104 TE: 73, 74, 75, 103, 104, 105	SE: 77, 78, 107, 108, 113, 114 TE: 77, 78, 107, 108, 113,			

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		Fluency: SE: 75, 76, 105, 106 TE: 76, 106 Application: SE: 76 TE: 76	114			
	Analyze and solve linear equations and pairs of simultaneous linear equations.					
8.EE 7a.	Solve linear equations in one variable. 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).	Develop Conceptual Understanding: SE: 199, 200, 205, 206, 207, 211, 212, 217, 218 TE: 199, 200, 210, 205, 206, 207, 208, 211, 212, 213, 217, 218, 219	SE: 203, 204, 209, 210, 215, 216, 221, 222 TE: 203, 204, 209, 210, 215, 216, 221, 222			

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		Fluency: SE: 201, 202, 207, 208, 214, 215, 219, 220 TE: 202, 208, 214, 220 Application: SE: 202, 206 TE: 202, 206				
8.EE 7b.	Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Develop Conceptual Understanding: SE: 199, 200, 205, 206, 207, 211, 212 TE: 199, 200, 201, 205, 206, 207, 208, 211, 212, 213 Fluency: SE: 201, 202, 207, 208, 214, 215	SE: 203, 204, 209, 210, 215, 216 TE: 203, 204, 209, 210, 215, 216			

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		TE: 202, 208, 214 Application: SE: 202, 206 TE: 202, 206				
8.EE 8a.	Analyze and solve pairs of simultaneous linear equations. 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.	Develop Conceptual Understanding: SE: 229, 230 TE: 229, 230, 231 Fluency: SE: 231, 232, 233, 234 TE: 233, 234 Application: SE: 232 TE: 232	SE: 235, 236 TE: 235, 236			
8.EE 8b.	Analyze and solve pairs of simultaneous linear equations. 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 +	Develop Conceptual Understanding: SE: 237, 238, 241, 245, 246, 249,	SE: 235, 236, 243, 244, 251, 252, 259, 260, 265, 266			

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	2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.	253, 254, 257, 261–262, 263 TE: 237, 238, 239, 241, 245, 246, 247, 249, 243, 253, 254, 255, 257, 258, 261, 262, 263, 264 Fluency: SE: 239, 240, 242, 247, 248, 250, 255, 256, 258, 264 TE: 240, 242, 248, 250, 256, 258, 264 Application: SE: 240, 241, 242, 248, 249, 250,	TE: 235, 236, 243, 244, 251, 252, 259, 260, 265, 266			

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		256, 258 TE: 240, 242, 248, 250, 256, 258				
8.EE 8c.	Analyze and solve pairs of simultaneous linear equations. 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.	Develop Conceptual Understanding: SE: 237, 238, 241, 245, 246, 249, 253, 254, 257, 261–262, 263 TE: 237, 238, 239, 241, 242, 245, 246, 247, 249, 253, 254, 255, 257, 258, 261, 262, 263, 264 Fluency: SE: 239, 240, 242, 247, 249, 250,	SE: 243, 244, 251, 252, 259, 260, 265, 266 TE: 243, 244, 251, 252, 259, 260, 265, 266			

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		255, 256, 258, 264 TE: 240, 242, 248, 250, 256, 258, 264 Application: SE: 240, 248, 257, 258 TE: 240, 248, 258				
	FUNCTIONS					
	Define, evaluate, and compare functions.					
8.F 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.[2]	Develop Conceptual Understanding: SE: 155, 156, 157, 158, 159, 163, 164, 165 TE: 155, 156, 157, 158,	SE: 161, 162, 167, 168 TE: 161, 162, 167, 168			

[2] Function notation is not required in Grade 8.

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		159, 160, 163, 164, 165, 166 Fluency: SE: 160, 166 TE: 160, 166 Application: SE: 160, 165 TE: 160, 166				
8.F 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.*	Develop Conceptual Understanding: SE: 115, 116, 169,170 TE: 115, 116, 117, 119, 169, 170, 171 Fluency: SE: 118, 119, 120, 171, 172 TE: 118, 120, 172	SE: 121, 122, 173, 174 TE: 121, 122, 173, 174			

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		Application: SE: 115, 116, 11, 118, 168, 169, 170, 172 TE: 116, 118, 170, 172				
8.F 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.*	Develop Conceptual Understanding: SE97, 98, 99, 109, 110, 115, 116, 163, 164 TE: 97, 98, 99, 100, 109, 110, 111, 115, 116, 117, 119, 163, 164, 165 Fluency: SE: 99, 100, 111, 112, 117, 118,	SE: 101, 102, 113, 121, 122, 114, 142, 167, 168 TE: 101, 102, 113, 114, 121, 122, 142, 143, 167, 168			

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		119, 120, 165, 166 TE: 100, 111, 118, 112, 120, 166 Application: SE: 97, 98, 99, 110, 119, 163, 164, 166 TE: 98, 100, 110, 120, 164, 166				
	Use functions to model relationships between quantities.					
8.F 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.	Develop Conceptual Understanding: SE: 73, 74, 79, 80, 103, 104, 105, 109, 110, 111, 115, 116, 129, 130, 135, 136, 137,	SE; 77, 78, 83, 84, 107, 108, 113, 114, 133, 134, 139, 140, 173, 174 TE; 77, 78, 83,			

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		169, 170 TE: 73, 74, 75, 79, 80, 81, 103, 104, 105, 106, 109, 110, 111, 115, 116, 117, 129, 130, 131, 135, 136, 137, 138, 169, 170, 171 Fluency: SE: 75, 76, 82, 82, 105, 106, 111, 112, 117, 118, 131, 132, 137, 138 TE: 76, 81, 82, 105, 106, 112, 118, 131, 132, 137, 138, 171, 172	107, 108, 113, 114, 134, 139, 140, 173			

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		Application: SE: 74, 79, 104, 111, 112, 129, 130, 135, 136, 169, 170 TE: 74, 80, 104, 112, 130, 136, 170				
8.F 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.	Develop Conceptual Understanding: SE: 175, 176 TE: 175, 176, 177 Fluency: SE: 177, 178 TE: 178 Application: SE: 173, 174, 175, 176 TE: 174, 176	SE: 179, 180 TE: 179, 180			

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	GEOMETRY					
	Understand congruence and similarity using physical models, transparencies, or geometry software.					
8.G.1a.	Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length.	Develop Conceptual Understanding: SE: 281, 282, 287, 288, 293, 294 TE: 281, 282, 283, 287,288, 289, 293, 294, 295 Fluency: SE: 283, 284, 295, 296, 289, 290 TE: 284, 290, 296	SE: 285, 286 291, 292, 297, 298 TE: 285, 286, 291, 292, 297, 298			
8.G.1b.	Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure.	Develop Conceptual Understanding: SE: 281, 282,	SE: 285, 286 291, 292, 297, 298			

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		287, 288, 293, 294 TE: 281, 282, 283, 287,288, 289, 293, 294, 295 Fluency: SE: 283, 284, 295, 296, 289, 290 TE: 284, 290, 296 Application: SE: 284 TE: 284	TE: 285, 286, 291, 292, 297, 298			
8.G.1c.	Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines.	Develop Conceptual Understanding: SE: 281, 282, 287, 288, 293, 294 TE: 281, 282, 283, 287, 288, 289,	SE: 285, 286 291, 292, 297, 298 TE: 285, 286, 291, 292, 297, 298			

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		293, 294, 295 Fluency: SE: 283, 284, 295, 296, 289, 290 TE: 284, 290, 296 Application: SE: 284 TE: 284				
8.G.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.	Develop Conceptual Understanding: SE: 305, 306, 307 TE: 305, 306, 307, 308 Fluency: SE: 308 TE: 308	SE: 309, 310 TE: 309, 310			
8.G.3.	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using	Develop Conceptual Understanding:	SE: 285, 286, 291, 292, 297,			

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	coordinates.	SE: 281, 282, 288, 289, 293, 294, 299, 300, 317, 318, 323, 324 TE: 281, 282, 283, 287, 288, 289, 323, 324, 325, 293, 294, 295, 299, 300, 301, 317, 318, 319 Fluency: SE: 283, 284, 289, 290, 295, 296, 301, 302, 319, 320, 325, 326 TE: 284, 290, 296, 302, 320, 326 Application:	298, 303, 304, 321, 322, 327, 328 TE: 285, 286, 291, 292, 297, 298, 303, 304, 321, 322, 327, 328			

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		SE: 284 TE: 284				
8.G.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.	Develop Conceptual Understanding: SE: 317, 318, 329, 330 TE: 317, 318, 319, 329, 330, 331 Fluency: SE: 319, 320, 331, 332 TE: 320, 332 Application: SE: 319 TE: 320	SE: 321, 322, 333, 334 TE: 321, 322, 333, 334			
8.G.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*	Develop Conceptual Understanding: SE: 349, 350, 355, 356, 363, 364 TE: 349, 350, 351, 355,	SE: 353, 354, 361, 362, 369, 360 TE: 353, 354, 361, 362, 369,			

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	the three angles appears to form a line, and give an argument in terms of transversals why this is so.	356, 357, 363, 364, 365, 367 Fluency: SE: 351, 352, 357, 358, 365, 366, 367, 368 TE: 352, 366, 368 Application: SE: 365, 366, 368 TE: 366, 368	360			
	Understand and apply the Pythagorean Theorem.					
8.G.6.	Explain a proof of the Pythagorean Theorem and its converse.	Develop Conceptual Understanding: SE: 377, 378, 383, 384 TE: 377, 378, 379, 383, 384, 385	SE: 381, 382, 387, 388 TE: 381, 382, 387, 388			

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		Fluency: SE: 379, 380, 385, 386 TE: 380, 386 Application: SE: 379, 380, 386 TE: 380, 386				
8.G.7.	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Develop Conceptual Understanding: SE: 377, 378, 383, 384 TE: 377, 378, 379, 383, 384, 385 Fluency: SE: 379, 380, 385, 386 TE: 380, 386	SE: 381, 382, 387, 388 TE: 381, 382, 387, 388			
8.G.8.	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Develop Conceptual Understanding: SE: 389, 390 TE: 389, 390, 391	SE: 393, 394 TE: 393, 394			

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		Fluency: TE: 391, 392 SE: 392 Application: SE: 391 TE: 392				
	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.					
8.G.9.	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Develop Conceptual Understanding: SE: 401, 402, 407, 408, 413, 414 TE: 401, 402, 403, 407, 408, 409, 413, 414, 415 Fluency: SE: 403, 404, 409, 410, 415, 416	SE: 405, 406, 411, 412, 417, 418 TE: 405, 406, 411, 412, 417, 418			

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		TE: 404, 410, 416 Application: SE: 403, 404, 409, 410, 415, 416 TE: 404, 410, 416				
	STATISTICS AND PROBABILITY					
	Investigate patterns of association in bivariate data.					
8.SP 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.	Develop Conceptual Understanding: SE: 141, 142, 143, 435, 436, 441, 442 TE: 141, 142, 143, 144, 145, 146, 435, 436, 437, 441, 442, 443 Fluency:	SE: 147, 148, 439, 440, 445, 446 TE: 148, 440, 446			

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		SE: 144, 145, 146, 437, 438, 443, 444 TE: 144, 146, 438, 444 Application: SE: 435, 436, 437, 438, 441, 444 TE: 436, 438, 442, 444				
8.SP 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.	Develop Conceptual Understanding: SE: 141, 142, 143, 441, 442 TE: 141, 142, 143, 144, 145, 146, 441, 442, 443 Fluency: SE: 144, 145, 146, 437,	SE: 147, 148, 439, 440 TE: 147, 148, 439, 440			

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		438 TE: 144, 146, 438 Application: SE: 143, 437, 438 TE: 144, 348				
8.SP 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.*	Develop Conceptual Understanding: SE: 141, 142, 143, 441, 442 TE: 141, 142, 143, 144, 145, 146 Fluency: SE: 144, 145, 146 TE: 144, 146 Application: SE: 143 TE: 144	SE: 147, 148 TE: 147, 148			
8.SP 4.	Understand that patterns of association can also be seen in bivariate categorical	Develop Conceptual	SE: 457,			

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	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?*	Understanding: SE: 453, 454, 455, 459, 460, 461 TE: 453, 454, 455, 456, 459, 460, 461, 462 Fluency: SE: 456, 462, 463, 464 TE: 456, 462, 463 Application: SE: 453, 454, 455, 456, 459, 460, 461, 462, 463, 464 TE: 454, 456, 460, 462, 464	458, 465, 466 TE: 457 458, 465, 466			
	MATHEMATICAL PRACTICES					
MP 1.	Make sense of problems and persevere in solving them.	*Mathematical practices are*				

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		integrated throughout the program. Some examples are: SE: 47, 48, 49, 50, 51, 52, 129, 130, 131, 132, 133, 134, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 246, 247, 248, 249, 250, 254, 255, 256, 257, 258, 259, 260, 389, 390, 391, 392, 393, 394, 407, 408, 409, 410,				

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		411, 412 TE: 48, 50, 52, 130, 132, 134, 220, 202, 204, 206, 208, 210, 246, 248, 250, 254, 258, 260, 390, 392, 394, 408, 410, 412				
MP 2.	Reason abstractly and quantitatively.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 47, 48, 49, 50, 51, 52,129, 130, 131, 132, 133, 134, 199, 200,				

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MP 3.	Construct viable arguments and critique the reasoning of others.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 14, 20, 26, 37, 38, 44, 47, 49, 50, 56, 76, 82, 100, 106, 112, 114, 160, 166, 132, 146, 160, 166, 171, 172, 178, 199, 201, 202, 208, 214, 220, 234, 242, 250, 257, 258, 264, 284, 291, 300, 302, 326, 332, 352,				

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		353, 367, 368, 379, 386, 392, 404, 406, 410, 433, 437, 438, 444, 464 TE: 14, 20, 26, 38, 44, 47, 50, 56, 76, 82, 100, 106, 112, 113, 114, 160, 166, 132, 146, 160, 166, 172, 178, 199, 200, 202, 208, 214, 220, 234, 242, 250, 258, 264, 284, 291, 292, 299, 300, 302, 326, 332, 352,				

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		353, 354, 368, 380, 386, 392, 404, 406, 410, 434, 438, 444, 464				
MP 4.	Model with mathematics.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 21, 22, 23, 24, 25 26, 41, 42, 43, 44, 45, 46, 73, 74, 75, 76, 77, 78, 85, 86, 87, 88, 89, 90, 97, 98, 99, 100, 101, 102, 135, 136, 137,138,				

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		139, 140, 155, 156, 157, 158, 159, 160, 161, 162, 175, 176, 177, 178, 179, 180, 199, 200, 201, 202, 203, 204, 323, 324, 325, 326, 327, 328, 363, 364, 365, 366, 367, 368, 369, 370, 407, 408, 409, 410, 411, 412 TE: 22, 24, 26, 42, 44, 46, 74, 76, 78, 86, 88, 90, 98, 100, 102, 136,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		138, 140, 156, 158, 160, 162, 176, 178, 180, 200, 202, 204, 324, 326, 328, 364, 366, 368, 370, 408, 410, 412				
MP 5.	Use appropriate tools strategically.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 287, 288, 289, 290, 291, 292, 317, 318, 319, 320, 321, 322, 355, 356, 357, 358, 359, 360,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		361, 362, 377, 378, 379, 380, 381, 382 TE: 288, 290, 292, 318, 320, 322, 356, 358, 360, 362, 378, 380, 382				
MP 6.	Attend to precision.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 7, 8, 9, 10, 11, 12, 13, 14, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		120, 121, 122, 141, 142, 143, 144, 145, 146, 147, 148, 163, 164, 165, 166, 167, 168, 205, 206, 207, 208, 209, 210, 237, 238, 239, 240, 241, 242, 243, 244, 281, 282, 283, 284, 285, 286, 305, 306, 307, 308, 309, 310, 349, 350, 351, 352, 353, 354, 413, 414, 415, 416, 417, 418, 453,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		454, 455, 456, 457, 458 TE: 8, 10, 12, 14, 110, 112, 114, 116, 118, 120, 122, 142, 144, 146, 148, 164, 166, 168, 206, 208, 210, 238, 240, 242, 244, 282, 284, 286, 306, 308, 310, 350, 352, 354, 414, 416, 418, 454, 456, 458				
MP 7.	Look for and make use of structure.	*Mathematical practices are integrated throughout*				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		the program. Some examples are: SE: 15, 16, 17, 18, 19, 20, 79, 80, 81, 82, 83, 84, 103, 104, 105, 106, 107, 108, 383, 384, 385, 386, 387, 388 TE: 16, 18, 20, 80, 82, 84, 104, 106, 108, 384, 386, 388				
MP 8.	Look for and express regularity in repeated reasoning.	*Mathematical practices are integrated throughout the program. Some examples are:* SE: 34, 35,				

		Publisher Citations		Meets Standard		For Reviewer Use Only
Standard No.	Standard Language	Primary Citations	Supporting Citations	Y	N	Reviewer Notes
		36, 37, 38, 39, 40, 217, 218, 219, 220, 221, 222, 459, 460, 461, 462, 463, 464 TE: 34, 36, 38, 40, 218, 220, 222, 460, 462, 464				
Appendix						