Name	Description	Pg. No.	Reference Example	Page Link
MA.912.DP.1.1:	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	62-67	Graphs That Enlighten	https://wgdesigngroup.com/Pearson/elementary_stats/62
	Clarifications:			
	Clarification 1: Instruction includes discussions regarding the strengths and weaknesses of each data display.	66	Pg. 66 Top three paragraphs (Author Correlation)	https://wgdesigngroup.com/Pearson/elementary_stats/66
	Clarification 2: Numerical univariate includes histograms, stem-and-leaf plots, box plots and line plots; numerical bivariate includes scatter plots and line graphs; categorical univariate includes bar charts, circle graphs, line plots, frequency tables and relative frequency tables; and categorical bivariate includes segmented bar charts, joint frequency tables and joint relative frequency tables.	62-67	Graphs That Enlighten	https://wgdesigngroup.com/Pearson/elementary_stats/62
	Clarification 3: Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.	15, 116	Pg. 15 bottom paragraph. Pg. 116 Exercises 5 and 6. Technology at end of sections. (Author Correlation)	https://wgdesigngroup.com/Pearson/elementary_stats/15
	Clarification 3: Instruction includes the use of appropriate units and labels and, where appropriate, using technology to create data displays.	15, 116	Pg. 15 bottom paragraph. Pg. 116 Exercises 5 and 6. Technology at end of sections. (Author Correlation)	https://wgdesigngroup.com/Pearson/elementary_stats/116
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	15-17	Quantitative/Categorical, Discrete/Continuous	https://wgdesigngroup.com/Pearson/elementary_stats/15
		23-25	Problem 2 and 3, problem 13 to 20	https://wgdesigngroup.com/Pearson/elementary_stats/23
	Clarifications:			
	Clarification 1 : Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.	NA		https://wgdesigngroup.com/Pearson/elementary_stats/NA
MA.912.DP.1.3:	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	516	INTERPRETATION	https://wgdesigngroup.com/Pearson/elementary_stats/516
	Examples:			
	Algebra 1 Example: There is a strong positive correlation between the number of Nobel prizes won by country and the per capita chocolate consumption by country. Does this mean that increased chocolate consumption in America will increase the United States of America's chances of a Nobel prize winner?	NA		https://wgdesigngroup.com/Pearson/elementary_stats/NA
MA.912.DP.1.4:	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	329-330	Estimating a Population Mean	https://wgdesigngroup.com/Pearson/elementary_stats/329
	Clarifications:			
	Clarification 1: Within the Algebra 1 course, the margin of error will be given.	NA		https://wgdesigngroup.com/Pearson/elementary_stats/NA
MA.912.DP.1.5:	Interpret the margin of error of a mean or percentage from a data set.	315	Margin of Error	https://wgdesigngroup.com/Pearson/elementary_stats/315
	Interpret the confidence level corresponding to the margin of error.	319	EXAMPLE 3	https://wgdesigngroup.com/Pearson/elementary_stats/319
MA.912.DP.2.1:	For two or more sets of numerical univariate data, calculate and compare the appropriate measures of center and measures of variability, accounting for possible effects of outliers. Interpret any	88-93	Measures of Center	https://wgdesigngroup.com/Pearson/elementary_stats/88
		104-107	Measures of Variation	https://wgdesigngroup.com/Pearson/elementary_stats/104
	Clarifications:			
	Clarification 1 : The measure of center is limited to mean and median. The measure of variation is limited to range, interquartile range, and standard deviation.	88-93	Mean	https://wgdesigngroup.com/Pearson/elementary_stats/88
			Median	
	Clarification 2 : Shape features include symmetry or skewness and clustering.	105	Volumes of Regular Coke and Special Cola	https://wgdesigngroup.com/Pearson/elementary_stats/105
	Clarification 3 : Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.			
MA.912.DP.2	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.	255	Bone Density Test	https://wgdesigngroup.com/Pearson/elementary_stats/255
		261-263	EXAMPLE 1 and 2	https://wgdesigngroup.com/Pearson/elementary_stats/261

MA.912.DP.2.2:	**Clarifications:**			
	Clarification 1 : Instruction includes the connection to the binomial distribution and surveys.			
MA.912.DP.2.3:	Estimate population percentages from data that has been fit to the normal distribution.	111-113	Beyond the Basics of Variation	https://wgdesigngroup.com/Pearson/elementary_stats/111
	Clarifications:			
	Clarification 1 : Instruction includes using technology, empirical rules or tables to estimate areas under the normal curve.	112-113	The Empirical Rule	https://wgdesigngroup.com/Pearson/elementary_stats/112
MA.912.DP.2.4:	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	79	Regression Line	https://wgdesigngroup.com/Pearson/elementary_stats/79
	Clarifications:			
	Clarification 1 : Instruction includes fitting a linear function both informally and formally with the use of technology.	78-79	Regression	https://wgdesigngroup.com/Pearson/elementary_stats/78
	Clarification 2 : Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.	79	Regression Line	https://wgdesigngroup.com/Pearson/elementary_stats/79
MA.912.DP.2.5:	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	79	Regression Line	https://wgdesigngroup.com/Pearson/elementary_stats/79
	Clarifications:			
	Clarification 1 : Within the Algebra 1 course, instruction includes determining the number of positive and negative residuals; the largest and smallest residuals; and the connection between outliers in the data set and the corresponding residuals.			
MA.912.DP.2.6:	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	509-510	Measure the Strength of the Linear Correlation with r	https://wgdesigngroup.com/Pearson/elementary_stats/509
	Clarifications:			
	Clarification 1 : Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.	NA		https://wgdesigngroup.com/Pearson/elementary_stats/NA
MA.912.DP.2.7:	Compute the correlation coefficient of a linear model using technology. Interpret the strength and direction of the correlation coefficient.	512-513	Calculating the Linear Correlation Coefficient r	https://wgdesigngroup.com/Pearson/elementary_stats/512
MA.912.DP.2.9:	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	568	Problem 3	https://wgdesigngroup.com/Pearson/elementary_stats/568
	Clarifications:			
	Clarification 1 : Instruction focuses on determining whether an exponential model is appropriate by taking the logarithm of the dependent variable using spreadsheets and other technology.	564	Nonlinear Regression	https://wgdesigngroup.com/Pearson/elementary_stats/564
	Clarification 2 : Instruction includes determining whether the transformed scatterplot has an appropriate line of best fit, and interpreting the y-intercept and slope of the line of best fit.	79	Regression Line	https://wgdesigngroup.com/Pearson/elementary_stats/79
	Clarification 3 : Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.			
MA.912.DP.3.1:	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	48	Relative Frequency Distribution	https://wgdesigngroup.com/Pearson/elementary_stats/48

	Clarifications:			
MA.912.DP.3.2:	*Clarification 1:* Construction includes cases where not all frequencies are given but enough are provided to be able to construct a two-way relative frequency table.	48-49	EXAMPLE 3	https://wgdesigngroup.com/Pearson/elementary_stats/48
	Clarification 2: Instruction includes the use of a tree diagram when calculating relative frequencies to construct tables.			
MA.912.DP.3.3:	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	55	Relative Frequency Histogram	https://wgdesigngroup.com/Pearson/elementary_stats/55
	Clarifications:			
	Clarification 1: Instruction includes problems involving false positive and false negatives.			
MA.912.DP.3.4:	Given a relative frequency table, construct and interpret a segmented bar graph.	64-65	Pareto Chart of Causes of Fatal Plane Crashes	https://wgdesigngroup.com/Pearson/elementary_stats/64
MA.912.DP.3.5:	Solve real-world problems involving univariate and bivariate categorical data.	73	TV and Digital Ads	https://wgdesigngroup.com/Pearson/elementary_stats/73
	Clarifications:			
	Clarification 1: Instruction focuses on the connection to probability.	73	TV and Digital Ads	https://wgdesigngroup.com/Pearson/elementary_stats/73
	Clarification 2: Instruction includes calculating joint relative frequencies or conditional relative frequencies using tree diagrams. Clarification 3: Graphical representations include frequency tables, relative frequency tables, circle graphs and segmented bar graphs.			
MA.912.DP.4.1:	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
MA.912.DP.4.2:	Determine if events A and B are independent by calculating the product of their probabilities.	161-162	Independence and the Multiplication Rule	https://wgdesigngroup.com/Pearson/elementary_stats/161
MA.912.DP.4.3:	Calculate the conditional probability of two events and interpret the result in terms of its context.	172-174	Conditional Probability	https://wgdesigngroup.com/Pearson/elementary_stats/172
MA.912.DP.4.4:	Interpret the independence of two events using conditional probability.	175-177	Interpreting Medical Test Results	https://wgdesigngroup.com/Pearson/elementary_stats/175
MA.912.DP.4.5:	Given a two-way table containing data from a population, interpret the joint and marginal relative frequencies as empirical probabilities and the conditional relative frequencies as empirical conditional probabilities. Use those probabilities to determine whether characteristics in the population are approximately independent.	178	Problem 13	https://wgdesigngroup.com/Pearson/elementary_stats/178
	Clarifications:			
	Clarification 1 : Instruction includes the connection between mathematical probability and applied statistics.			
MA.912.DP.4.6:	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.	172-173	Conditional Probability	https://wgdesigngroup.com/Pearson/elementary_stats/172
MA.912.DP.4.7:	Apply the addition rule for probability, taking into consideration whether the events are mutually exclusive, and interpret the result in terms of the model and its context.	159-160	Disjoint Events and the Addition Rule	https://wgdesigngroup.com/Pearson/elementary_stats/159
MA.912.DP.4.8:	Apply the general multiplication rule for probability, taking into consideration whether the events are independent, and interpret the result in terms of the context.	162	Drug Screening and the Basic Multiplication Rule	https://wgdesigngroup.com/Pearson/elementary_stats/162
MA.912.DP.4.9:	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	159	Drug Testing of Job Applicants	https://wgdesigngroup.com/Pearson/elementary_stats/159
		162	Drug Screening and the Basic Multiplication Rule	https://wgdesigngroup.com/Pearson/elementary_stats/162
MA.912.DP.4.10:	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	185	Permutations and Combinations:	https://wgdesigngroup.com/Pearson/elementary_stats/185
			Corporate Officers and Committees	

MA.912.DP.5.1:	Distinguish between a population parameter and a sample statistic.	863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
MA.912.DP.5.2:	Explain how random sampling produces data that is representative of a population.	28	DEFINITION	https://wgdesigngroup.com/Pearson/elementary_stats/28
MA.912.DP.5.3:	Compare and contrast sampling methods.	28-30	DEFINITION	https://wgdesigngroup.com/Pearson/elementary_stats/28
	Clarifications:			
	Clarification 1 : Instruction includes understanding the connection between probability and sampling methods.	28	DEFINITION	https://wgdesigngroup.com/Pearson/elementary_stats/28
	Clarification 2 : Sampling methods include simple random, stratified, cluster, systematic, judgement, quota and convenience.	28-30	DEFINITION	https://wgdesigngroup.com/Pearson/elementary_stats/28
MA.912.DP.5.4:	Generate multiple samples or simulated samples of the same size to measure the variation in estimates or predictions.	200	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/200
MA.912.DP.5.5:	Determine if a specific model is consistent within a given process by analyzing the data distribution from a data-generating process.	81	10. Normal Distribution	https://wgdesigngroup.com/Pearson/elementary_stats/81
MA.912.DP.5.6:	Determine the appropriate design, survey, experiment or observational study, based on the purpose. Articulate the types of questions appropriate for each type of design.	41-42	Cooperative Group Activities	https://wgdesigngroup.com/Pearson/elementary_stats/41
MA.912.DP.5.7:	Compare and contrast surveys, experiments and observational studies.	30-32	Beyond the Basics of Design of Experiments and Collecting Sample Data	https://wgdesigngroup.com/Pearson/elementary_stats/30
	Clarifications:			
	Clarification 1 : Instruction includes understanding how randomization relates to sample surveys, experiments and observational studies.	30-32	Beyond the Basics of Design of Experiments and Collecting Sample Data	https://wgdesigngroup.com/Pearson/elementary_stats/30
MA.912.DP.5.8:	Draw inferences about two populations using data and statistical analysis from two random samples.	82	1. Email Data	https://wgdesigngroup.com/Pearson/elementary_stats/82
MA.912.DP.5.9:	Compare two treatments using data from an experiment in which the treatments are assigned randomly.	82	Problem 7 and Problem 8	https://wgdesigngroup.com/Pearson/elementary_stats/82
	Clarifications:			
	Clarification 1 : Instruction includes the understanding that if one wants to validate a causal relationship, then randomized assignment of treatment groups must occur.	NA		https://wgdesigngroup.com/Pearson/elementary_stats/NA
MA.912.DP.5.10:	Determine whether differences between parameters are significant using simulations.	190-192	Simulations for Hypothesis Tests	https://wgdesigngroup.com/Pearson/elementary_stats/190
MA.912.DP.5.11:	Evaluate reports based on data from diverse media, print and digital resources by interpreting graphs and tables; evaluating data-based arguments; determining whether a valid sampling method was used; or interpreting provided statistics.	41	5. Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/41
	Clarifications:			
	Clarification 1 : Instruction includes determining whether or not data displays could be misleading.	41	1. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/41
MA.912.DP.6.1:	Define a random variable for a quantity of interest by assigning a numerical value to each individual outcome in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	206	EXAMPLE 1	https://wgdesigngroup.com/Pearson/elementary_stats/206
MA.912.DP.6.2:	Develop a probability distribution for a discrete random variable using theoretical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	209	Finding the Mean, Variance, and Standard Deviation	https://wgdesigngroup.com/Pearson/elementary_stats/209
MA.912.DP.6.3:	Develop a probability distribution for a discrete random variable using empirical probabilities. Find the expected value and interpret it as the mean of the discrete distribution.	208-209	Expected Value Finding the Mean, Variance, and Standard Deviation	https://wgdesigngroup.com/Pearson/elementary_stats/208
MA.912.DP.6	Given a binomial distribution, calculate and interpret the expected value. Solve real-world problems involving binomial distributions.	224-225	Using Parameters to Determine Significance	https://wgdesigngroup.com/Pearson/elementary_stats/224
	Clarifications:			

.4:	*Clarification 1* : Instruction focuses on the connection between binomial distributions and coin tossing and the connection to one-question surveys in which the question has two possible responses.	NA		https://wgdesigngroup.com/Pearson/elementary_stats/NA
	Solve real-world problems involving geometric distributions.	232	41. Geometric Distribution	https://wgdesigngroup.com/Pearson/elementary_stats/232
	Clarifications:			
MA.912.DP.6 .5:	*Clarification 1* : Instruction focuses on the connection between geometric distributions and tossing a coin until the first heads appears and the connection to making repeated attempts at a task until it is successfully completed.	232	41. Geometric Distribution	https://wgdesigngroup.com/Pearson/elementary_stats/232
	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values and standard deviations. Evaluate and compare strategies on the basis of the calculated expected values and standard deviations.	212-213	Expected Value and Rationale for Formulas	https://wgdesigngroup.com/Pearson/elementary_stats/212
MA.912.DP.6	**Clarifications:**			
.7:	*Clarification 1* : Instruction includes the relationship between expected values and standard deviations on one hand and the rewards and risks on the other hand.	209	Finding the Mean, Variance, and Standard Deviation	https://wgdesigngroup.com/Pearson/elementary_stats/209
	Clarification 2 : Instruction includes reducing risk through diversification.			
MA.912.DP.6 .8:	Apply probabilities to make fair decisions, such as drawing from lots or using a random number generator.	157	Problem 43 Kentucky Derby Odds	https://wgdesigngroup.com/Pearson/elementary_stats/157
	Actively participate in effortful learning both individually and collectively.	140	1. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/140
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Mathematicians who participate in effortful learning both individually and with others:			
	Analyze the problem in a way that makes sense given the task.	370	6. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/370
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Ask questions that will help with solving the task.	505	10. Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/505
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Build perseverance by modifying methods as needed while solving a challenging task.	504	1. Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/504
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861

		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
MA.K12.MTR.1.1:	Stay engaged and maintain a positive mindset when working to solve tasks.	504	7. Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/504
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Help and support each other when attempting a new method or approach.	853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	Teachers who encourage students to participate actively in effortful learning both individually and with others:			
	Cultivate a community of growth mindset learners.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Foster perseverance in students by choosing tasks that are challenging.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Develop students' ability to analyze and problem solve.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Recognize students' effort when solving challenging problems.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Demonstrate understanding by representing problems in multiple ways.	243	6. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/243
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Mathematicians who demonstrate understanding by representing problems in multiple ways:			
	Build understanding through modeling and using manipulatives.	243	6. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/243
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859

MA.K12.MTR.2.1:	Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	243	6. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/243
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Progress from modeling problems with objects and drawings to using algorithms and equations.	243	6. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/243
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Express connections between concepts and representations.	243	2. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/243
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Choose a representation based on the given context or purpose.	243	2. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/243
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Clarifications:			
	Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:			
	Help students make connections between concepts and representations.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
	Provide opportunities for students to use manipulatives when investigating concepts.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
	Guide students from concrete to pictorial to abstract representations as understanding progresses.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
	Show students that various representations can have different purposes and can be useful in different situations.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
	Complete tasks with mathematical fluency.	501-502	Cumulative Review Exercises	https://wgdesigngroup.com/Pearson/elementary_stats/501
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Mathematicians who complete tasks with mathematical fluency:			
	Select efficient and appropriate methods for solving problems within the given context.	501-502	Cumulative Review Exercises	https://wgdesigngroup.com/Pearson/elementary_stats/501
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Maintain flexibility and accuracy while performing procedures and mental calculations.	501-502	Cumulative Review Exercises	https://wgdesigngroup.com/Pearson/elementary_stats/501
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Complete tasks accurately and with confidence.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863

MA.K12.MTR.3.1:	Adapt procedures to apply them to a new context.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Use feedback to improve efficiency when performing calculations.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	Teachers who encourage students to complete tasks with mathematical fluency:			
	Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Offer multiple opportunities for students to practice efficient and generalizable methods.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Engage in discussions that reflect on the mathematical thinking of self and others.	851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:			
	Communicate mathematical ideas, vocabulary and methods effectively.	439	17. Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/439
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853

	Analyze the mathematical thinking of others.	855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Compare the efficiency of a method to those expressed by others.	439	16. Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/439
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Recognize errors and suggest how to correctly solve the task.	851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
MA.K12.MTR.4.1:	Justify results by explaining methods and processes.	437	FROM DATA TO DECISION	https://wgdesigngroup.com/Pearson/elementary_stats/437
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Construct possible arguments based on evidence.	437	FROM DATA TO DECISION	https://wgdesigngroup.com/Pearson/elementary_stats/437
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:			
	Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Create opportunities for students to discuss their thinking with peers.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871

		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Develop students' ability to justify methods and compare their responses to the responses of their peers.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
MA.K12.MTR.5.1:	**Use patterns and structure to help understand and connect mathematical concepts.**	504	8. In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/504
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Mathematicians who use patterns and structure to help understand and connect mathematical concepts:			
	Focus on relevant details within a problem.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Create plans and procedures to logically order events, steps or ideas to solve problems.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Decompose a complex problem into manageable parts.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Relate previously learned concepts to new concepts.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Look for similarities among problems.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Connect solutions of problems to more complicated large-scale situations.	502-503	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/502
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Clarifications:			
	Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:	NA		https://wgdesigngroup.com/Pearson/elementary_stats/NA

	Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
	Support students to develop generalizations based on the similarities found among problems.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
	Provide opportunities for students to create plans and procedures to solve problems.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
	Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
MA.K12.MTR.6.1:	**Assess the reasonableness of solutions.**	607	FROM DATA TO DECISION	https://wgdesigngroup.com/Pearson/elementary_stats/607
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
	Mathematicians who assess the reasonableness of solutions:			
	Estimate to discover possible solutions.	609	Cooperative Group Activities - Problem 6 Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/609
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
	Use benchmark quantities to determine if a solution makes sense.	609	Cooperative Group Activities - Problem 6 Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/609
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
	Check calculations when solving problems.	609	Cooperative Group Activities - Problem 6 Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/609
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
	Verify possible solutions by explaining the methods used.	609	Cooperative Group Activities - Problem 6 Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/609
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
	Evaluate results based on the given context.	609	Cooperative Group Activities - Problem 6 Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/609
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
	Clarifications:			
	Teachers who encourage students to assess the reasonableness of solutions:			
	Have students estimate or predict solutions prior to solving.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
	Prompt students to continually ask, "Does this solution make sense? How do you know?"	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
	Reinforce that students check their work as they progress within and after a task.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868

	after a task.	869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
	Strengthen students' ability to verify solutions through justifications.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
MA.K12.MTR.7.1:	**Apply mathematics to real-world contexts.**	40	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/40
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Mathematicians who apply mathematics to real-world contexts:			
	Connect mathematical concepts to everyday experiences.	40	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/40
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Use models and methods to understand, represent and solve problems.	40	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/40
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	40	Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/40
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	Teachers who encourage students to apply mathematics to real-world contexts:			
	Provide opportunities for students to create models, both concrete and abstract, and perform investigations.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
		867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867

	Challenge students to question the accuracy of their models and methods.	868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Support students as they validate conclusions by comparing them to the given situation.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
	Indicate how various concepts can be applied to other disciplines.	867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.	608	Cooperative Group Activities - Problem 5 In-class activity; Technology Project	https://wgdesigngroup.com/Pearson/elementary_stats/608
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.			
	2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.			
	4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.			
	6-8 Students continue with previous skills and use a style guide to create a proper citation.			
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.	853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.	141	Cooperative Group Activities - Problem 5 In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/141
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			

	See Text Complexity for grade-level complexity bands and a text complexity rubric.		Lexile Level: 1210L-1400L	
ELA.K12.EE.3.1:	Make inferences to support comprehension.	608	Cooperative Group Activities - Problem 3 Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/608
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
	Clarifications:			
	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.	608	Cooperative Group Activities - Problem 3 Out-of-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/608
		867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	41	Cooperative Group Activities - Problem 1 In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/41
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	In kindergarten, students learn to listen to one another respectfully.			
	In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.			
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.	41	Cooperative Group Activities - Problem 1 In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/41
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.	41	Cooperative Group Activities - Problem 2 In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/41
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.	41	Cooperative Group Activities - Problem 2 In-class activity	https://wgdesigngroup.com/Pearson/elementary_stats/41
		867	Activity 1: Too Many Emails (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/867
		868	Activity 2: Baby Sizes (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/868
		869	Activity 3: Algorithmically Superior (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/869
		870	Activity 4: Click or Clip? (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/870
		871	Activity 5: Frequent Fliers (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/871
		872	Activity 6: Travel Trends Unpacked (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/872
		873	Activity 7: Sneaky Salary (TE)	https://wgdesigngroup.com/Pearson/elementary_stats/873
		851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853

ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.	855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863
	Clarifications:			
	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.			
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	851	Activity 1: Too Many Emails (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/851
		853	Activity 2: Baby Sizes (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/853
		855	Activity 3: Algorithmically Superior (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/855
		857	Activity 4: Click or Clip? (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/857
		859	Activity 5: Frequent Fliers (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/859
		861	Activity 6: Travel Trends Unpacked (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/861
		863	Activity 7: Sneaky Salary (SE)	https://wgdesigngroup.com/Pearson/elementary_stats/863